According to a recent report published by the Association of American Colleges and Universities and the National Center for Higher Education Management Systems, employers believe students need field-specific knowledge AND a broad range of skills to achieve long-term success. According to the survey, 80% of employers agree every college student should acquire broad knowledge in the liberal arts, and 74% recommend a liberal arts education.

These results are not surprising to the MICUA member institutions. We know our graduates are prepared for all aspects of a life worth living—civic engagement, community involvement, social enrichment, AND career success. Despite anecdotal reports of low earnings by graduates of liberal arts institutions, the facts paint a different story. Based on the data, liberal arts institutions rank among the highest in the State in terms of mid-career salaries. Based on the 2017-2018 College Salary Report prepared by PayScale, ten of the top 15 best colleges in Maryland ranked by mid-career salary potential are liberal arts institutions, and nine of the top 15 are MICUA member institutions. Graduates of the U.S. Naval Academy top the list, followed by graduates of Loyola University Maryland (#2) and Johns Hopkins University (#3).

This issue of MICUA Matters explores campus activities to promote career connections through internships, experiential learning, job fairs, resume building, and networking. The foundation for a good job is excellent academic preparation, but our commitment to students doesn’t end there.

What Employers Want

- Majority of employers agree having both field-specific knowledge and a broad range of skills is important to achieve long-term success
- 80% agree every college student should acquire broad knowledge in the liberal arts
- 74% recommend a liberal arts education

* Report from the Association of American Colleges and Universities and the National Center for Higher Education Management Systems
Loyola Career Center Helps Students Find Jobs

When Jazmin Guzman ’16 entered her senior year at Loyola University Maryland, she had a job already lined up for after graduation, thanks to her hard work and Loyola’s Career Center.

“The Career Center was a huge resource in both preparing for and lining up interviews with potential employers,” said Guzman, who works as an associate consultant at a Tier 1 investment bank in a business analyst capacity. “Loyola students have incredible access to connections, both in the Baltimore-D.C. metro area and all over the country—and world—through the Greyhound network.”

Prospective students and their parents want to know that graduates will receive job offers soon after graduation. Loyola’s Career Center provides individualized career guidance to students and alumni, taking a distinctive approach. The Career Center leads students through a four-phase process, which begins with self-discovery, moves into exploration, then preparation, and finally to active pursuit.

Through online tools like Handshake, which connects students with employers and employers with students, and Loyola Connect, a platform designed to connect the Loyola community, the Career Center helps guide students and alumni down the path to career success.

“St. Ignatius of Loyola encouraged people to identify their individual talents and figure out how the world needs them. That’s a great starting point for how you find a successful and fulfilling career,” said Jim Dickinson, Ph.D., Assistant Vice President for Career Services. “As an alumnus, I know firsthand how Loyola helps guide you through academic and personal growth. It’s such a great environment to start thinking about how you want to take those learning experiences and apply them to a career. And I think that model of education really positions Loyola grads to be well-prepared for the workplace.”

McDaniel Center for Experience and Opportunity

McDaniel College students explore and secure experiential learning opportunities through the College’s Center for Experience and Opportunity (CEO). While encouraging all students to engage in multiple and varied learning experiences, the CEO offers support and resources for career development, study abroad, internships, entrepreneurship, targeted course advising, and scholarships and fellowships.

The CEO’s website, http://CEO.mcdaniel.edu, gives students access to all of its programming and resources. Here students find the CEO Connect database of more than 380 active job and internship opportunities and 2,700 employers. The CEO connects students with 10,000 alumni via LinkedIn.

From service to the local community to learning while immersing in global cultures, the CEO links students to experiences that enrich their learning and cultivate the skills they need for success in the 21st century. Students interested in studying abroad meet with advisors who introduce them to hundreds of programs around the globe, as well as McDaniel Europe in Budapest, Hungary, and January Term study tours abroad. Among many community service and service learning activities, the CEO sponsors a community plunge during freshman orientation for first-year students to join in with alumni on projects at the Westminster Boys and Girls Club, clean-up on Main Street in Westminster, and conservation work at the College’s Singleton-Matthews Farm.

The CEO supports the curriculum-based The Encompass Distinction, as well as students’ pursuit of scholarships and fellowships. In conjunction with The Encompass Distinction, the CEO helps students hone innovative- and entrepreneurial-thinking skills while encouraging their participation in competitions, such as the College’s Innovation Challenge and the Carroll County Chamber of Commerce’s Carroll Biz Challenge. Anchored in the CEO, McDaniel’s scholarship and fellowship pipeline has generated six Gilman scholarship winners and 10 Fulbright awardees.
St. John's College: Preparing Students for the Future

Years after Kieran Dowdy graduated from St. John’s College in 2009, he reached out to the College’s Office of Career Services for assistance with resume building. The aid offered by the office helped him land two jobs and transition from student to his current work in law.

In September, Dowdy and alumna Thea Chimento, who works for the Maryland Department of General Services, returned to host a resume-writing workshop for current Johnnies. “Your resume is important, but your reputation and ability to network is much more important,” said Chimento, noting how networking has helped her land jobs. “It was good advice for people... who don’t have a lot of work experience,” said senior Mason Troup, who attended the workshop and now plans to use the “highly specific tips” to adjust his resume.

While events like the resume-writing workshop assist students and graduates with networking and preparation for the future, they are just part of the office’s larger strategic effort, said Annapolis Career Services Director Jaime Dunn. “I see what we do as a service for students all four years they’re here, as well as when they’re alumni,” Dunn said. “I want students and alumni to know we’re here for them.”

The Annapolis Career Services office compiles internship and fellowship opportunities for undergraduate and graduate students, and shares job openings and scholarship opportunities. The office also provides graduate school application assistance, pre-med and pre-law counseling, and help with resumes and cover letters, among other services.

Each semester, the office plans a trip followed by networking events for students to meet alumni in prominent positions. Trips in recent years have included stops at the Supreme Court, Smithsonian National Museum of American History, Washington Free Beacon, and the office of a U.S. senator.

Career Services also has new initiatives planned, including one that will partner undergraduates with Graduate Institute (GI) students, who will serve as mentors. In addition, SJC Connect, the official networking platform for St. John’s alumni, will soon open to juniors and seniors to provide students access to the College’s alumni network for career guidance.

The Capitol Technology University Commitment

An important part of Capitol Technology University’s mission is to prepare students for professional opportunities in engineering, information sciences, and business.

To this end, Capitol guarantees job placements for graduates who earn qualified bachelor’s degrees. An eligible student is guaranteed a position in engineering, computer science, information technology, or business at a competitive national salary within 90 days of graduation. If a graduate does not receive a qualifying job offer within 90 days, the student may reenroll for up to 36 additional undergraduate credit hours tuition-free. Last year, of the graduates who reported their employment data, 82 percent received qualifying job offers (or chose to go on to graduate school) within 90 days of commencement.

The Capitol Technology University Commitment requires students to: graduate with a bachelor of science degree with a minimum cumulative GPA of at least 2.75; complete a minimum of 40 credits at Capitol Technology University (20 credits in the major); complete one Capitol-sponsored work experience; maintain full-time status (12 or more credits per semester); attend an annual Career Day event relevant to their class standing; attend at least three school-sponsored student enrichment events each year of attendance; work with Career Services to find a job, including registering with the Online Career Center; and be a U.S. citizen or permanent resident.
Johns Hopkins University student Ramya Prabhakar served last summer as an undergraduate intern in the United States Attorney’s Office for the Southern District of New York. Prabhakar, a pre-law student with majors in international studies and political science, said this summer experience reinforced her career plans.

— This is Ramya’s story —

The USAO-SDNY is the nation’s most storied federal prosecutor’s office. Assistant U.S. attorneys, or AUSAs, prosecute federal statute violations in Manhattan, the Bronx, and other New York counties. As an intern, I spent every day humbled by the people with whom I worked. One AUSA delivered a fiery rebuttal to a federal jury, then offered me law school tips as we rode the elevator back up to the office. Another, a former international studies major, spoke with me over coffee about his experience working for the International Criminal Tribunal for the former Yugoslavia at The Hague.

I spent my time in the Terrorism and International Narcotics unit, working with paralegals and AUSAs to compile trial materials, transcribe witness interviews, and peruse sworn affidavits. I learned the basics of legal counterterrorism strategy and saw countless court proceedings. I attended brown-bag lectures with unit chiefs, AUSAs, federal judges, paralegals, undercover agents, and, of course, the U.S. attorney, Joon Kim.

They view their work as a calling: to serve the people, to pursue the truth, and to do the right thing.

This internship made me realize that being a lawyer is not solely about trial time, convictions, or wins. It’s about serving your country by committing yourself to the pursuit of justice. I worked in an office full of passionate attorneys who understand and cherish the unique power of prosecutors to fight for what they believe in. They stand up in a courtroom not to defend any client who hires them, but to defend justice. They have integrity, honor, and humility. They are patriots.

I left with a renewed determination to one day join their ranks.

Mount St. Mary's University Provides Personalized Career Prep Programs

The Career Center at Mount St. Mary’s University provides students with the guidance, skills, and tools to define and seek their career or graduate school path after graduation.

The Center works with all freshmen students to create a resume which they present to their advisors during advising meetings in October of their first semester. This creates an environment where students focus not only on academic achievements, but projects and activities outside of the classroom that help build their portfolio. Students also receive assistance to identify their academic major.

The Career Center also offers the Career Pathways program, which connects students with employers in a variety of industries who are alumni or friends of the Mount. Activities include networking events, panels, mentoring opportunities, career fairs, on-campus recruitment, internships, and jobs. Pathways in finance, accounting, government, STEM, sales, education, marketing, and writing are available for students. Within one year of graduation, 98 percent of the Class of 2016 reported that they were either employed or in graduate school. That number is based on a 90 percent knowledge rate.

The Mount’s small size gives the Career Center the ability to provide a personalized, one-on-one experience for students. From teaching the proper way to dress professionally and shake hands, to creating an outstanding resume, the Career Center is focused on beginning early career planning with students, while guiding them through the Pathways program.
Stevenson's Career Architecture Plan

Since 2001, Stevenson University has made its Career Architecture™ process an integral part of its career education and approach. In line with the University’s mission, faculty and staff work with students to develop an Individualized Career Architecture Plan to help explore new paths, change destinations, and map their own visions for the future.

The Career Architecture™ process prepares students by integrating three main elements into their academic studies and co-curricular activities: personal direction, discipline expertise, and professional know-how. This approach has paid off, and Stevenson has achieved a 92 percent job and/or graduate school placement rate for its students within six months of graduation.

Personal Direction: Stevenson faculty and staff inspire students to dream about their futures and create their own journeys through reflective pieces and exercises introduced during the freshman year. One-on-one advising and career counseling supplement this guidance which is designed to help students explore individual skills and personal values.

Discipline Expertise: Life-long career skills are learned through curricula, in-class seminars, and a wide range of university experiences and activities. Students further develop expertise through internships; service-learning; leadership roles; engagement in student organizations; and clubs, academic advising, and research.

Professional Know-How: Through career and exploration events, including symposia, career fairs, exploration tours, shadow days, and informational interviews, students develop the professional know-how needed to open career opportunities and navigate professional challenges. Students also engage in career strategic plan development, resume and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking, and job search coaching.

JHU Launches GPS Career Guidance

Getting from where you are to the career you want is a journey that should start long before graduation. Students at Johns Hopkins University (JHU) find that this journey begins earlier than ever with the introduction of GPS guidance on the University’s new career planning website at jhu.edu/careerservices.

The GPS guidance is the University’s first institution-wide resource of its type, designed by experts from the career centers serving all nine Johns Hopkins schools. Any student—undergraduate or graduate; full- or part-time; engineer, musician, or totally undecided—can use it as soon as he or she starts classes at the University.

Kathy Bovard, Director of Coaching and Education of the Career Development team at the JHU Carey Business School, says the real work isn’t typing up the resume, applying for grad school, or writing the business plan for a startup. All that comes later. The real work is figuring out who you are, what you care about, what you might be good at, and what opportunities there are for doing that work.

“It begins with self-assessment, starting as soon as you get to Hopkins,” says Bovard, who works on the University’s Student Services Excellence Initiative, which created the new site. “What are your interests; what are your skills; what’s your value proposition to an employer?”

That’s the first leg of the journey, and there are tools and advice for following that part of the route in the “Assess Yourself” section of the website. Four follow-up sections lead the user further along the road: “Research Career Paths,” “Make Decisions,” and “Take Action” are intended to guide students toward that first post-Johns Hopkins opportunity. The final section, “Manage Your Career,” takes students even further, with guidance for professional development, work-life balance and, eventually, the next career move.
Tyler Mazur has known for years that he wants to pursue a life in public service. That desire led the St. John’s College sophomore to serve as a medic in the U.S. Army after high school, then work for an ambulance company, and most recently, complete a Hodson Internship in the office of U.S. Rep. Anthony Brown (D-Md.). The experience opened Mazur’s eyes to life on Capitol Hill and strengthened his resolve to help create a better society, whether it’s in politics, foreign policy, or international relations.

“I learned there’s a very human side to Capitol Hill,” Mazur says. “You see it’s not this far-away distant foreign power. It’s just people like you and me living their lives, but in the meantime they’re doing public service and meeting with other people and trying to compromise and find direction.”

When Mazur arrived at the office of Maryland’s former lieutenant governor, he attended congressional hearings and briefings, took notes, and wrote memos for Brown’s office, among performing other tasks.

Mazur’s interest in politics has influenced his life on campus, too. He’s a member of the Maryland Student Legislature, Project Polity, and the Black Student Union.

Mazur says his freshman year at St. John’s prepared him for the summer internship. “I felt like in a lot of hearings I was back in Seminar,” he says. “Instead of tutors or classmates it was Congressmen. (Freshman year) prepared me to listen in a way I might not have listened before.”

Mazur believes his St. John’s education will benefit him in any career. “I’ve always seen an education in philosophy as the foundation for any career, especially in politics,” he says. “I see it as a foundation of good governance.”

“Our goal is to interactively prepare Notre Dame students with the experience and tools they’ll need to navigate their future success,” says Aliza Ross, Director of Alumnae and Alumni Relations at Notre Dame of Maryland University (NDMU), of the institution’s First Impressions Program. The program, established several years ago and offered through NDMU’s Women’s College, teaches undergraduates valuable career preparation skills through interactive workshops, learning, and mentorship opportunities. These include resume reviews, mock interviews, financial literacy, one-on-one professional visits, networking experience, and the important skills of how to maintain a work-life balance.

The program is available to all students beginning in their second year. It is a collaboration between the NDMU Career Center, Business and Economics Department, and the Alumnae and Alumni Relations Office. During the academic year, students actively engage in workshops with alumnae and alumni mentors and fellow classmates. “We have found a lot of impact when we work with students on presentation, especially when it comes to attending a networking reception and presenting themselves in a responsible, professional way in person or on social media,” says Ross. “How our students create their online image, including profiles, photos, personal posts, and even comments can reveal a lot to an employer or future graduate school about their character.”

First Impressions is just one of many programs NDMU offers students for professional development and career-readiness. The University’s Career Center works closely with both undergraduate and graduate students. It also brings employers to campus throughout the year to meet and interview students and hosts one of Maryland’s largest career fairs with the Maryland Career Consortium.
**MICA’s Mission & Vision Look to the Future of Art & Design Education**

In September, Maryland Institute College of Art (MICA) announced its new mission and vision statements, as well as a new set of institutional tenets, that embody the College’s forward-thinking art and design education where its students and alumni are positioned to impact the global economy and culture. The mission statement also affirms MICA’s pledge to thrive with the city of Baltimore.

“As we move forward into the 21st century, artists and designers are becoming an even more fundamental—and powerful—force in society. At MICA, our responsibility is to educate students to succeed and contribute with this expanding platform for artists, designers and art educators in their local communities and beyond,” said MICA President Samuel Hoi.

From November 2016 through May 2017, these statements were generated through an exceptionally inclusive effort. The entire MICA community—alumni, faculty, parents, staff, students, and trustees—was engaged in a process that involved meetings, small group discussions, open surveys, and individual conversations. The steering committee was co-led by the president and chair of the Faculty Executive Committee. Input was sought from external stakeholders in various fields. This full engagement has ensured that the outcomes are thoughtful and, importantly, an authentic reflection of MICA today and what the campus community aspires to be going forward.

“To fulfill our responsibility to educate students to thrive in a constantly evolving landscape, we have a mandate that inspires us, as well as core beliefs and values that guide us to be our best,” said Hoi.

MICA’s new mission and vision statements are below:

**MISSION:** EMPOWER students to forge creative, purposeful lives and careers in a diverse and changing world. THRIVE with Baltimore. MAKE the world we imagine.

**VISION:** A just, sustainable, and joyful world activated and enriched by artists, designers, and educators who are valued for their leadership and imagination.

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**Oppose Tax Reforms that Undercut Students**

The Tax Cuts and Jobs Act passed by the U.S. House in November provides massive tax cuts for some while increasing college costs for students and families by $71 billion. The bill eliminates student loan interest deductions, abolishes Coverdell tax-preferred college savings accounts, and jettisons the Lifetime Learning tax credits. Furthermore, the bill requires workers to pay taxes on tuition assistance and remission benefits. These benefits are most valuable to entry-level workers, low-wage earners, and graduate students who must improve their skills and knowledge to move up the career ladder.

At the same time, the bill costs nonprofit colleges and universities billions by creating an excise tax on endowment earnings, imposing new taxes on unrelated business income, and changing the tax status of private activity bonds. These policies make higher education less affordable; decrease access for economically disadvantaged students; and reduce basic and applied research activities that create jobs, improve health, and make us safer at home and abroad. At a time when the entire nation is concerned about college affordability and student loan debt, Congress is moving in the wrong direction by making it harder for families to afford an education, saddling students with more debt, driving up costs for nonprofit institutions, and sabotaging public-private partnerships that reduce taxpayer costs.

Americans excel as innovators, entrepreneurs, skilled laborers, and knowledgeable professionals. At a minimum, the tax reform legislation must protect investments in the nation’s knowledge-based economy and its future generations. Congress should support tax reforms that: (1) reward businesses that invest in workers; (2) make colleges more affordable; (3) expand research and development activities; and (4) prepare American workers to compete on the world stage.

— by Tina Bjarekull, President of MICUA
The New American Colleges and Universities (NAC&U) will present its 8th annual Ernest L. Boyer Award to Dr. José Antonio Bowen, President of Goucher College, at the Association of American Colleges and Universities (AAC&U) Annual Meeting on Thursday, January 25, 2018, in Washington, D.C. The Ernest L. Boyer Award honors the impact that Ernest Boyer had on NAC&U and higher education and celebrates others who are making significant contributions of their own.

Following the award presentation, President Bowen will deliver the 2018 Boyer Lecture, titled “Technology, The Liberal Arts and the New Learning Economy.”

President Bowen has won teaching awards at Stanford, Georgetown, Miami, and Southern Methodist University, where he was Dean of the Meadows School of the Arts. He has written over 100 scholarly articles; edited the Cambridge Companion to Conducting; is an editor of the 6-CD set, Jazz: The Smithsonian Anthology; and has appeared as a musician with Stan Getz, Bobby McFerrin, and others. He is the author of Teaching Naked: How Moving Technology out of your College Classroom will Improve Student Learning, which was the winner of the Ness Award for Best Book on Higher Education from the American Association of Colleges and Universities. He is also a Founding Board Member of the National Recording Preservation Board for the Library of Congress and a Fellow of the Royal Society of Arts in England. Stanford honored him as a Distinguished Alumni Scholar in 2010.

Boyer’s influence on undergraduate education gave rise to NAC&U when like-minded private, comprehensive colleges, grounded in the liberal arts tradition, came together in the early 1990s. Boyer spoke of the New American College as “integrative institutions” meaning that they intentionally draw connections between the campus and the larger world.

“I want to be able to do something and contribute to the defense of our infrastructure,” says Emmanuel Onwulata, a master’s student in cyber and information security at Capitol Technology University. Onwulata is one of two Capitol master’s students to be selected this year for the prestigious Information Assurance Scholarship Program (IASP) awarded by the Department of Defense.

Onwulata and Josh Nelbach, Capitol’s 2017 IASP recipients, will receive full scholarship packages including tuition coverage and a $30,000 stipend. After graduation, recipients are hired for cybersecurity jobs in the federal government.

The award “gives me the opportunity to do cybersecurity research, which I love with a passion,” Onwulata says. He recognizes the importance of cybersecurity due to an increase in malicious hacking and sabotage of computer systems.

Nelbach says he is “extremely grateful” to have been selected. “It’s an investment by the American people in their own security. America is investing in me by ensuring I can gain the best education I can in order to defend our nation.”

“Scholarship programs such as the IASP not only open doors to students, but also help ensure that the country has a corps of well-educated professionals in a critical field,” says Dr. William Butler, who chairs Capitol’s cybersecurity program.

“Capitol has well-established relationships with employers and government agencies, and we’re an NSA-designated Center for Excellence,” says Butler, who also directs the school’s Critical Infrastructures and Cyber Protection Center.

“Our faculty consists of professionals working in the field. They can provide insights and exposure to current trends that the students won’t get elsewhere. As a result, a Capitol education increases students’ chances of success as well as their earning potential.”
For four Washington College students, the National Security Scholars Program (NSSP) begins like most other internship programs: sophomores and juniors, who must have a grade point average of at least 3.0, submit an essay, garner professor recommendations, and put together a resume.

What comes next takes a sharp detour from the typical narrative: polygraphs, psychological evaluations, and third-party interviews with family, friends, and professors. After the evaluations, the program’s ten partners — including Booz Allen Hamilton, Fuse Engineering, Geon Technologies, Leidos, Lockheed Martin, ManTech, the National Security Agency, Northrop Grumman, Raytheon, and TGS — select students to begin the rigorous process of earning a top-secret clearance, the highest level of government clearance.

“Year after year, Washington College provides successful candidates,” says Lori Livingston, Director of the NSSP, which is managed by MICUA. “The College prepares the students for every stage of the application process and the students are highly successful in getting through the program.”

Identities are not disclosed due to the sensitivity of the work.

“I wanted to do something that really mattered,” says one NSSP scholar placed with NSA. While her mathematics and computer science majors directly relate to the program, her dance and German minors reflect broader interests. “As a student of the liberal arts, I have a broad range of knowledge. Anything that comes up at work, I can relate to.”

A second NSSP scholar, also at NSA, majors in computer science and English, with minors in creative writing and Spanish. She says that her wide range of interests “shows that you can balance unrelated things, can succeed in other areas, and that you’re flexible and adaptable. That’s one of the things that I really loved about WC—that liberal arts environment that compels you to try everything. I came in as an English major and took a computer science class to fill my distribution. Now that’s what I’m doing for my career.”

All of the students in the NSSP are likely to take a job at their current placement after graduation and will have the opportunity to intern again next summer while they complete their undergraduate studies.

Across the country there is a nursing shortage. As a result, Notre Dame of Maryland University’s (NDMU) School of Nursing students are some of the most sought after in Maryland. Many students secure jobs before they even graduate. From dealing with patients to stressful medical situations, NDMU nurses learn to handle everything. As a testament to this, one NDMU graduate was recognized as “Best Nurse” in the Baltimore metropolitan area.

Zakk Arciaga ’16 is one of 50 recipients from hundreds of nominees for Baltimore Magazine’s “Best of Baltimore,” issue. “This distinction means so much to me, it is hard to express,” says Arciaga. “It is such an amazing feeling to be recognized by your peers and nominated for just doing what you do.”

Arciaga is a 2016 graduate of Notre Dame’s School of Nursing RN to BSN program and is currently working on obtaining his MSN from NDMU. When he’s not in class, Arciaga is a Nurse Clinician IIE at Johns Hopkins Hospital in the emergency room, a role that can be stressful at times. “Emergency nurses, in general, have such strong ability to bring order to the busy life of an emergency department. Going through school, I was always impressed to know that multiple GSWs [gunshot wounds] or cardiac arrests would come in and the staff would just handle every situation fluidly,” said Arciaga.

Thanks to the skills Arciaga learned at Notre Dame, he feels he is making a difference. “As an Associate Degree RN, you have a strong understanding of clinical care. The information is direct and to the point because the ultimate goal is to take care of patients. As I entered my BSN, it was refreshing to learn philosophy, nursing research, etc. Ultimately, it allows me to be more rounded as an individual.”

He says his co-workers make the job worth it. “Just being immersed in the department and learning from others helps me continue my path to lifelong learning.”

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**MICA President Named Ford Fellow**

Maryland Institute College of Art (MICA) President, Samuel Hoi, was named a 2017-2018 Art of Change Fellow by the Ford Foundation. The fellowship program recognizes "visionary artists and cultural leaders in creating powerful works of art that help advance freedom, justice and inclusion, and strengthen our democracy," according to the Foundation.

"It is a profound honor to be recognized as a Ford Art of Change Fellow," said Hoi. "The Ford Foundation’s bold commitment to highlight such an inclusive range of Art of Change Fellows sheds wonderful light on the full spectrum of creative efforts that contribute to a more just society. I am deeply inspired and humbled to be among the incredible leaders acknowledged by this fellowship program."

Since joining MICA in 2014, President Hoi has spearheaded significant initiatives to advance opportunity and equity in the arts, both at MICA and in the greater Baltimore community. He has instituted UP/Start, a creative entrepreneurship program which encompasses the first major venture competition for art and design students and has instituted an entrepreneur-in-residence program at the makerspace, Open Works. President Hoi has also implemented a campus-wide integration effort for diversity, equity, inclusion, and globalization and conceived the Baltimore Creatives Acceleration Network (B/CAN) project, a citywide network of entrepreneurial support for Baltimore's creatives.

The yearlong fellowship comes with unrestricted stipends of $50,000 for individuals and $75,000 for collaborative teams. Fellows will create work that explores questions of freedom and justice, which they will showcase in late 2018.

“This fellowship recognizes an extraordinarily diverse group of brilliant artists and innovators whose works embody social justice, and enables them to come together and collaborate toward a more just and inclusive future,” said Elizabeth Alexander, the Ford Foundation’s Director of Creativity and Free Expression.

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**McDaniel Celebrates 150 Years**

McDaniel College recently kicked off a year-long celebration of its 150th anniversary to honor its past, present, and future. Founded in 1867 as the first coeducational college south of the Mason-Dixon Line, McDaniel was formerly known as Western Maryland College, possibly suggested by John Smith, president of the Western Maryland railroad. In 2002, the College was renamed for William Roberts McDaniel in honor of his 65-year association with the College as a student, professor, administrator, and trustee.

Today, McDaniel offers a personalized, interdisciplinary, global curriculum to 1,600 undergraduates and 1,400 graduate students, who choose among more than 70 undergraduate programs of study, including dual and student-designed majors, plus 25 graduate programs. Students can learn beyond McDaniel’s 160-acre campus in Westminster on the College’s European campus in Budapest, Hungary, and study abroad partnerships on many continents.

As part of the College’s sesquicentennial celebration, alumni and friends gathered on October 20 for the 2017 Alumni Association Awards banquet. Among the honorees was State Senator Ed Kasemeyer who received the Alumni Community Service Award in recognition of his community involvement and service. Kasemeyer has been a member of the Maryland General Assembly for 32 years and currently serves as Chairman of the Senate Budget and Taxation Committee. A lifelong Maryland resident, Kasemeyer has provided statewide leadership on public policies impacting disadvantaged Marylanders, small businesses, college affordability, and community empowerment. Throughout his career in State service, Kasemeyer has remained connected to his local community and constituents.

Since 2010, Dr. Roger N. Casey has served as the ninth President of McDaniel College. During his tenure, McDaniel has been named to the President’s Higher Education Community Service Honor Roll and commended by The New America Foundation for supporting low-income students.
Hood Awards First President's Medal

Hood College President Andrea Chapdelaine, Ph.D., has established the President’s Medal, a prestigious honor awarded to an individual or organization that exemplifies one of Hood’s core values of Hope, Opportunity, Obligation, and Democracy.

These values have been a part of the Hood community for nearly 100 years. In September 1918, the Classes of 1915, 1916, 1917 and 1918 dedicated the four pillars of Alumnae Hall to represent each core value.

Crystal Griner ’06 received the first President’s Medal for Obligation on September 23, as part of Homecoming Weekend. Griner, a Capitol Police Officer, was one of three officers on scene when a gunman opened fire on Republican lawmakers on a baseball field in Alexandria in mid-June. Griner and her fellow officers are credited for their swift action in preventing a larger tragedy. She was honored with the Medal of Valor by President Trump on July 27.

“I am honored to award Crystal Griner with the President’s Medal for Obligation for her heroic action in June and the role she plays each day in her profession,” said President Chapdelaine. “She personifies the Hood value of Obligation, which is to fulfill personal and professional responsibilities with integrity and to be a responsible steward and servant to the betterment of others and this world. We are excited to honor someone so deserving.”

The President’s Medal for Democracy was awarded to Jim Caruso, CEO of Flying Dog Brewery in Frederick, on Oct. 18 for his commitment to educating the public on critical First Amendment issues. The President’s Medals for Hope and Opportunity will be awarded during the 2017-18 academic year as part of the College’s 125th anniversary celebrations.

WAU’s Bachelor of Music Therapy

Washington Adventist University (WAU) has been approved to implement a new Bachelor of Music Therapy degree program. WAU is the first institution in Maryland, and currently the only Seventh-day Adventist institution in North America, to offer this degree.

“We are thrilled beyond measure to be gaining this important new program on our campus, as it prepares students to use music as a vehicle for service and healing,” said WAU Provost Cheryll Kisunzu, Ph.D. “It is a wonderful addition to this university which has, for more than a century, functioned as a gateway to service for those who seek to help others.”

The WAU Department of Music will offer the new program to prepare students for careers where they use music to affirm vibrant living, while also treating various psychiatric disorders, cognitive and developmental disabilities, speech and hearing impairments, physical disabilities, and neurological impairments. Music therapists find careers in general and psychiatric hospitals, day care facilities, nursing homes, substance abuse programs, forensic facilities, hospice programs, schools, and in private practice.

“Music Therapy is a growing field that has seen miraculous results in a variety of settings,” said WAU Music Department Chair Daniel Lau, D.M.A. “It is so gratifying to be able to offer this degree at WAU.”

The new program will build student competencies in musical, clinical, and music therapy foundations and principles, culminating with an internship at a site approved by the American Music Therapy Association or a WAU affiliated site.

Program graduates will be eligible to take the music therapy national examination, administered by the Certification Board for Music Therapists (CBMT). Those who pass the exam will be granted the “Music Therapist-Board Certified (MT-BC)” credential, which confers the ability to practice as a music therapist within the CBMT scope of practice in the U.S.
Hood College Celebrates 125 Years of Educating Students

On September 12, 2017, Hood College celebrated its 125th anniversary with a ceremony and plaque unveiling at Winchester Hall in Downtown Frederick, the original home of the College. Hood President Andrea Chapdelaine spoke about the College’s partnership with the Frederick community over the years and how Hood has changed and grown. President Chapdelaine also announced the new Martha E. Church Center for Civic Engagement, which will serve as the face of Hood in Frederick, facilitating connections with government, businesses, nonprofits, and other community organizations.

Throughout the year, the College will celebrate its anniversary with special lectures, symposiums, and events. Also in honor of the 125th anniversary, the Office of Alumni Relations and the Alumni Executive Board have partnered to build a “Hood for Good” campaign in which the College is striving for 125 hours of alumni civic engagement in local and national communities.