It is time to vote! Early voting starts October 25. On November 6, Marylanders will elect a U.S. Senator, eight Congressional Representatives, 192 state officials, and numerous local office holders. In addition, the electorate will determine the outcome of two State constitutional amendments and several local ballot questions. For information about voter registration, early voting, and specific ballots, visit the Maryland State Board of Elections website at www.elections.maryland.gov.

Voting is a right and a responsibility. Our democracy depends on your vote! During the election season and beyond, Maryland’s independent colleges and universities remind students about their civic duty and their ability to effect change by engaging in the political process as active and informed citizens. **Loyola University Maryland** created the LoyolaVotes! leadership team to guide the work of the institution’s action plan to encourage voter engagement. The three goals of the leadership team are to establish an infrastructure to provide students access to voting information and registration, build awareness, and cultivate participation.

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The Maryland Institute College of Art (MICA) was awarded a grant by the Students Learn Students Vote Coalition to develop an action planning simulation called “Votes and Ballots.” This action planning simulation is now a national model used by colleges and universities to build democratic engagement action plans. MICA’s new Center for Creative Citizenship worked across campus to celebrate National Voter Registration Day on Sept. 25. It was a true cross-campus collaboration that resulted in the registration of 100 people to vote and the provision of absentee voter information to countless numbers of students.

Goucher College has a dedicated page on its website with links to information on the processes of registering to vote and has created an action plan to increase the number of students who vote. The action plan, which was implemented in January and will run through the fall 2018 semester, states that “raising an awareness and understanding of these issues is not just a civic responsibility, but an educational opportunity that has the likely benefit of increasing voting rates among our students.”

Several MICUA member institutions have joined forces to encourage women to engage in politics and run for public office. Dr. Mileah Kromer, Director of the Sarah T. Hughes Politics Center at Goucher College, and Dr. Melissa Deckman and Dr. Christine Wade of Washington College, launched Training Ms. President in 2015. Since that time, the program has been extended to Hood College and Mount St. Mary’s University. Each year since its inception, Training Ms. President hosts a forum on women in politics, policy issues, campaign work, and the importance of politically engaged women. Several Maryland elected officials have participated in these discussions.

For the past two years, Notre Dame of Maryland University hosted the Women of the World Festival. The WOW Festival celebrates and supports women as leaders in their communities and encourages women and girls to become a local and global force for positive change. The festival features artists, vendors, and discussions led by empowering speakers and provides a safe space for women to share their challenges and successes, network, and support each other.

Earlier this year, MICUA reached out to the two leading candidates in Maryland’s gubernatorial election and offered them an opportunity to share their perspectives on higher education policy. The Republican candidate, Governor Larry Hogan, did not respond to MICUA’s request in time for inclusion in this edition of MICUA Matters. However, Governor Hogan penned a column in the Summer 2015 MICUA Matters newsletter stating his education policy agenda. Governor Hogan’s full comments are available online at http://micua.org/hogan-column.
This is an excerpt from Governor Hogan’s column in the Summer 2015 newsletter:

Everyone should be able to pursue a world-class education that is right for them. Since the vast majority of Marylanders have no degree greater than a high school diploma, this means supporting traditional higher education as well as more creative approaches…. Education is my administration’s top priority, and we will do whatever it takes to attract jobs, build our economy, and enable all Marylanders to achieve their educational potential.

The Democratic candidate, Ben Jealous, submitted the following statement:

Marylanders have a choice this November between two distinct visions for the future of our state. We can continue to chip away at persistent and deep challenges—like doubling healthcare premiums, underfunded schools, and growing student debt—with half solutions that never really move us forward; or we can put into action a bold agenda that truly invests in the education, healthcare, and earnings of people in Maryland.

With Donald Trump in the White House and dysfunction in Congress, the bar for leadership is pretty low these days. It’s easy to get complacent about the progress we still have to make when we’ve come to expect so little. That’s why I’m making my campaign about reclaiming the promise of Maryland, instead of settling for a status quo that is unaffordable for too many.

That status quo is especially unaffordable for our college students and college graduates saddled with rising tuition costs and the enormous burden of student debt. That’s why I have proposed making community college tuition-free and four-year universities debt-free.

But the student debt crisis won’t just be solved by making our public colleges and universities more affordable. We already have college graduates who are put off buying their first homes, starting businesses, and saving for retirement because they have to pay off a significant portion of their income to student debt. We also have more than 60,000 students in independent and private colleges and universities who are getting skills we badly need in our economy—we need them to have an affordable education, too. That’s especially important when you consider the fact that six Maryland counties have no public college or university and only have MICUA institutions.

That’s why I’m proud that my college affordability plan calls for Maryland to join 10 other states that offer refinancing programs for student loans. While graduates of our independent and private colleges have much lower loan default rates than public college graduates, we still need to make sure they can move on with their financial future.

Aligning our educational institutions with our economy has to start with expanded career and technical education access in our high schools and community colleges. But that doesn’t change the fact that more than 60% of the jobs in our economy will soon require a four-year degree. We rely on Notre Dame of Maryland University’s nursing program, McDaniel College’s teacher preparation program, Johns Hopkins University’s engineering program, and so many other MICUA degree programs to keep Maryland running every day. That’s why the state will continue to provide operating budget support for student financial aid and program costs, as well as supplemental funding for facilities, for independent and private colleges and universities when I am governor.

I hope the students, alumni, parents, faculty, and staff that make up the MICUA community will join my growing coalition of working families, whether that is donating to our campaign, knocking on doors, making phone calls, or spreading our message on social media. Let’s finally deliver the kind of real lasting change we have waited too long to see.
I-Fund Celebrates 32 NSSP Scholars, a Record Number

On June 21, 2018, the Independent College Fund of Maryland (I-Fund) celebrated thirty-two students chosen by the National Security Scholars Program (NSSP) to be 2018 NSSP Scholars. Each NSSP Scholar received a $5,500 scholarship to attend an I-Fund member college or university, a Top Secret/Security Compartmented Information (TS/SCI) clearance, and a paid summer internship at the National Security Agency (NSA) or one of nine corporate NSSP Partners: Booz Allen Hamilton, Fuse Engineering, Geon Technologies, Leidos, Lockheed Martin, ManTech, Northrup Grumman, Raytheon, and Tech USA Government Solutions.

The celebratory banquet, sponsored by I-Fund Corporate Partner Booz Allen Hamilton, was attended by representatives from the nine Corporate Partners, the NSA, the I-Fund, and NSSP Scholars.

Booz Allen Hamilton Executive Vice President, James Allen, was the keynote speaker at the event. Allen is the Client Service Officer for the Cyber Account, which supports the National Security Agency; Cyber Command; and Air Force, Army, Navy and Marine Corps Cyber elements. Allen has more than 36 years of experience leading or supporting cyber and intelligence missions in the U.S. and abroad, including working as the Deputy Director for Analysis and Production at NSA and serving in the United States Navy. Dr. Elliot Hirshman, President of Stevenson University, also provided remarks during the ceremony and introduced the NSSP Scholars.

Now entering its 21st year, the NSSP has awarded $3.4 million in scholarships to more than 300 students attending I-Fund member colleges or universities. Through the NSSP, the I-Fund helps meet the critical and increasing need for qualified, security-cleared agents to support the intelligence and defense industry in Maryland and the nation.

The NSSP is one of several scholarship programs supported by the I-Fund. The mission of the I-Fund is to provide college access, choice, and opportunities by raising funds — principally from businesses and foundations — to provide scholarships and grants to students attending I-Fund member institutions. MICUA serves as the Resident Agent of the I-Fund and manages the administrative, fiscal, technical, and programmatic operations of the Foundation.

NDMU Students Spend Summer Conducting Research in South Korea

Notre Dame of Maryland University (NDMU) junior biology majors Keira Mull and Uloaku Onwumelu say NDMU prepared them for their journey to South Korea, where they spent 10 weeks in June at Yeungnam University conducting biological research with graduate students on environmental DNA and its effects on freshwater fish.

The students learned valuable lessons through collaborative lab courses and in-class presentations. Onwumelu described the importance of working with others who have different professional and personal experiences. Mull claims the presentations and interactions with researchers taught her effective communication skills.

It doesn’t matter if you are at NDMU or in a South Korean science lab, experiments don’t always go the way you expect. After several tests with bad results, a professor worked with Mull and Onwumelu to discover the water being used was contaminated. Onwumelu immediately said it reminded her of an experiment from her first year at NDMU when a culture test continuously failed because of a mold contamination.

“As their professor, my goal was to not only provide them with a graduate school level research opportunity, but a cross-cultural experience,” says Dr. Hang Kyo Lim, NDMU assistant biology professor. “They [learned] advanced skills, including kinetics, lab skills, and research skills, from grad students they [worked] with on a daily basis.”

“This trip has made me a more well-rounded person than I was before, and I am so grateful that I had this opportunity,” says Onwumelu. “I know my faults a little better, and I am more organized and better prepared to face my junior year [at NDMU].”
**Hood College Partners with Frederick National Lab for Cancer Research**

Hood College and the Frederick National Laboratory for Cancer Research have partnered to cohost an annual scientific symposium that will feature topics reflecting the “cutting-edge” of current research.

A three-year Memorandum of Understanding between the two institutions also will expand research and training opportunities for undergraduate and graduate students at the Frederick National Laboratory and provide professional development programs for Hood faculty and National Laboratory staff.

“This is such an exciting opportunity to bring scientists and faculty together to learn and share ideas on the forefront of the biomedical sciences,” said Ethan Dmitrovsky, M.D., Laboratory Director of the Frederick National Laboratory for Cancer Research and President of the Laboratory’s current prime contractor, Leidos Biomedical Research, Inc.

“We at Hood are excited about the mutually beneficial activities that comprise this unique partnership, building on a long, shared history between our two institutions,” said Hood President Andrea E. Chapdelaine. “This agreement enables Hood College and the Frederick National Laboratory to work together to advance our goals of increasing access to STEM-related careers for all students and together serve the public good through advancements in science and education.”

The student research and training program will enrich the College’s commitment to applied learning to facilitate Hood graduates’ employment in the biotechnology and research industries. Frederick National Laboratory staff will have the opportunity to teach at Hood, while Hood faculty will engage in collaborative research at the Frederick National Laboratory.

**McDaniel Honors AACC President and Alumna with Award**

Anne Arundel Community College (AACC) President and McDaniel College alumna, Dr. Dawn Lindsay, is the recipient of the Trustee Alumni Award, the College’s highest alumni honor given in recognition of alumni career and service achievement. Lindsay graduated from the College with a bachelor’s degree in psychology and social work in 1981 and a master’s degree in counselor education in 1982.

Since 2012, Lindsay has served as the sixth President of AACC. She has dedicated more than 29 years to the community college system serving as an advocate and representing the needs, values, and importance of community colleges at the local, State, and national levels.

Lindsay was previously the President of Glendale Community College near Los Angeles and held several Dean positions at Riverside Community College in California. A Maryland native, she also taught at Howard Community College and the Community College of Baltimore County. She earned an Ed.D. in organizational leadership from Pepperdine University.

Currently, Lindsay serves on a number of national, regional, and local boards. She sits on the executive committee of the board for the League for Innovation in the Community College, an international nonprofit whose mission is to cultivate innovation in the community college environment. Additionally, she is a member of the board of directors for the American Association of Community Colleges, Homeland Security Academic Advisory Council, Fort Meade Alliance, and Baltimore Washington Medical Center, and was appointed by Maryland Governor Larry Hogan to serve on the Governor’s Workforce Development Board.
Johns Hopkins University and MICA Students Create Innovative Life Hacks

When first-year students from Johns Hopkins University’s Department of Mechanical Engineering teamed up with students from the Maryland Institute College of Art (MICA) on a semester-long design project, called the “Hack Your Life Design Challenge,” it seemed clear how things would go.

“We’d bring the paint, and they’d bring the gears,” said Emma Talpey, a first-year MICA student.

The 18 co-institutional teams, made up of two MICA students and two or three Hopkins students, were tasked with creating new innovative and interactive “life hacks” based on their shared experiences that could enhance their lives.

“We found that one big thing we all had in common was that we all valued sleep and don’t like getting up for early classes,” said Talpey, who teamed up with fellow MICA student Yoon Jung Cho and Johns Hopkins students Annika Torp, Mark Shifman, and Edgar Camarillo.

This led to the “Rise N’ Shine Machine,” a multifaceted assembly that wakes its user with the push of a button, which turns on lights, raises curtains, and plays the user’s favorite music to make “waking up” more efficient and enjoyable. At the exhibition, which was on display at MICA from the middle of April to the beginning of May, visitors could walk into a fully furnished bedroom and try the machine themselves.

The teams had a few basic requirements: they had to use at least five different materials, the project had to be interactive, it had to have moving parts, and each team had a budget cap of $100. Otherwise, students had the freedom to explore different ways in which engineering and art can intersect.

“Teamwork and interdisciplinary collaboration are so important to success in any field, and this assignment really demonstrated that,” said Steven Marra, Johns Hopkins associate teaching professor of mechanical engineering, who taught the collaborative course along with Laure Drogoul, Edon Muhaxheri, and Jenna Frye—all MICA professors.

“We had to figure out the best way to explain things to each other,” said Alexander LeFevre, a first-year Hopkins mechanical engineering student. LeFevre worked with classmate Lukas Sznewajs and MICA students Y eji Kim and Julianna Yu to create “The Remedial Ripple,” a motorized art installation of gold blocks that reads “Peace begins with a smile.” When turned on, the gold blocks reach their respective peaks at different times, creating the illusion of a wave or ripple.

Other projects included a “smart” umbrella, a new take on the traditional backpack, a hugging machine, the “ultimate study space,” a device that “eats” smartphones and provides conversation topics in return, a swing set that lights up when the users swing in sync, and a “sensitive monster” that approaches when spoken to gently but scurries away if things get too loud.

Members of another team realized they all experienced homesickness and wanted to channel that feeling into something useful. MICA students Abbey Franklin and Spencer He, and Johns Hopkins students Theophile Garnier and Michaela O’Donnell, created a pair of mechanical flowers with petals that are programmed to open and close simultaneously, based on the user’s emotional state. For example, a user can close the petals if they are having a bad day, allowing friends or family in distant locations to see how they are feeling.

According to O’Donnell, the project helped her understand that engineering and art often need to overlap.

“You can build a product that works great, but people aren’t going to buy it if it doesn’t look good, too,” she said.
St. John’s College Announces New Capital Campaign, Financial Model

St. John’s College is taking bold steps to become one of the most affordable private liberal arts colleges in the country. On September 12, St. John’s announced that it is moving away from “prestige pricing” and a tuition-centered financial model and is launching a new philanthropy-centered financial model to make the school more affordable and accessible for students.

The new financial model is comprised of two essential and concurrent actions: reducing the published annual tuition for undergraduate students from over $52,000 to $35,000 beginning with the 2019 academic year and at the same time launching a $300-million capital campaign, called Freeing Minds, to fund the difference between what it costs to educate a student at St. John’s College and what a student will actually pay in tuition. The campaign is supported by a major $50 million matching grant from the Winiarski Family Foundation, as well as two $25 million donations from alumni Ron Fielding and Warren Spector.

“Just as St. John’s has a unique curriculum, the ‘Freeing Minds’ campaign is a unique capital campaign. The $300-million campaign is not intended to fund a new stadium or new buildings or amenities. Instead, the dollars raised will go toward making the distinct education at St. John’s affordable and accessible for a larger number of students,” said Panayiotis (Pano) Kanelos, President of St. John’s Annapolis campus. “We believe that education is a common good, and it should be treated as one financially. We know that educating students well is expensive, and if worthy students cannot pay then we need to take bold steps to ensure they have a place here.”

Washington College and UMD College Park Collaborate on Research

Washington College environmental science students have embarked on an innovative collaboration with agroecology students from the University of Maryland, College Park (UMD) to gather long-term data into whether sea level rise is bringing more saltwater into the Eastern Shore’s agricultural fields.

Rebecca Fox, Assistant Professor of Environmental Science and Studies at Washington College, came up with the idea with her friend and collaborator Kate Tully, Assistant Professor of Agroecology at UMD’s Department of Plant Science & Landscape Architecture. On a farm on the lower Chester River, Fox and her students installed eight groundwater wells equipped with data loggers that record data every 15 minutes, including temperature, salinity, and depth.

Last fall, the two groups of students met with the landowner to talk about changes he has seen already and examine how the groundwater wells work. Then they split up and created podcasts about the research, learning how to collaborate with each other remotely, as is frequently the case in science.

Though looking at the same data, the classes are approaching the research from slightly different perspectives. The UMD agroecology students are focused on agriculture and food production, but also on soil health and the entire agricultural system, while the WC students, with their focus in environmental science, are thinking more broadly and about other aspects than just traditional agriculture.

“We’re hoping we can use this data that will be collected over the next five to ten years to monitor whether saltwater is intruding into the farm fields,” Fox said. “The goal is to bring our classes together every fall to the farm to do this research project and to look at the data.”
This summer, the Cactus-1 team, a group of engineering and computer science students at Capitol Technology University, awaited a NASA rocket launch. Another team of Capitol students, working on Project Aether, celebrated a successful balloon flight, an early milestone in their project. Both of these projects are examples of the “crawl, walk, run, fly” philosophy that drives Capitol’s astronautical engineering program, in which students begin by creating a mission statement and defining their goals and objectives. They then create concepts and prototypes which they test before moving to NASA-accredited tests and sounding rocket flights with the goal of completing a full orbital mission.

The student-designed experiments set to go into orbit include an aerogel-based approach to capturing space debris and a system for controlling satellites via the Iridium constellation.

“Capitol students get a wealth of practical experience that will help them build their careers,” said Professor Angela Walters, the astronautical engineering program chair. “They have the opportunity to work on a mission that’s going to fly in space.”

“We’re in the final stretch,” said Pierce Smith, lead engineer of the Cactus-1 team, with regard to the launch of their payload. Their mission, intended to observe the effects of the Aurora Borealis on the atmosphere while testing the performance of a new insulation system, has been selected for the prestigious RockSat-X program in Norway. The RockSat-X program culminates in the project’s launch aboard a rocket built for research as part of the international Grand Challenge Initiative, in which seven internationally organized rockets are launched for research.

“We proved the viability of our power boards, software, and secondary science payload,” said Sam Lawson, the team’s CAD designer. “Everything is working well.”
The Independent College Fund of Maryland (I-Fund), a scholarship foundation managed by MICUA, was awarded a $36,000 grant by the Council of Independent Colleges (CIC) in Washington, DC, through the CIC/UPS Educational Endowment. These grant funds will be distributed as scholarships to students with financial need attending the twelve I-Fund member institutions. A deserving student with financial need at each I-Fund member institution will receive a scholarship of $3,000.

“UPS has long recognized the power of a liberal arts education in preparing students for rewarding careers and meaningful lives,” said Tina Bjarekull, President of MICUA and Managing Director of the I-Fund. The I-Fund is grateful to UPS and CIC for their continued commitment to students and promotion of the liberal arts.”

Since 1985, CIC has awarded approximately $57.6 million in scholarship grants to over 20,700 students with financial need who are attending independent institutions across the nation through the CIC/UPS Educational Endowment.

“Independent colleges and universities in this country are remarkably effective at educating and graduating low-income and first-generation students in less time, with less student debt,” said Richard Ekman, President of CIC. “Helping these students afford a private college education is a truly critical need in our society, and it is rewarding to be a partner with the UPS Foundation and the I-Fund as we help to support deserving students.”

Maryland institutions that received UPS Scholarships include Capitol Technology University, Goucher College, Hood College, Johns Hopkins University, Loyola University Maryland, McDaniel College, Mount St. Mary’s University, Notre Dame of Maryland University, St. John’s College, Stevenson University, Washington Adventist University, and Washington College.

This fall, Goucher College marks the one-year anniversary of the Goucher Commons curriculum, which focuses on integrative learning experiences shared by students. The new curriculum was developed to better prepare students for the jobs of the future – some of which have not yet been invented – through a liberal arts education.

Goucher students are required to take writing, data analytics and a foreign language, as well as study abroad. This approach forges traditional “distribution” requirements and instead requires small interdisciplinary seminars focused on complex problems. First-year students take an exploration seminar, where they draw on a number disciplines of study. They can take a course like “Disease and Discrimination,” which examines disease through the lens of pathology, politics and public interest, drawing on hard sciences as well as gender and race theory.

“The top skill that employers want is the ability to solve complex problems, in groups, with people who are not like you,” says Goucher College President José Antonio Bowen. “By focusing on graduates who are self-directed learners capable of thinking for themselves, we are preparing students for careers and lives of meaning—in just the way Goucher has always done.”

During the final year at Goucher, students connect their learning experiences in a reflective capstone portfolio to share through a student symposium. The hands-on education components integrated throughout the new Goucher curriculum helps to provide students with the foundation for life-long learning and success.
Every spring, I shake 1,200 hands as our students take their final steps as Loyola University Maryland students. By the time they graduate, most of them know what immediately awaits them in the next chapter of their lives.

In this fast-paced, ever-evolving world, however, those new graduates may not know what they will be doing professionally in a few short years, never mind in a decade or two. After all, many of the jobs that exist today won’t be needed tomorrow. And many of the jobs that will be needed tomorrow are positions we can’t imagine today.

Still, our graduates can feel confident that they are ready even for those uncreated jobs for a single reason: the liberal arts education they have received. Because the best education doesn’t train students for that first job; it educates them for every possibility life will present in the future.

That’s the value of the liberal arts. The liberal arts give students the opportunity to learn critical thinking skills, become erudite speakers and writers, and gain knowledge in a breadth of topics that will inform whatever path they choose. The liberal arts also introduce students to deeply personal and social questions: What is my destiny? What is my role with regard to others in the world? By asking those fundamental questions, students gain a foundation in ethics that helps them achieve personal and professional success.

It’s easy — and even popular — today to criticize the liberal arts as old-fashioned and not applicable to today’s challenges and opportunities. However, it is because of the changing world and the many future unknowns that lie ahead that the liberal arts are so valuable.

The Joint Statement on the Value of Liberal Education, which was released by the Association of American Colleges and Universities, and the American Association of University Professors, speaks to the tremendous need for graduates of liberal arts schools.

“The disciplines of the liberal arts — and the overall benefit of a liberal education — are exemplary in this regard,” part of the statement reads, “for they foster intellectual curiosity about questions that will never be definitively settled — questions about justice, about community, about politics and culture, about difference in every sense of the word.”

Today’s world needs intellectually curious graduates who ask questions — important questions — and who are willing to seek solutions. We need people who can look beyond today, delve into the past, envision the future, and take a broader look at all that may lie ahead. We need individuals who are able to see themselves as part of a solution, part of something bigger than themselves. The liberal arts gives young people a foundation that can open up the world to them — and help them open it up for others.

Yet the liberal arts are threatened and often even eliminated by those who fail to see the tremendous long-term value of a rigorous, intellectually challenging education. The liberal arts education is time-tested and future-proof.

When I consider some of our Loyola alumni, I feel certain that it wasn’t their declared major in history or English or accounting that ultimately catapulted them to success. It was the liberal arts foundation they immersed themselves in while they were students that led to leadership opportunities, an ability to build relationships with others, and a clarity of thought and purpose that opened doors that make it possible for them to give back to society in powerful ways.

In his book Where Is Knowing Going?, the Jesuit philosopher and theologian John Haughey explains that there are two types of academic freedom. There is academic freedom that allows individuals to talk and write about topics without censure, but there is also academic freedom where you reach the limits of the knowledge of your discipline and still question why and how. Push any field far enough and you enter that realm of mystery. At that point, it is not that there is something to be solved, but rather something to be experienced. The liberal arts help us navigate that realm.

As I shake our graduates’ hands at commencement, I think of how the liberal arts have prepared them for the unknown possibilities in the future. I tell each of them, “Make us proud.” I feel certain they will.
Stevenson's Student Design Agency Provides Career Connections

Last fall, nearly 20 students in Stevenson University’s inaugural Design Center course, taught in the School of Design, learned how to work for multiple clients. The course, co-taught by Stephanie Verni, Professor of Business Communication, and Inna Alesina, Assistant Professor of Art, served as an integrated marketing communication agency tasking students with understanding clients’ needs.

The students—who were business communication, graphic design, and film and moving image majors—were presented with the mission to establish a new design center. Students researched possible names and created brand identities for the in-house, student-run agency. These were pitched to faculty who chose the name “The Mill at Stevenson University.”

Once The Mill was established, the students focused on their second client, the Eastern Communication Association (ECA). Leanne Bell McManus, Professor of Business Communication, was in charge of planning the annual convention for ECA in Pittsburgh, Pa. She assigned students to create collateral such as invitations, brochures, convention logos, videos, and social media messages to spread the word about Pittsburgh, ECA, and the convention.

Founded in 1910, ECA is the oldest professional communication association in the United States, and Stevenson students were able to work with scholars, teachers, and other students from across the region. Students from The Mill also presented on a panel at the convention, sharing their experiences of working with a client based on what they learned in the classroom.

Student Voice

WAU Student Reflects on El Salvador Mission Trip

Esmeralda “Esme” Mathieu is a sophomore Music Education major at Washington Adventist University. She is currently in a gap year program as a Volunteer EMS Provider at the Bethesda, Maryland Fire Department, is a member of the Capital Spanish Seventh-Day Adventist Church, and served as a Campus Ministry leader last year.

— This is Esme’s story —

Last summer I went on an amazing mission trip to El Salvador along with the Washington Adventist University women’s basketball team. It was truly a powerful experience for me.

The Hogar Escuela Adventista is an orphanage school in the little town of San Juan Opico. The 20 or so children there were excited to see us, and could not wait to become friends with these new arrivals from the United States! We stayed on campus, and each morning after breakfast, with a little help from some of the boys at the school, we painted an entire dormitory building—inside and out.

In the evenings, we would go swimming with the kids, play soccer or basketball, and just hang out. You had to be there to understand the bonds we formed with the children and with each other.

During our 11-day trip, we also got to see the cities of Santa Anna and San Salvador. The WAU Lady Shock basketball team got to play an exhibition game with the country’s top professional team. We also had a special time together helping lead Sabbath services at the orphanage.

Many of the children spoke with us and told us the heartbreaking stories of how they got there, bringing many of us to tears. But, as they finished their stories, they showed promise and hope for a better future.
Six Teachers of the Year have Ties to MICUA Campuses

Each year, Maryland’s 24 school systems honor their best teachers through the Teacher of the Year program. This year, six alumni from MICUA member institutions were named Teacher of the Year at the county level: Loyola University Maryland and McDaniel College graduate, Heather Carnaghan (Anne Arundel County); McDaniel College and Notre Dame of Maryland University (NDMU) graduate, Dr. Melaney Sanchez (Calvert County); and McDaniel College graduates, Tina Thomen (Carroll County); Timothy Snyder (Frederick County); Amelia Markosian (Kent County); and Rhonda Moore (Queen Anne’s County). Heather Carnaghan and Tina Thomen have also been named finalists for the Maryland Teacher of the Year, which will be named on October 12.

All six winners had ties to McDaniel College, which has had at least one alumnus/a win County Teacher of the Year for the past ten years. In six out of the last seven years, the statewide Maryland Teacher of the Year winner has graduated from a MICUA school. Throughout the years, several of the State winners went on to be recognized in the National Teacher of the Year competition: the 2010-2011 winner graduated from McDaniel College; a 2012-2013 runner-up was a McDaniel College graduate; the 2013-2014 winner was a Goucher College graduate; and a 2016-2017 runner-up graduated from Maryland Institute College of Art.

Of MICUA’s 13 members, 11 prepare highly-qualified teachers for Maryland classrooms through State-approved teacher preparation programs, collectively producing one third of the State’s annual new teacher candidates. NDMU is the second largest producer of teacher candidates in Maryland; Stevenson University was the first institution in Maryland to offer a middle school certification program; and several MICUA institutions offer unique programs for students with special needs.