Bridging the “GAPP” to College

On February 11, Maryland Independent Higher Education Day, more than 150 students and administrators from Maryland’s independent colleges and universities gathered in Annapolis to commemorate the 43rd anniversary of the Sellinger Program.

Established in 1973, the Sellinger Program serves to preserve and strengthen the State’s private, nonprofit colleges and universities and foster cooperation and collaboration among the State’s institutions of higher education. Today, the program provides grants to thirteen independent colleges and universities that enroll more than 63,000 students. The vast majority of Sellinger funds are used to provide financial aid to Maryland students.

Students met with elected officials to thank them for supporting programs such as the Sellinger Program, the MICUA Capital Grant Program, and student financial aid. The meetings sparked engaging conversations about higher education policy and the legislative process.

The capstone event was the launch of an innovative program to expand college access and opportunities for Maryland students with high financial need – the Guaranteed Access Partnership Program (GAPP). Tina Bjarekull, President of MICUA, announced GAPP as a public/private partnership between the MICUA member institutions and the State of Maryland to bridge the gap to college access for low-income high school graduates.
Loyola’s New Business Institute

Loyola University Maryland’s Sellinger School of Business and Management recently launched the Loyola Business Institute, a five-week program that provides liberal arts, sciences, and social sciences majors with fundamental business skills.

This business immersion experience combines classroom work and hands-on interactions with members of Baltimore’s business community for recent college graduates and undergraduate students in good academic standing at any university. Upon completion of the program, which takes place May 22 through June 24 on Loyola’s Evergreen campus, students will earn six college credit hours.

“Business skills and the understanding of business processes and procedures are a necessity these days regardless of one’s career goals,” Sellinger Dean Kathleen Getz, Ph.D., said. “Our purpose for starting this program is for students attending the Business Institute to have a better understanding of the role of business in society and the relationship of business to social justice issues. We believe that students who have had some business education will ultimately be better and more effective employees wherever they work.”

McDaniel College Offers New Entrepreneurship Program

McDaniel College is encouraging an entrepreneurial spirit on campus with the launch of The Encompass Distinction, a program that combines courses, off-campus learning experiences, and mentorship for students to gain business and entrepreneurial skills.

“Students want to be in charge of their own destiny,” said Julie Routzahn, associate professor of economics and business administration and The Encompass Distinction faculty innovation fellow. “They are leery of a lot of things in the economy, and they need to be able to take their ideas and develop them using innovators’ skills: associating, questioning, observing, networking and experimenting.”

McDaniel College is encouraging an entrepreneurial spirit on campus with the launch of The Encompass Distinction, a program that combines courses, off-campus learning experiences, and mentorship for students to gain business and entrepreneurial skills.

“The program has been especially designed for bright, motivated non-business students or recent graduates who seek a competitive advantage in the job market through business-focused immersion. Students will gain foundational knowledge and skills in the core areas of business as well as an understanding of and an appreciation for the importance of principled leadership within any organization,” Getz said.

McDaniel College is encouraging an entrepreneurial spirit on campus with the launch of The Encompass Distinction, a program that combines courses, off-campus learning experiences, and mentorship for students to gain business and entrepreneurial skills.

“Students want to be in charge of their own destiny,” said Julie Routzahn, associate professor of economics and business administration and The Encompass Distinction faculty innovation fellow. “They are leery of a lot of things in the economy, and they need to be able to take their ideas and develop them using innovators’ skills: associating, questioning, observing, networking and experimenting.”

Those interested in The Encompass Distinction can enroll in “Innovator’s Compass,” a class taught by Routzahn who also serves as the faculty advisor for students in the program. Here, students create an online portfolio that they can add to and keep active after graduation.

To receive The Encompass Distinction, students must complete a series of courses, including classes in business or entrepreneurship, and from other departments, including biology, English, political science and the Honors program.

Entrepreneur-in-Residence and 2007 McDaniel alumnus, Jason Stambaugh, is helping to organize the first Innovation Challenge Finals competition at McDaniel on Monday, April 11. Students will compete for a $10,000 top prize ($5,500 for second place and $2,500 for third place) by presenting their entrepreneurial ideas and products to a panel of experts.

McDaniel President Roger Casey established a President’s Advisory Council comprised of entrepreneurial alumni who will mentor students, lead workshops, and help with internships, externships, and job opportunities. Experts will also speak with students during the Encompass Connections event series and Encompass student workshop series.

McDaniel’s partnership with the Carroll Innovation Center at Overton and the College’s Center for Experience and Opportunity (CEO) will also assist students.

Those interested in The Encompass Distinction can enroll in “Innovator’s Compass,” a class taught by Routzahn who also serves as the faculty advisor for students in the program. Here, students create an online portfolio that they can add to and keep active after graduation.

To receive The Encompass Distinction, students must complete a series of courses, including classes in business or entrepreneurship, and from other departments, including biology, English, political science and the Honors program.

Entrepreneur-in-Residence and 2007 McDaniel alumnus, Jason Stambaugh, is helping to organize the first Innovation Challenge Finals competition at McDaniel on Monday, April 11. Students will compete for a $10,000 top prize ($5,500 for second place and $2,500 for third place) by presenting their entrepreneurial ideas and products to a panel of experts.

McDaniel President Roger Casey established a President’s Advisory Council comprised of entrepreneurial alumni who will mentor students, lead workshops, and help with internships, externships, and job opportunities. Experts will also speak with students during the Encompass Connections event series and Encompass student workshop series.

McDaniel’s partnership with the Carroll Innovation Center at Overton and the College’s Center for Experience and Opportunity (CEO) will also assist students.
MICA’s Center for Social Design is Hub for Social Change

Across Baltimore, more and more people are getting the things they need to make their lives better. Those living in the city’s food deserts have better access to fresh, nutritional food. HIV-positive men are helping others move beyond stigmatization in order to stay healthy. Children in underprivileged communities have safer areas to play.

This is all happening because of the work coming out of the Maryland Institute College of Art’s Center for Social Design – work that began in 2007, when the Center’s founder and co-director, Mike Weikert ’05 (Graphic Design MFA), had an idea.

At the time, Weikert was newly appointed as co-chair of MICA’s undergraduate graphic design program, and he began thinking about the process of design and the process of educating young designers. He knew design was evolving, that real-world practices were becoming more interdisciplinary. Concurrently, he was keenly interested in the design community’s growing awareness of social design – a creative process and practice dedicated to understanding social problems and supporting positive social change.

So he turned his idea – that graduate and undergraduate students could work together with partners and communities outside the institution on socially focused projects – into Practice-Based Studios. Launched in 2008, these semester-long courses join MICA students across disciplines with an array of outside partners to collaborate on projects that use design to positively impact society.

To date, the Studios have raised more than $1 million in outside funding, engaged more than 250 students and faculty across 12 disciplines within MICA, and worked on more than 50 projects with partners that include the Baltimore City Health Department, Whole Foods Market, the Johns Hopkins University Bloomberg School of Public Health, Johns Hopkins Medicine, University of Maryland School of Medicine, National Wildlife Federation, the Maryland Energy Administration, and more. The projects have been highly successful – so successful that they marked the beginning of a larger focus on social design at MICA.

Today, the Studios are just one of a core set of interdisciplinary opportunities and education offerings based in MICA’s Center for Social Design. Along with the Practice-Based Studios, the Center houses the MA in Social Design (MASD) program, post-graduate fellowships, and long-term Impact Initiatives.

Since Weikert had that first idea, other institutions have launched social design programs of their own. MICA’s approach remains distinctive. Not only has the Center for Social Design garnered multiple awards, it has helped advance social design around the world. It was invited to the Clinton Global Initiative University, was the first design program to receive the Ashoka U-Cordes Innovation Award in 2014, and has also hosted universities from the Netherlands, Hungary, and Latin America.

If you look at the evolution of social design at MICA and its growing impact on Baltimore – and beyond – you can say that Weikert had a really good idea.
**Goucher Helps Pell Grant Recipients Find Success**

Recognizing students have a wide variety of needs, Goucher College is reengineering all of its systems through an equity lens to build student success regardless of differences in school preparation, race, and socioeconomic status—without stigmatizing any offerings as remedial.

Almost 26 percent of Goucher undergraduates receive a Pell Grant. Despite a 14 percent gap in college completion rates on the national level for Pell Grant recipients and non-Pell students, Goucher’s college completion rates for both populations are virtually identical. As a result of its leadership in this area, Goucher President José Antonio Bowen will speak at a Department of Education Pell Celebration on March 24.

**Johns Hopkins University – HopReach**

It’s a four-year journey to an undergraduate degree. Pot holes can show up almost anywhere on the road. Not to mention off-ramps, detours, and dead ends.

So the Johns Hopkins University has recently bulked up the infrastructure devoted to keeping students on the road to success and smoothing out some of the inevitable bumps.

That infrastructure is called HopReach. It started as a pilot program in 2013, was approved for permanent adoption, and is now in the second and final academic year of ramping up to full implementation.

“HopReach takes the care and concern our faculty, advisers, counselors, and staff have always had for students and adds in the technology and human systems, to make sure that the care and concern is seamless,” said Andy Wilson, dean of academic and student services at the University’s Homewood campus. “It helps us to ensure that students don’t fall between the cracks and that we get them the help they may need to get over a rough patch and back on track.”

The primary goals of HopReach are simple: Identify students having academic or other difficulty, connect those students with services that can help them and track each intervention so that the university can measure its success at getting the students back on the path to graduation.

A key feature of HopReach is a software program that professors use to raise flags about students who are missing classes, scoring poorly on assignments, or are in danger of failing. Administrators, coaches, and others who work with students can also use the software to report problems – academic or personal – that they notice or that a students’ peers bring up.

It doesn’t end with technology. The University has also hired case managers to analyze the reports in the system and coordinate the response, bringing the appropriate assistance to the table. If a student’s problem is purely academic, the response might include tutoring or coaching. If it’s health, then medical or counseling resources might be called in. If it’s family resources, a financial aid office representative might get the case.

And if it’s combination of issues – and many problems are complicated – a coordinated response might come out of a regular meeting of experts from across campus, co-chaired by Wilson and the dean of students.

HopReach’s pilot and first implementation year improved tracking and communications and resulted in significantly fewer first-year students dismissed for academic purposes. As the university gets more experience with the program, it will track the results and look at possible tweaks to make it even more effective.

“We are focused on doing ongoing assessment to ensure the most comprehensive support system possible for students at Johns Hopkins,” Wilson said.
In December, the Hodson Trust committed to grant Washington College $3 million for student-centered initiatives, including the George’s Brigade, the Hodson Trust Merit Scholarship Endowment, and the Hodson Trust Internship Endowment.

George’s Brigade was launched by President Sheila Bair to target the top two reasons high-ability, high-need students drop out of college—financial challenges and sense of isolation. Brigade members receive scholarships to cover the full costs of college, including room and board.

If students wish to borrow for incidental expenses, the program requires that they limit their loans to $2,500 per year. This will allow students the opportunity to receive an excellent education and a strong start to their careers without large amounts of student debt. In addition to meeting full financial need, Brigade members are admitted in groups from the same community or school so that they have companions to share their transition to college life. The initiative also includes special programming, events, mentoring, and career counseling for the enrolled students.

The Trust also funds other campus programs that benefit students, such as the Hodson Trust Merit Scholarship Endowment and the Hodson Trust Internship Endowment, which covers transportation, food, and housing for students who want to accept low- or non-paying internships that could benefit their careers.

Hood College’s commitment to student academic success has prompted the creation of many support programs and intervention mechanisms to assist students having difficulty achieving their full academic potential. The Josephine Steiner Center for Academic Achievement and Retention (CAAR), houses many of these programs, providing a central location for departments to collaboratively serve students.

Two programs relatively new to Hood are noteworthy among the existing work done to enhance student’s academic lives. Both are voluntary, keeping with CAAR’s belief that students perform best when empowered to make their own decisions.

The peer mentoring program, pioneered by the disability services office in the fall 2016, pairs incoming first-year students with disabilities with similar students who have already achieved academic success. Mentors and mentees meet throughout the first year to discuss challenges—be they academic, social, or personal, and to reflect on possible solutions. Mentors are trained to make appropriate referrals and receive coaching on how to respond appropriately to mentees’ concerns. The program’s goal is to normalize the experience of students with disabilities while providing a rich and deep support network as early as possible.

The academic recovery program, started in fall 2014, is a free program designed for students who were placed on academic probation or are at risk of being dismissed from Hood. Students meet with the academic support specialist, and together they identify the skills and strategies necessary for success. Then, they develop and implement an action plan utilizing appropriate strategies and develop the skillset and mindset to increase academic performance, adjusting the plan when necessary.
Capitol Technology University’s Progressive New Lab

On March 11, Capitol Technology University inaugurated a progressive, new lab - the Identity, Credentialing and Access Management Laboratory (ICAM).

In attendance were nine interns from Charles Herbert Flowers High School in Springdale, Maryland, who assisted with the lab’s setup while receiving hands-on training. The first-hand experience the ICAM provides has attracted corporate sponsors because it is invaluable for physical security, information assurance, business, and acquisition management fields.

“I’ve seen tremendous growth among the students since they began working at the ICAM Lab,” said Shanice White, an engineering teacher at Flowers and mentor to the student interns. “They went from not knowing anything about the subject to becoming subject matter experts. I’m very proud of the students and their participation, and would like to thank Capitol for making this opportunity possible.”

Intern Christina Martin-Ebosele, a senior at Flowers, plans to study mechanical engineering in college and says her ICAM Lab experience has made her aware of the pervasiveness of cybersecurity issues, even in fields that seem remote.

“It really showed me the cybersecurity side of everything that we do,” Martin-Ebosele said. “These are things that most of us aren’t necessarily aware of every day. We just open a door, for instance, without understanding the processes that went into securing it, such as processes of authentication. With internet and digital technology being incorporated more and more into security, organizations need to understand this in order to protect their assets.”

Olivia Briscoe, Lab manager, Capitol senior, and Department of Defense intern

“There’s a whole industry out there, with personnel hungry to learn more about cybersecurity, and Capitol has the expertise and the resources to meet that need,” said the lab’s director, professor Ron Martin, describing the University as “one of the best-kept secrets in the Beltway region.”

William Butler, chair of cyber and information security, said the lab “is going to take our cybersecurity program into an area that the government has identified as a research priority, one where solutions are needed.”

Continued from front cover

A State Guaranteed Access (GA) grant is available to recent high school graduates who meet certain income and eligibility criteria. The GA grant covers the full cost of tuition and mandatory fees for students attending a public institution and up to $17,500 for students attending a private, nonprofit institution. Institutions participating in GAPP agreed to match the State GA grant.

A student receiving a GA grant and a matching GAPP award may receive up to $35,000 annually for four years to cover the costs of tuition and mandatory fees at a participating institution.

At the ceremony in February, the presidents and senior leaders of all thirteen MICUA member institutions pledged to partner with the State by supporting GAPP. “Every MICUA institution is committed to providing college access to low-income students,” said Roger Casey, Chair of the MICUA Board and President of McDaniel College. “In fact, some MICUA members were founded on this mission. I am pleased to join my fellow presidents in embracing this proposal and making this commitment to partner with the State to serve financially challenged and capable Maryland students.”

The Speaker Pro Tem, Delegate Adrienne Jones; Maryland’s Secretary of Higher Education, Dr. James Fielder; and the Deputy State Superintendent and Chief Performance Officer at the Maryland State Department of Education, Dr. Karen Salmon; joined in the celebration and expressed their support for GAPP.

For more information visit: http://www.micua.org/gapp
Guaranteed Access Partnership Program (GAPP)

GAPP PARTICIPANTS

- Capitol Technology University
- Goucher College
- Hood College
- Johns Hopkins University
- Loyola University Maryland
- Maryland Institute College of Art
- McDaniel College
- Mount St. Mary’s University
- Notre Dame of Maryland University
- St. John’s College
- Stevenson University
- Washington Adventist University
- Washington College

$35,000 every year for 4 years = $140,000

GAPP is bridging the gap to college access and affordability

The Guaranteed Access Partnership Program (GAPP) is a public-private partnership between Maryland independent colleges and universities and the State to help Maryland students and their families bridge the college affordability gap. GAPP provides a matching award for eligible students who receive a State Guaranteed Access grant and attend a participating institution, for a total grant award up to $35,000 per year for four years.

For more information visit http://www.micua.org/GAPP
The Guaranteed Access Partnership Program (GAPP) is the culmination of a public-private partnership between Maryland independent colleges and universities and the State of Maryland to help Maryland students and their families bridge the college affordability gap. The GAPP grant provides a matching award for eligible students who receive a State Guaranteed Access (GA) grant and attend a participating Maryland independent institution, for a total grant award up to $35,000 per year for four years of college.

Participating Colleges and Universities

Capitol Technology University, Goucher College, Hood College, Johns Hopkins University, Loyola University Maryland, Maryland Institute College of Art, McDaniel College, Mount St. Mary's University, Notre Dame of Maryland University, Stevenson University, St. John's College, Washington Adventist University, and Washington College.

Student Eligibility

Students must demonstrate financial need and meet the income eligibility requirements for the State GA grant, which is at or below 130% of the federal poverty guidelines. Students must also be Maryland residents; have a minimum unweighted cumulative high school GPA of 2.5 or higher; and apply to a participating Maryland independent college or university to attend as a full-time, degree-seeking, undergraduate student.

Interested students must apply for the State GA grant through the Maryland Higher Education Commission. Students should also complete the GAPP financial aid application required by the institution and demonstrate eligibility for institutional need-based assistance.

Grant Details

The specific award amounts for the State GA grant and GAPP matching grant are determined by the student's financial need and the institution's cost of attendance. Unless approved by the institution, the combined award may not exceed the full cost of tuition and mandatory fees after adjusting for the Pell Grant.

For the 2016-2017 academic year, the maximum annual State GA award is $17,500. So, a student who is eligible for a maximum GA grant award of $17,500 and a matching $17,500 GAPP grant award would receive $35,000 annually. Students who receive a GAPP grant may still receive other forms of need-based and merit-based financial aid for which they are eligible.

To Apply

Students should contact the financial aid office at any GAPP participating colleges or universities to which they are applying for admission, for assistance in completing the process. For consideration, students must complete the Free Application for Federal Student Aid (FAFSA), the State GA grant application, and the institutional application for the GAPP matching grant.

Please visit http://www.micua.org/GAPP for more information.
Dawnya Johnson  
**Goucher College ‘19**

Dawnya Johnson didn’t want to repeat history, she wanted to make it – and she did twice – as the first in her family to go to college and the first freshman president of the Student Government Association in Goucher College’s history.

After her father was sentenced to 10 years in prison for drug charges when Johnson was a baby, her mother began abusing substances and Johnson was placed in foster care.

Without parental support, Johnson lost motivation and failed 10th grade. Then she met Zeke Cohen, a Goucher College alumnus, 2008 Teach for America alumnus, and executive director of the Baltimore Intersection.

“Mr. Cohen illustrated what leadership looks like. He showed me that leaders listen, that leaders welcome critique, and that leaders build relationships through honesty and love. He didn’t just verbalize these values; he actually lived them,” Johnson recounted.

She learned she could be the change she wanted. Change for her began with work on the Maryland Firearm Safety Act of 2013, which was enacted into law.

“This was important to me because of the role that gun violence played in my life and in the role of too many of my friends’ lives. We took a chance, we organized, and we won,” said Johnson, who also has spoken at the U.S. Department of Education, at the White House, and in India.

“I’ve told my story of personal and community transformation, and I found my passion,” she said during her speech at Teach for America’s 25th Anniversary Summit.

“My name is Dawnya Johnson. I am an alumna with the Baltimore Intersection, a first-year student at Goucher College, and a future 2019 Teach for America Baltimore core-member.”

---

Antoinella Peterkin  
**Notre Dame of Maryland University ‘15**

Antoinella Peterkin bubbles with energy as she talks about her plans to start a nonprofit to serve at-risk children in Baltimore. Once faced with her own challenges as a child, Peterkin is an inspiring example of how having strong positive role models can turn young girls into independent, extraordinary women.

At only 23, Peterkin has graduated from Notre Dame of Maryland University, spent two years as an AmeriCorps volunteer, and spearheaded a successful girls afterschool program at Higher Achievement, a nonprofit that aims to close the opportunity gap for middle school youth.

Much of her passion stems from her experience with My Sister’s Circle (MSC), a United Way funded mentoring program that exposes underprivileged girls to opportunities that empower them to define success for themselves, make intentional decisions about their future, and become self-sufficient young women.

Peterkin didn’t always have a stable, supportive environment growing up. Her teachers thought she could benefit from MSC, and she quickly became one of the first girls to enroll in the program. She soon came to love the time she spent with her mentor and saw herself transforming into a confident young woman. Now Peterkin is looking forward to becoming an MSC mentor herself.

“My Sister’s Circle taught me two very important things: respect and how to take what I have and make the best of it. They gave me a sense of stability and set a foundation for me to make good decisions in my life. As I became an adult, I just knew I had to give back to other girls in my community since I was given so many opportunities through MSC when I was younger,” she said.

Peterkin is now busy organizing events for the afterschool program she started, called Fashion, Art, Mentoring and Etiquette (FAME). Soon to be a nonprofit organization, FAME encourages underserved girls to embrace their creativity and learn about entrepreneurship through the arts. She already has 28 girls enrolled and is looking to launch a program for boys later this year.

With thanks to the United Way of Central Maryland
Her excitement to attend college in America wore off when the cultural differences began to feel isolating. Then she engaged with the campus community that drew her here. Akhvlediani tried to learn what music students listened to, the television shows they watched, and befriended the students in her section in chorus who discussed the music.

“I was a sophomore in high school when I was introduced to the St. John’s culture and the seminar and the discussion-based class, and I loved it,” Akhvlediani said.

Her excitement to attend college in America wore off when the cultural differences began to feel isolating. Then she engaged with the campus community that drew her here. Akhvlediani tried to learn what music students listened to, the television shows they watched, and befriended the students in her section in chorus who discussed the music.

“People are really friendly and the class style here helps you to become friends with people because you have to talk with them during class. That makes it easier because everyone has the same interests. You always have something to talk about,” said Akhvlediani, who now helps international and American students engage with and learn from one another. She leads the international club Pangaea, which “helps students overcome geographic borders by sharing culture and making connections with one another.” She and other Georgian students hosted a gathering featuring authentic cuisine and music to celebrate the Georgian new year.

“St. John’s is a truly great place where the learning is the most valuable thing here, and the learning is not limited to the classes,” said Akhvlediani, who took these lessons beyond Annapolis after earning a Hodson Trust Internship to work at the Georgian consulate in New York City. Here she saw process of working toward peace.

“That is something I am considering for my career, to be a diplomat and do conflict resolution, to help everyone to live in peace and have a good chance for growth and personal achievement.”

since its inception in 1969, The Caritas Society of St. John’s College has supported the College’s student body and the city of Annapolis.

More than 70% of St. John’s students currently receive need-based financial aid.

More than 70% of St. John’s students currently receive need-based financial aid, making the funds raised and donated by the 225 members of the Caritas Society essential to admitting and retaining qualified students at financial risk.

Each year the Caritas Society provides between eight to ten financial aid grants, an annual need-based scholarship through the St. John’s College Endowment Fund, and five book grants from the Weigle Great Book Fund among other contributions to the community on and off campus.

The Caritas Society raises funds by engaging with the local Annapolis community while forming lasting and meaningful relationships with Annapolis based organizations.
The invitation to address his class at the Senior Investiture and Honors Convocation on the eve of McDaniel College’s Commencement was no surprise to Dinambi Butler. Through college he discovered his gift for public speaking and was given many opportunities to inspire a range of audiences by sharing his personal work ethic and the “conditioned optimism” he earned overcoming the obstacles he faced growing up with little means in Washington, D.C.

Money was always tight and, at one point, the Butler family was homeless and lived in a shelter for six months.

Later in the ceremony, Butler’s name was called to receive the Bates Prize recognizing him as the best all-around man in the Class of 2015. “I was pretty shocked and thought it was a mistake at first,” he recalls. “It felt good to win the award. It shows that I have been successful at McDaniel and leave a legacy behind.”

Butler’s professors say his legacy lies in his generosity of spirit with students, faculty, and staff. “He acted like a big brother to a large number of students. I could tell his experiences were different from many of the others,” says exercise science professor Richard Laird.

“He felt comfortable coming to me and talking about his struggles balancing school work with his responsibilities as a resident assistant,” continues Laird. “Dinambi capitalized on the opportunities presented to him.”

After transferring from Juniata College in his sophomore year, Butler became a key member in McDaniel’s community as a football and lacrosse player, member of the Ski and Snowboard Club, dispatcher for the Department of Campus Safety, and a Diversity Empowerment and Education Peer for the Office of Diversity and Multicultural Affairs (ODMA). He was also president of the Brothers Elite, a student organization designed to help campus men excel in their life goals, and Head Resident Assistant, a job that entails building a community within the residence halls.

At a panel presentation organized by McDaniel social work professor Jim Kunz and the organization Faces of Homelessness, Kunz notes, “one of the panelists asked if any students had ever been homeless and Dinambi got up and spoke in a quiet, determined voice about his experience,” Kunz recalls. “I was impressed with his courage and it was good for other students to realize that homelessness is so prevalent.”

Butler, who enlisted as a reservist in the Army National Guard, says, “Being homeless was one of the obstacles I had to overcome, but I don’t let it define me.”

Dinambi Butler
McDaniel College ’15

CohnReznick is a national audit, tax, and advisory firm founded in 1919. As one of the top accounting firms in the United States, CohnReznick provides forward-thinking service across nearly two dozen industries, including higher education.

In addition to providing traditional audit and tax services to the industry, CohnReznick also provides a full range of advisory services specifically developed for the higher education market.

~CohnReznick LLP is a MICUA Business Affiliate Member
Mount St. Mary’s University is Recognized with Award

The Henry Luce Foundation recognized the School of Natural Science and Mathematics at Mount St. Mary’s University at the end of 2015 with The Clare Boothe Luce Award and $174,996 which will be used to fund scholarships for women in 2016.

“This grant is a national award that only goes to the institutions with the very best science and math programs,” said Jeffrey Simmons, Ph.D., Dean of the School of Natural Science and Mathematics. “Receiving this award is evidence of the strength of our science and mathematics programs and the expertise of our faculty who wrote the grant proposal.”

Sophomore and junior students who are majoring in computer science, chemistry, or mathematics can apply for the scholarships during the spring 2016 semester, with the first scholarship awards being applied to the 2016-17 academic year.

Simmons values the strides toward gender equality this grant represents. “This award will help support our most promising women scholars in science and mathematics – two disciplines that really need more representation by women,” he said. “The prestige of these scholarships highlights the importance of gender equality in science and mathematics, and the awardees themselves will serve as role models by encouraging young girls and other women to pursue these types of careers.”

I-Fund Distributes $29,400 in UPS Scholarship Funds

This March, the Independent College Fund of Maryland (I-Fund) distributed $29,400 to 12 private, nonprofit institutions to be awarded as grants to first-generation, low-income, minority, and/or new American students.

The grants were made possible through the UPS Educational Endowment Fund managed by the Council of Independent Colleges (CIC). These awards reflect a commitment shared by CIC, the UPS Foundation, and the I-Fund to increase access and opportunities for students.

“Through this national scholarship program, CIC and UPS are delighted this year to make it possible for 585 talented young men and women to attend the private college or university of their choice,” said Richard Ekman, President of CIC.

“Partnering with the CIC to develop the workforce of tomorrow by helping thousands of students obtain an education from our nation’s independent colleges is a very important initiative,” said Eduardo Martinez, President of the UPS Foundation.

“On behalf of our institutions, we wish to thank the CIC and UPS Educational Endowment Fund for providing this vital resource to these deserving students from traditionally underserved and disadvantaged populations, many of whom have significant financial need. Your partnership in support of scholarship and academic opportunity is laudable and appreciated,” said Tina Bjarekull, Managing Director of the I-Fund.

Built on award-winning training content, services and software, Campus Answers delivers the most up-to-date solutions for campuses, including incident reporting and campus climate surveys. Campus Answers offers interactive training for staff, faculty, and students on Title IX compliance, campus safety, and other higher education issues.

~Campus Answers is a MICUA Business Affiliate Member
Stevenson University Joins IIE’s Study Abroad Initiative

Stevenson University has joined the Institute of International Education’s (IIE) Generation Study Abroad initiative, launched last year to help more Americans to gain international experience through study abroad programs. IIE seeks to mobilize resources, increase commitments, and double the number of U.S. students studying abroad by the end of the decade.

“Stevenson has a long-standing commitment to integrating academics with experiential learning, of which study abroad is a key component,” said Paul D. Lack, Ph.D., Executive Vice President for Academic Affairs. “The University’s mission, as well as the overall Stevenson Educational Experience (SEE), are enhanced by immersion in another culture. We believe that study abroad lends itself to preparing graduates who possess the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.”

Stevenson recently established its Office of International & Off-Campus Study and hired Rebecca Pisano, Ph.D., as Associate Dean of this office. Pisano will work to meet Stevenson’s goal to send over 100 students abroad in 2017-2018, a five-fold increase in two years. Even greater numbers are planned by the decade’s end.

Currently, fewer than ten percent of all U.S. college students study abroad, according to the Open Doors Report on International and Educational Exchange published by IIE with support from the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

“Globalization has changed the way the world works, and employers are increasingly looking for workers who have international skills and expertise,” says Dr. Allan Goodman, President of IIE. “Studying abroad must be viewed as an essential component of a college degree and critical to preparing future leaders.”

WAU Student Secures Internship at WETA

Washington Adventist University (WAU) student Juliannie Santiago will soon be embarking on a new phase in her scholastic journey. She has secured an internship with WETA, a non-commercial, educational television station broadcasting from Washington, D.C.

Santiago is a senior who is on track to graduate in December 2016. She applied and interviewed for the internship at the end of last semester, and was offered the opportunity to work this semester at WETA Public Broadcasting as a video editor and translator for Colorín Colorado, a bilingual site for educators and families of English language learners. She also plans to volunteer at WETA over the summer.

In addition to majoring in broadcast journalism and minoring in public relations, Santiago has worked for both the University’s Athletics Department and Office of Corporate Communications as a videographer, and she has interned for the Public Relations Student Society of America.

“Being a student at WAU, with its close proximity to D.C. and Virginia, made it possible for me to get this internship,” said Santiago. “Many played a part in helping me, such as Professor (Jarilyn) Conner, Corporate Communication Director Angie Crews and my boss, Coach (Jered) Lyons. These people helped and guided me to know what I needed to do. They also gave me hope and encouraged me to search for my dreams.”

Santiago says her dream is to become a movie producer. She has been editing videos since middle school, and in high school was student director of the “Morning Show” at J.P. McCaskey High School in Lancaster, Pennsylvania.
Notre Dame of Maryland University
School of Education Honored

The Maryland State Advisory Council on Gifted and Talented Education has recognized Notre Dame of Maryland University as an Outstanding Institution of Higher Education.

Also recognized was Dean of the NDMU School of Education, Sr. Sharon Slear, Ph.D., in the category of Outstanding Business and Community Partnerships, and graduate student Ainsely Tetreault who was honored as Outstanding Educator—Teacher.

In addition, three School of Education graduate students were among 10 Baltimore City school employees recognized by the Maryland State Department of Education for their outstanding efforts: Robin Hester, Francis Scott Key Elementary/Middle School; Dennis Jutras, Coordinator, Gifted and Advanced Learning, Baltimore City Public Schools; and Linda Lasky, Cross Country Elementary/Middle School.

The State Superintendent of Schools appoints the Advisory Council to encourage and support the education of students who are identified as gifted and talented.