Hood Marks 50th Anniversary of Civil Rights Act

HOOD COLLEGE MARKED THE 50TH ANNIVERSARY of the Civil Rights Act with a yearlong series of lectures by prominent civil rights activists, films, and a tribute to the historic March on Washington. The College’s celebration of diversity and inclusion was launched on Jan. 29, 2014, when U.S. Representative Elijah Cummings was the keynote speaker at a symposium to commemorate the landmark civil rights legislation. At that time, the Hood College community pledged to give back at least 15,000 hours in volunteer services to agencies and organizations that serve the needs of people who continue to struggle in today’s post-civil rights era.

Starting in early 2014, professors from Hood College and Frederick Community College launched a series of discussions on four documentaries that chronicle the history of civil rights in the United States. In April, civil rights attorney and activist Fred Gray met with campus students and faculty to discuss the Tuskegee Syphilis Study. Prior to the first day of classes, Hood College entering freshmen read A Mighty Long Way, My Journey to Justice at Little Rock Central High School, written by Carlotta Walls LaNier, one of the Little Rock Nine. The culminating event was a March on Frederick, a collaborative effort between Hood College and a number of Frederick area organizations, held on Sept. 26. It brought together students, faculty, staff, community members, and visitors to reflect on the progress made within the Frederick community in the last 50 years.

More than 1,300 participants came to Frederick for the March, which began at Harry Grove Stadium and ended at Hood College’s Alumnae Hall, where local, State, and national civil rights activists addressed the crowd, including social activist and American civil rights leader Julian Bond and State Senators Joan Carter-Conway and Ron Young.
GOVERNOR LARRY HOGAN DECLARED February 18 “Maryland Independent Higher Education Day” in recognition of the vital role Maryland’s independent colleges and universities serve in the State, which boasts one of the best educated workforces in the nation. MICUA brought 160 college students and administrators from across the State to Annapolis on February 18 for a day of special activities celebrating the State’s partnership with its private, nonprofit colleges and universities.

Maryland’s independent colleges and universities have been educating young men and women in Maryland for over 230 years. The first State grant was awarded to Washington College in 1782.

In a proclamation, Governor Hogan commended the independent institutions for their significant contributions to higher education and recognized the broad public benefits these institutions provide by contributing to social mobility, economic prosperity, workforce development, scientific discoveries, global competitiveness, civic participation, and service to community. With the highest graduation rates in Maryland, MICUA institutions are committed to meeting the college completion agenda of the State and nation.

Maryland Independent Higher Education Day began with a student briefing in the Miller Senate Office Building. Following the briefing, students visited with State legislators and elected officials. At noon, MICUA hosted a lunch for elected officials, students, and campus administrators.

At the luncheon, Senator Ron Young honored two departing presidents—Hood President Ronald Volpe and Mount St. Mary’s President Thomas Powell—for their long and successful careers and their contributions to the Frederick community and the State.

CLOCKWISE FROM LEFT: The Goucher delegation outside of the State House; Speaker of the House Michael Busch and Senator John Astle meet with the St. John’s group; Senate President Thomas V. Mike Miller, Jr., meets with the Johns Hopkins delegation; and Senator Ron Young with students from the Mount
St. John’s College President Receives Award for Excellence in Higher Education

ST. JOHN’S COLLEGE PRESIDENT Christopher Nelson received the Henry Paley Memorial Award at the National Association of Independent Colleges and Universities’ (NAICU) Annual Meeting on February 3 in Washington, D.C.

According to NAICU, the Henry Paley Memorial Award, established in 1985, “recognizes an individual who, throughout his or her career, has unfailingly served the students and faculty of independent higher education. The recipients of this award have set an example for all who would seek to advance educational opportunity in the United States."

Nelson is recognized as a national spokesperson, thought-leader, and champion of the liberal arts. He was bestowed the Paley Award in recognition of his commitment to liberal arts education as well as for his policy work to further educational opportunity. “Liberal education is about developing character and the power of self-transformation—or rather, in the case of our students, self-formation, since so many of the young are still inventing a self to be transformed later,” noted Nelson in his acceptance remarks. “This shaping and reshaping of the self is the single most valuable ability one can have for meeting the demands of the ever-changing world in which we live.”

Loyola to Participate in NSF-funded Pathways to Innovation Program

LOYOLA UNIVERSITY MARYLAND is one of 25 U.S. colleges and universities to participate in the 2015 Pathways to Innovation Program, a national initiative designed to help institutions fully incorporate innovation and entrepreneurship into undergraduate engineering education. Two faculty members each from Loyola’s engineering, computer science, and physics departments will be on the University’s Pathways team. Loyola is the only school in Maryland selected for the program.

“We are serious about ensuring our natural and applied sciences education connects theory with real-world application in the context of innovation and entrepreneurial mindsets rather than narrowly defined in technical knowledge,” said Bahram Roughani, Associate Dean for Natural and Applied Sciences at Loyola. “Turning knowledge into solutions is the spirit of the Pathways program, and that’s why this is such an incredibly valuable opportunity for us and for our students.”

In the two-year program, participating schools assemble a team of faculty and academic leaders to assess their institution’s current offerings, design a unique strategy for change, and lead their peers in a transformation process. Teams receive access to custom online resources, models for integrating entrepreneurship into the curriculum, guidance from a community of entrepreneurship faculty, and membership in a national network of schools with similar goals.

Projects developed by schools in the 2014 Pathways cohort include innovation certificates and majors, flexible learning spaces, first-year and capstone courses, faculty fellows programs, innovation centers, and cross-institutional collaborations. Roughani said an analysis of these projects will help Loyola identify and pursue collaborative opportunities among science and non-science academic programs, clubs, and organizations, creating an ecosystem for innovation and entrepreneurship.
Throughout its history, the State has supported independent higher education through numerous grants and programs. Currently, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973.

The Maryland General Assembly convened for its 435th session on January 14, 2015, for 90 calendar days. During this time, the General Assembly will act on more than 2,500 pieces of legislation and adopt the State’s annual capital and operating budgets, including an appropriation for the Sellinger Program, which provides funding for the State’s eligible independent, nonprofit colleges.

**HISTORY: COLONIAL MARYLAND**

The State of Maryland has maintained a partnership with its independent colleges and universities for over 230 years. The first higher education institutions chartered in the State were independent colleges—Washington College was chartered in 1782 and St. John’s College was chartered in 1784. Throughout its history, the State has supported independent higher education through numerous operating and capital grants.

**THE 1970S**

Currently, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973. At that time, four private institutions of higher education in Maryland had closed due to severe financial hardships. In addition, the University of Baltimore—then a private institution—wrote to the State requesting a public takeover. These were the “signs of the times” for independent higher education, prompting the Maryland Council for Higher Education to warn that a severe financial crisis was imminent for many of the State’s independent institutions.

**THE PEAR COMMISSION**

In response, the Governor appointed a distinguished panel of citizens from public and private institutions of higher education and local businesses to serve on a

*Continued on page 5*
committee to evaluate private higher education in Maryland. The Committee was chaired by Philip Pear, a member of the Maryland Council for Higher Education. Hence the Committee became known as the Pear Committee.

During the summer of 1972, the Pear Committee met with every private college president in Maryland and hired an independent auditor to review the financial statements, enrollment data, staffing records, cost containment efforts, and other records of every private institution. At the conclusion of its work, the Committee recommended that the State provide modest public support of private higher education to preserve and strengthen a dual system of higher education.

The panel wrote that “the savings to the State in tax dollars due to the existence of these institutions has contributed substantially to the welfare and well-being of all of the citizens in Maryland . . . Continued and increased participation of the private institutions of higher education in Maryland is essential for the optimum use of public funds for the support of higher education in the State.” A moderate State investment provides a high rate of return through degrees granted, citizens educated, and positive economic impact.

The Committee recommended the State provide grants to the eligible institutions through a formula linked to their enrollments and to the per-student appropriation of ten four-year public universities. This link between public and private institutions was established for two reasons. First, the link provides a rational basis for determining the costs of services provided by the independent institutions, and second, the link encourages cooperation and collaboration among the State’s public and private institutions of higher education.

THE SELLINGER PROGRAM

In 1993, the State’s formula to distribute aid to private, nonprofit colleges was renamed the Sellinger State Aid Program, after Rev. Joseph A. Sellinger, S. J., who served as the President of Loyola College for 29 years. Father Sellinger was a charismatic Jesuit priest and an engaged citizen who had a profound impact on Loyola, Baltimore City, and the State of Maryland. Governor William Donald Schaefer, Senate President Thomas V. Mike Miller Jr., and Speaker of the House R. Clayton Mitchell Jr. signed the legislation renaming the program on January

“…Continued and increased participation of the private institutions of higher education in Maryland is essential for the optimum use of public funds for the support of higher education in the State.”

http://goo.gl/akyag9
Representing only 2% of the State’s appropriation for higher education, Maryland independent colleges and universities award 27% of all degrees conferred by Maryland universities.

21, 1993. It was the first Act signed in the 1993 Legislative Session. The Sellinger formula remains in effect today and continues to be a national model.

In 1996, the General Assembly passed legislation creating a similar formula to provide grants to Maryland’s 16 community colleges; thereby linking public and private, two- and four-year colleges and universities into a collaborative system of higher education to serve the diverse needs of Marylanders in every region of the State.

CURRENT FUNDING

This year, the Governor’s FY 2016 budget plan provides $41.4 million for 14 eligible independent colleges and universities through the Joseph A. Sellinger Program. This allocation is significantly below the $47.9 million required under the State’s funding formula. The Sellinger Program has been underfunded for many years. On a per-student basis, funding has dropped from $1,400 in FY 2008 to less than $950 today.

The vast majority (90%) of Sellinger funds are used to provide financial aid to Maryland residents. In addition, MICUA institutions use these funds to bring academic programs to underserved regions of the State and support the State’s goals for higher education.

By partnering with its independent colleges and universities, the State of Maryland is able to serve more students, offer more academic opportunities, and confer more degrees at a lower cost to taxpayers. Representing only 2% of the State’s appropriation for higher education, Maryland independent colleges and universities award 27% of all degrees conferred by Maryland universities.
JOHNS HOPKINS, the U.S. university leader in research and development spending for 35 consecutive years, is taking new steps to move more discoveries from its labs into the marketplace. The University just opened a second business incubator, a facility designed to nurture nascent companies commercializing therapies, technologies, and other intellectual property pouring out of those labs. The new facility—dubbed FastForward East—is just steps from the University’s medical campus in East Baltimore. It offers businesses just starting out the inexpensive space, coaching and advice, and other support they need to get proposed products off the drawing board and onto the shelves.

“With the expansion of FastForward to East Baltimore, Johns Hopkins is demonstrating its commitment to building the innovation ecosystem at the University and more broadly, in Baltimore,” said Christy Wyskiel, Senior Advisor to the University’s President for Enterprise Development. “Space that is affordable and turnkey for startups is a part of our overall effort to help these early ventures realize their potential and bring innovation and life-changing technologies to market.”

FastForward East has 6,000 square feet of office and lab space. There is a shared co-working space that can seat 28, six dedicated offices, a shared conference room, common room, and kitchen. Companies can rent space in two well-outfitted wet labs. But FastForward’s most important attraction for entrepreneurs may be easy access to the intellectual firepower at the University’s schools of medicine, public health and nursing, and at The Johns Hopkins Hospital. Companies need not have a Johns Hopkins connection to lease space in the incubator, but most of the companies associated with the original FastForward—established less than two years ago near the Homewood campus in North Baltimore—have been based on ideas born in the University’s labs.

More ideas are in the pipeline as the University’s researchers continue to top the R&D expenditure rankings. According to the National Science Foundation’s newest report, the University spent $2.2 billion to conduct medical, science, and engineering research in fiscal year 2013. The University of Michigan was well back in second place at $1.27 billion.

“This ranking indicates that in an ever more challenging environment, the Johns Hopkins faculty continues to secure funding for research that saves lives, leads to technological breakthroughs, and inspires new views in the arts and humanities,” said Denis Wirtz, the University’s Vice Provost for Research and Co-director of its Institute for NanoBioTechnology.
TEACHER PREP PROGRAMS

The Contributions of Maryland’s Independent Colleges

ELEVEN OF MICUA’S 14 member institutions prepare highly-qualified teachers for Maryland classrooms through State-approved teacher preparation programs. These colleges and universities collectively produce more than a third of Maryland’s new teacher candidates each year. For the past five years running, the Maryland Teacher of the Year has been a graduate of a MICUA school—a testament to the quality of the teacher preparation programs at Maryland’s private, nonprofit colleges.

High-quality, rigorous teacher preparation programs are necessary to successfully prepare students to work in diverse settings and improve learning outcomes for all students. In Maryland, a broad coalition of stakeholders is actively engaged in a planning process to establish a culture of continuous improvement through collaborations between teacher preparation providers and elementary and secondary schools. The educational community—Pre-K through postsecondary education—is developing meaningful and long-term partnerships to improve student success.

Goucher College

Goucher’s undergraduate Department of Education imparts a thorough knowledge of the subject matter, a deep understanding of diverse learners, and the skills to uncover the means by which knowledge is communicated. Courses are designed to give breadth and depth in the liberal arts, while still emphasizing the specific skills necessary for effective educators, including mastering methods of teaching, implementing theories of learning, understanding learners’ characteristics, designing curricula, linking theory and practice, and appreciating the social value of schools. At the graduate level, Goucher has three exceptional programs designed to meet the needs of experienced educators, prepare college graduates who wish to enter the teaching profession, and offer advanced graduate work in important educational specializations.

Hood College

Hood’s education professors have created many distinctive learning experiences outside the classroom. For example, in their senior year, undergraduate elementary
education majors take a course in administering and interpreting reading assessments at nearby Walkersville Elementary School. The interns use iPads to work one-on-one with identified youngsters who need a little extra help with their reading skills. This unique part of Hood’s education program gives student teachers the opportunity to immediately carry out the concepts taught in class and begin working with children whose skills are deficient. Similarly, graduate students in Hood’s education leadership program participate in July-through-May internships embedded with standards-based assessment activities and must log 280 hours of leadership activities.

**Johns Hopkins University**

Grounded in research-based strategies and driven by an entrepreneurial spirit, teacher preparation programs offered by Johns Hopkins School of Education prepare students to become effective teachers committed to improving student performance and meeting the needs of today’s diverse learners in a variety of school settings. Through an innovative collaboration with Teach For America (TFA) launched over a decade ago, more than 1,000 Baltimore teachers who have served in the City’s most challenged schools earned their degrees at Johns Hopkins. TFA graduate Joe Manko, now principal of Liberty Elementary School in one of Baltimore’s poorest neighborhoods, was recently recognized by *Education Week* magazine as one of the nation’s nine educators to watch. Additionally, the University offers the Baltimore Education Fellows scholarship program for Johns Hopkins seniors interested in teaching in urban schools after graduation.

**Loyola University Maryland**

With an intentional focus on urban education and collaboration with schools and families, Loyola University Maryland’s School of Education intersects research, theory, and practice. Their students work in schools and classrooms each semester in a variety of field placements in Baltimore-area public, private, and Catholic schools. Loyola students engage intellectually in the larger conversation on urban education through Loyola’s Center for Innovation in Urban Education, where faculty translate research into practice and explore the questions that emanate from teachers, counselors, and school leaders.

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Maryland Institute College of Art

Master’s degree candidates at MICA often pursue teaching as part of their graduate experience. The College’s Master of Arts in Teaching (MAT) program is nationally recognized for its success preparing preK-12 art education professionals who integrate personal artistry with the skill to direct the art making of others. MAT students pursue course work that blends theory with practical classroom application, complete internships in elementary and secondary schools, and maintain an independent studio practice that results in a thesis exhibition. Graduates emerge as successful artists and art teachers who explore contemporary art education practices through research that meaningfully impacts the classroom and the field of art education.

McDaniel College

McDaniel College has successfully trained teachers for over 110 years, and has a strong tradition of producing top educators in Maryland. Three McDaniel alumnae in the past five years have been named Maryland Teachers of the Year, including 2014-15 winner Jody Zepp, who received her bachelor’s degree in Political Science with a minor in Psychology and completed coursework for certification in Secondary Education. Rhonda Holmes-Blankenship, who received her master’s degree in Curriculum & Instruction from McDaniel in 2005, was awarded the 2012-13 Maryland Teacher of the Year title and was a finalist for National Teacher of the Year in 2013. Michelle Shearer, a 1996 graduate of McDaniel’s Deaf Education graduate program, was named both the 2010-11 Maryland Teacher of the Year and the 2011 National Teacher of the Year. Two alumni of McDaniel’s Counselor Education graduate program have recently been honored. Carroll County Public Schools Superintendent Stephen Guthrie, a 1984 alumnus, was named Maryland’s Public Schools Superintendent of the Year for 2015, and 2008 alumna Lisa Spera of Ebb Valley Elementary School, also in Carroll County, was named a 2015 Maryland School Counselor of the Year.

Mount St. Mary’s University

The Mount’s School of Education and Human Services offers undergraduate initial certification programs in elementary education, elementary education/special education, secondary education, and P-12 education. These programs

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are grounded in the Mount’s common core which includes a broad and integrated coursework in liberal arts along with an emphasis in leadership and community service. It is important for education students to have solid, school-based experiences, so they are required to complete field assignments in every education course and a two-semester internship. For career changers, the Mount offers the Master of Arts in Teaching, which includes field experiences and extensive internships. The Mount is also dedicated to continuing professional development of area teachers through its advanced programs in reading and technology facilitation.

Notre Dame of Maryland University

For 120 years, Notre Dame has educated teachers who lead, prepare, and transform their students every day. Notre Dame is the top provider of initially certified teachers among private colleges in Maryland. The University welcomes experienced teachers who wish to earn a master’s degree, as well as women and men who seek to change their career. The unique Accelerated Certification in Teaching and 10-month Masters of Arts programs prepare passionate, award-winning educators, many of whom have gone on to teach throughout the State. Notre Dame’s flexible programs allow students to attend classes at convenient off-site locations, including Anne Arundel Community College, the Higher Education and Conference Center in Aberdeen (HEAT Center), and the Southern Maryland Higher Education Center (SMHEC), as well as the Charles Street campus.

Stevenson University

Stevenson University’s School of Education offers numerous teacher preparation programs that are continually updated to prepare future teachers for the current issues and trends in the State’s and nation’s schools and to ensure all students can achieve their best in their classrooms. In fall 2014, Stevenson’s School of Education implemented the Professional Learning Community (PLC) model, which includes teacher candidates, University mentors, school mentors, school staff, University faculty, and School of Education graduates. Together, members of the PLC develop professional learning activities in areas of specific interest with the goal of creating a culture of collaboration that develops the skills and talents of teacher candidates more fully and more broadly.

(Continued on page 12)
WASHINGTON COLLEGE

Associate Professor of Biology Mindy Reynolds has been recognized as the top undergraduate teacher and mentor in her primary field of research, toxicology. Reynolds, who studies the carcinogenic effects of chronic exposure to heavy metal compounds such as nickel and cadmium, was named winner of the 2015 Undergraduate Educator of the Year Award from the Society of Toxicology (SOT).

Calling Reynolds an inspiration to her students, Society President Norbert Kaminski said the teaching awards were created to support toxicologists who have “dedicated themselves not only to the profession, but also to mentoring budding scientists in the possibilities of the field.”

Reynolds has developed a course that introduces students to concepts in toxicology through case studies and historical events. “I try to have the students look beyond what they normally see in a textbook to understand that toxicology affects their everyday lives,” she says. She takes great satisfaction in the accomplishments of the students who become engaged with toxicology beyond her classroom. “Many students who have worked in my lab have presented their results at the annual SOT meetings and gone on to pursue advanced degrees and obtain research internships at prestigious institutions,” she says. “That is what makes me most proud—to have a student continue on to Ph.D. programs in toxicology.”
Matthew Power Named Vice President of Government Affairs for MICUA

MICUA NAMED Matthew Power, a seasoned public policy expert, as Vice President of Government Affairs. He became MICUA’s second-ranking administrator in January, responsible for leadership and support of independent higher education. He previously served in the Office of Governor Martin O’Malley as the Director of StateStat, the Governor’s signature initiative for measuring performance toward achieving the Administration’s strategic goals. Earlier Power served as Deputy Secretary of the Maryland Department of Planning (MDP) and Chief of Operations and Finance at MDP, working for both the O’Malley administration and the Ehrlich administration.

“Matt is someone with exceptional analytic and communication skills, who is extremely knowledgeable about the legislature and the workings of government,” said Kevin Manning, MICUA Board Chair and President of Stevenson University. “He comes to the Association with 17 years of experience in State government and a strong knowledge of the State’s operating and capital budget processes.”

Tina Bjarekull, President of MICUA, described Power as “superbly qualified ... He is smart, personable, and highly respected by both Republicans and Democrats.”

Power received a Bachelor of Arts from Loyola University of Chicago and a Master of Public Management, specializing in Environmental Policy, from the University of Maryland’s School of Public Policy. He also received an MBA from Loyola University Maryland’s Sellinger School of Business. He is a graduate of Leadership Maryland, Class of 2011, and a Certified Project Management Professional.

Superintendent of the Year Credits McDaniel

MARYLAND SUPERINTENDENT of the Year Stephen Guthrie credits his McDaniel graduate school experience — both as a student and as an educator — for much of his career success.

“I had wonderful preparation on both sides of the desk,” says Guthrie, who is serving in his fifth year as chief of Carroll County Public Schools. He earned his Master of Science in Education at McDaniel in 1984 and served on the faculty of the graduate program for 10 years. “I was inspired by the people who taught me and then, when I was hired back as a professor, I learned firsthand how much preparation, thought, and collaboration with the school systems goes into ensuring the content that is being delivered in the classroom is relevant.”

The Carroll County Public School System, which employs about 2,200 teachers and 42 principals, continues to enjoy a productive relationship with the College, Guthrie says: “Our biggest hiring class comes from McDaniel.”

Commended by the Board of Education of Carroll County for his ability to lead the school system through challenging economic times while always putting student learning first, Guthrie cites three critical elements for a successful education system: dedicated employees, committed students, and a supportive community.

He says he’s had the benefit of all three in Carroll County, where he has worked since 1982, serving first as a teacher and later a school counselor. Prior to his current position as Superintendent, Guthrie also served as Director of Human Resources and Assistant Superintendent of Administration for Carroll County Public Schools under former Superintendent Charles “Chuck” Ecker, an undergraduate alumnus of McDaniel.

Indications of community support include an attendance rate of 98 percent, a dropout rate of less than 1 percent, and the highest graduation rate in the State.
Hood Names 11th President

A LIFELONG SCHOLAR WHO CURRENTLY SERVES as the Chief Academic Officer at a liberal arts college in Pennsylvania has been selected as the next President of Hood College. Andrea Chapdelaine, Provost and Vice President for Academic Affairs at Albright College in Reading, Pa., will become Hood’s 11th President July 1, succeeding Ronald Volpe, who is retiring June 30 after 14 years as President. She was selected by the College’s Board of Trustees from among more than 90 candidates who applied for the position.

Chapdelaine, who has more than 21 years of teaching experience at three liberal arts colleges, began her tenure at Albright in 1998 as an Assistant and then Associate Professor of Psychology, and was later appointed Dean of Undergraduate Studies there in 2003. She has served in her current position since 2006.

Chapdelaine earned a doctorate and a master’s degree in social psychology from the University of Connecticut. She graduated cum laude from the University of New Hampshire with a bachelor’s degree in psychology and a minor in justice studies.

As Provost at Albright, Chapdelaine oversees the academic affairs division, and plays a leadership role in strategic planning and assessment, the College’s current fundraising campaign, and several facility projects. In collaboration with the faculty, she has initiated new academic programs and a comprehensive revision of the general education curriculum. She is a member of the Council of Undergraduate Research, presents at professional development workshops for academic administrators, and serves on a local board to improve early childhood literacy.

Her more than two decades of teaching began at Wabash College in Crawfordsville, Ind., from 1993 to 1995 as a visiting Assistant Professor. She also taught at Trinity College in Hartford, Conn., from 1995 to 1998 as a visiting Assistant Professor. During her career, she has taught introductory psychology, statistics, research methods, program evaluation, social psychology, psychology and the law, close relationships, and community-based research. She is a member of the psychology department at Albright and has remained active in the classroom. Chapdelaine’s most recent scholarly work has focused on supporting faculty through policies designed to promote flexibility and work-life balance, the value of undergraduate research to student learning, and ethical issues in service learning.

SAI has provided award-winning technology and digital consulting services to a long list of clients in higher education for the last 20 years. The company brings unique experience, passion, and understanding to using technology and the ever-evolving digital landscape to help clients overcome everyday challenges. From creating a unique value proposition to attract prospective students to better engaging alumni and potential donors, SAI does it on time, on budget, and in plain language.

~SAI is a MICUA Business Affiliate Member
Mount St. Mary’s Appoints New President

SIMON NEWMAN, CHIEF EXECUTIVE OFFICER of Cornerstone Management Group—a private equity, merger and acquisition, and strategic consulting firm based in Los Angeles, Calif.—has been appointed the 25th President of Mount St. Mary’s University. Mr. Newman succeeds Thomas Powell, President of the University since 2003.

The appointment concludes a six-month national search process conducted by a committee comprised of members of the University Board of Trustees, as well as individuals representing the Mount community. The search was led by Francis Daily, a member of the Board of Trustees, and a 1968 graduate of the Mount.

Born in the United Kingdom, Mr. Newman holds a BA degree (with honors) and an MA degree in natural sciences from Cambridge University, in Cambridge, England. Founded in 1209, Cambridge is the second-oldest university in the English-speaking world and the world’s third-oldest university. He also earned an MBA from Stanford University’s Graduate School of Business, in Palo Alto, Calif.

“Simon brings a strong background in business, finance, and leadership to our campus,” said John Coyne, III, Class of 1977, Chairman of the Board of Trustees. “He has many strengths: his collaborative management style, vision, progressive leadership, experience as a successful entrepreneur, and passion for our mission—all remind us of the skills of our founder, Fr. John Dubois.”

Mr. Newman has almost 30 years of experience working as an executive with a strong background in private equity, strategy consulting, and operations. He is currently a Managing Director of the private equity fund JP Capital Partners, as well as President and CEO of Cornerstone Management Group, founded in 1997.

During his career he has started or co-founded four different businesses, completed more than $33 billion in transactions, and raised more than $3 billion in equity funding for ventures and bids he originated. He has led several business turnarounds and delivered more than $200 million in profit improvements.

He started his career in consulting, working with Bain & Company and LEK Consulting where he managed the media and entertainment practice working with clients such as Warner Bros., Disney, and Universal Studios. He has also worked at Canal + International; Liberty Media; and the investment bank, Wasserstein & Perella.

Despite massive changes brought about by healthcare reform, the basics remain: students need to stay healthy. UnitedHealthcare Student Resources and First Risk Advisors (FRA) offer MICUA member schools affordable student insurance plans that are fully compliant with the Affordable Care Act and help protect students’ health as they pursue their educational goals. FRA has been helping schools protect their students for over 25 years.

~UnitedHealthcare is a MICUA Business Affiliate Member
Eight Independent Colleges in Maryland Honored for Community Service

IN DECEMBER, EIGHT MICUA SCHOOLS were named to the 2014 President’s Higher Education Community Service Honor Roll in recognition of their community-outreach partnerships: Goucher College, Johns Hopkins University, Loyola University Maryland, Maryland Institute College of Art, McDaniel College, Mount St. Mary’s University, Notre Dame of Maryland University, and Washington Adventist University. A total of 16 Maryland institutions earned the designation, including two community colleges and six public universities.

Maryland’s independent colleges and universities are deeply engaged in efforts to strengthen the communities in which they live—by working to improve the quality of primary and secondary education, expanding educational opportunities for underserved students, improving access to quality health care, serving as cultural resources for their communities, revitalizing older neighborhoods, and collaborating with local agencies and nonprofit organizations. Each year, MICUA students volunteer more than 300,000 hours of service to agencies and organizations in their communities.

The President’s Higher Education Community Service Honor Roll, launched in 2006, annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measurable outcomes in the communities they serve. Inspired by the thousands of college students who traveled across the country to support relief efforts along the Gulf Coast after Hurricane Katrina, the initiative celebrates the transformative power and volunteer spirit that exists within the higher education community.