

# MICUA *Matters*

*The newsletter of the Maryland Independent College and University Association*

## ***MICUA Honors Senator Mikulski with Presidents' Award***

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ON FEBRUARY 4, THE MICUA PRESIDENTS HONORED Senator Barbara Mikulski (D-MD) at a meeting held in the U.S. Capitol Building. Senator Mikulski was presented with the 2013 MICUA Presidents' Award for "outstanding leadership on behalf of higher education in Maryland."

The Senator has backed efforts to double the Pell Grant maximum award and has championed regulatory changes to protect the integrity of the Program and ensure that students have access to quality academic institutions. The MICUA award lauds her efforts to support student financial aid, important academic research, and expanded educational opportunities for veterans of the armed forces.

The award was presented by Kevin Manning, MICUA Board Chair and President of **Stevenson University**, and Tina Bjarekull, President of MICUA. "The Presidents' Award is the highest honor bestowed by the MICUA Board and is presented to individuals who have earned the Board's deepest respect and esteem," says Ms. Bjarekull. "It is being awarded in recognition of Senator Mikulski's exemplary leadership in support of higher education throughout her distinguished career."

"Senator Mikulski is a trailblazer and a fighter on so many fronts, and we are grateful she has fought the good fight on behalf of students and higher learning for more than three decades," says Dr. Manning.

Barbara Mikulski is the senior U.S. Senator from Maryland and has served in Congress for over 35 years. Recent past recipients of the MICUA Presidents' Award include Maryland Treasurer Nancy Kopp and Maryland State Senator Edward Kasemeyer, Chair of the Senate Budget and Taxation Committee.





## *Creating a Pipeline of STEM Educators*

*By Joyce Becker, Dean, School of Graduate & Professional Studies, Stevenson University*

NINE YEARS AGO, THE NATIONAL ACADEMIES REPORT *Rising Above the Gathering Storm*—prepared for the Presidents of the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine—warned of a critical threat to our nation’s competitiveness if we did not renew and regain our leadership in STEM fields (science, technology, engineering, and mathematics).

The report not only cited government and industry’s roles but that of education, primarily through college, in preparing America’s youth for the science and technology-driven jobs of the future. In short, the nation needed to focus on enhancing STEM education to ensure another generation who could successfully drive the research and innovation that help the United States maintain its competitiveness in the global marketplace.

One area of ongoing need is the development of a strong pipeline of STEM teachers. To help combat critical shortages in our nation’s and state’s schools, **Stevenson University’s** School of Graduate and Professional Studies has developed Maryland’s first online Master of Arts in Teaching (MAT) in Secondary Biology, Chemistry, or Mathematics (grades 7-12). The degree is specifically designed to “fill the pipeline.” By putting working STEM professionals on a second career path and by assisting those who have recently received an undergraduate degree in a STEM discipline to earn a teaching degree, we can increase the number of STEM teachers who are preparing the current and the next generations of students.

Stevenson’s program is a 36-credit program with courses offered in 8-week sessions. Experiential components, including an internship, are included to meet Maryland’s 100-day internship requirement. The online structure is particularly beneficial to career-changers seeking to become certified teachers and for whom a traditional bachelor’s program in teaching could be an impediment given their work and family schedules. That is where Stevenson’s lengthy expertise in online master’s and bachelor’s programs offers a solution.

The curriculum of our MAT program is designed to provide a strong foundation in the theory and practice of inquiry-based teaching in the STEM disciplines, as well as a thorough understanding of adolescent development and its impact on the teaching and learning processes. Coupled with online courses and experiential components, this will give students in the MAT program the knowledge, skills, and disposition to be highly qualified and competent teachers.

Stevenson will begin offering the program this summer under the leadership of Dr. Anne Davis, GPS Associate Dean, Teacher Education. In this new role, Dr. Davis will lay the groundwork and solidify the partnerships that will make this a program that has a positive impact on students in Maryland public and private schools.

*To help combat critical shortages in our nation’s and state’s schools, Stevenson University’s School of Graduate and Professional Studies has developed Maryland’s first online Master of Arts in Teaching in Secondary Biology, Chemistry, or Mathematics.*



## *New Henderson-Hopkins School in East Baltimore Opens its Doors*

IN JANUARY, TEACHERS WELCOMED the first students to the Henderson-Hopkins K-8 elementary/middle school, a \$43 million facility that's seen as a key component of the 88-acre biotech and residential urban renewal project started in 2003 by East Baltimore Development Inc., a nonprofit organization formed by the city and State and whose core investors include **Johns Hopkins University** and the Annie E. Casey Foundation. The modern-looking edifice sprawls over eight acres, a brick-colored, highly designed anomaly in a section of town where boarded-up row homes remain a common sight. Operating under a contract with Baltimore City Public Schools, Henderson-Hopkins is operated by the Johns Hopkins University School of Education in partnership with Morgan State University's School of Education and Urban Studies.

This is the first new school to have been built in East Baltimore in more than 20 years, and it marks Johns Hopkins' first foray into university-assisted community school partnerships, a strategy of education reform that has been spreading throughout the United States during the past 30 years. Henderson-Hopkins—whose formal name is Elmer A. Henderson: A Johns Hopkins Partnership School—will serve as a demonstration school of sorts, allowing School of Education students to work there closely with teachers and children, bringing back to university classrooms what they've learned in the field.

"This school will change the way we think about training teachers for the future," says David Andrews, dean of the Johns Hopkins School of Education. "What we learn there will come back into our higher education programs that change the way we train teachers to work in these types of educational settings."

University officials and community organizers also hope the school changes the very fabric of the economically

depressed neighborhood as well, helping to attract a mixed income population and, as President Ron Daniels said in his September 2010 inaugural address, "restoring the city's east side as a safe, prosperous, and vibrant community."

To that end, Henderson-Hopkins uses a holistic approach to education, involving not just the students but their families and the community at large. The new building boasts a family resource center to be used for lectures and meetings, parenting presentations, and job training. Students and faculty from Johns Hopkins' School of Nursing and staff from the Baltimore City Health Department oversee the health suite and work with families on issues pertaining to health and nutrition. Both the resource center and health suite will facilitate a higher level of partnership between the school and its families—fundamental to creating a positive learning experience for students, says Katrina Foster, the school's first principal. "My attendance rate is the most important measurement of success to me," she says. "We can't do anything without them here."

Teachers are using a curriculum based on Success for All, a literacy and language program developed by Johns Hopkins School of Education Professors Robert Slavin and Nancy Madden that emphasizes cooperative learning, steady assessment, and family engagement. It's used in approximately 1,500 schools nationwide. "Personalized" education is another buzzword here, with teachers keeping easily accessible computerized records on student achievements, test scores, strengths, and weaknesses.

Andrews, who purchased a home in the neighborhood two years ago, says that he's eager to see the impact Henderson-Hopkins has on the community and that he hopes the school will serve as a national example for personalized education.

## Governor Declares February 18 “Maryland Independent Higher Education Day”

GOVERNOR MARTIN O’MALLEY 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 150 college students and administrators from across the State to Annapolis on February 18 for a day of special activities celebrating the Sellinger Program, the State grant program for eligible, nonprofit private colleges.

Private colleges and universities have been educating young men and women in Maryland for over 230 years, and have received State support since 1784. In 1973, the State of Maryland established the Sellinger Program to preserve and strengthen a dual system of higher education, which includes public and private, nonprofit colleges and universities working collaboratively to meet the State’s higher education needs.

In the proclamation, Governor O’Malley 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 at 10 a.m. in the Miller Senate Office Building. Following the briefing, students visited with State legislators and elected officials. At 12:30 p.m., MICUA hosted a lunch for elected officials, students, and campus administrators in the West Wing of the Miller Senate Office Building.

At 12:45 p.m., legislators recognized the departing MICUA presidents. Senator Edward Kasemeyer honored **Notre Dame of Maryland University** President Joan Develin Coley for her 40-year career. Delegate John Olszewski presented **Goucher College** President Sanford Ungar with a citation recognizing his dedication to the students and faculty. Senator Catherine Pugh honored **Maryland Institute College of Art** President Fred Lazarus with a citation for his contributions to the City.

Maryland’s institutions of higher education, public and private, produce the knowledge and conduct the research underpinning the State’s economy. Every year, MICUA colleges and universities serve 64,000 students, award 28% of all degrees conferred by a Maryland four-year institution, and attract \$2.5 billion in research grants.

With just 3% of all State operating support for higher education, MICUA colleges and universities award 14,400 degrees annually and actively contribute to Maryland’s quality of life and standard of living.



*CLOCKWISE FROM LEFT: Goucher President Sanford Ungar receives a citation from Delegate John Olszewski, Jr.; Speaker of the House Michael Busch addresses the assembly; MICA President Fred Lazarus is honored by Senator Catherine Pugh, Deputy Majority Leader in the Senate; and Senator Edward Kasemeyer, Chairman of the Senate Budget and Taxation Committee, honors Notre Dame of Maryland President Joan Develin Coley.*



## *Loyola's WLOY Wins Seven National Awards for Community Programing*

COMMUNITY PROGRAMS PRODUCED by WLOY, **Loyola University Maryland's** student-run radio station, were honored with seven awards at the 2013 National Student Electronic Media Convention in San Antonio, Texas, on November 2.

"What Happens Next?," a children's program designed to improve imagination, literacy, writing, and communication in elementary school students, won the national 'Best Feature—Radio' award. It was also a finalist in the 'Best Regularly Scheduled Program—Radio' category. WLOY's innovative Word on the Street was the national winner for 'Best Community Involvement.' Word is a nonprofit newspaper in Baltimore operated by a coalition of volunteers and people who have experienced homelessness.

The convention received 700 entries from more than 100 schools across the country. WLOY operations manager John Devecka said WLOY's awards serve a dual purpose: recognition and awareness.

"We certainly like the trophies, but our work is for the community, not the recognition," said Devecka. "The awards are sometimes what is needed to get people to understand how important the programs are and the impact that Loyola students can have on the community around them. Even though we draw from all over the country, students at WLOY really embrace and love Baltimore. I'm very proud of what they constantly give back and how they seek ways to help others."

WLOY also took home two additional finalist awards for "Both Feet In," a program that features conversations with people experiencing homelessness. The show launched in 2010 and has already won eight national awards.

## *Hood College Selected as Host by Conservation Corps*

THE CHESAPEAKE CONSERVATION CORPS selected **Hood College's** Center for Coastal and Watershed Studies as a host institution and provided funding for a research intern.

The center, launched in May, will augment Hood's current coastal studies program; provide opportunities for service learning, hands-on research, and training in the use of state-of-the-art equipment; and bring distinguished scholars to campus to meet with students and offer lectures on topics related to the direction, future and sustainability of local natural and cultural environments.

Central to the center's mission will be to provide training for K-12 science teachers in the community, advanced laboratory and field experiences for high school students, and hands-on environmental science experiences for middle and high school students at sites throughout the region during the summer.

The Chesapeake Conservation Corps, a program established and funded by the Chesapeake Bay Trust, the State of Maryland, and Constellation Energy, pairs volunteers with organizations that offer hands-on environmental, leadership, and technical training opportunities. The initiative, established by the Maryland legislature in 2010, provides service-learning opportunities as well as green jobs and leadership training for young adults interested in environmental careers and Chesapeake Bay protection. This year, 25 people ages 18-25 were matched with organizations throughout the State for paid, one-year internships.



*Max Ruehrmund, a recent graduate of **Washington College**, will assist the center with water quality monitoring efforts in Carroll Creek, Culler Lake, and Lake Linganore; organize stream improvement projects; and assess stormwater drainage into Culler Lake.*



## *Why I'm Still Bullish on Liberal Education*

*By Joshua Hochschild, Dean, College of Liberal Arts,  
Mount St. Mary's University*

CONVENTIONAL WISDOM SAYS that these are tough times for liberal education. Today, the “STEM” fields get all the attention, and a very public figure recently dismissed the value of studying art history. Everyone is betting against the liberal arts. If liberal education were a stock, the savvy investor might start to think that this is an excellent time to buy.

Tight economic times make us focus on employable skills, and some people seem to think that liberal education is a luxury for the already secure. But, as we're seeing in debates over education, economic insecurity is just as likely to prompt reflection on what is truly valuable, what is worth dedicating one's life to, what is the source of true happiness—in other words, the deeply humanistic questions that are the purview of traditional liberal education.

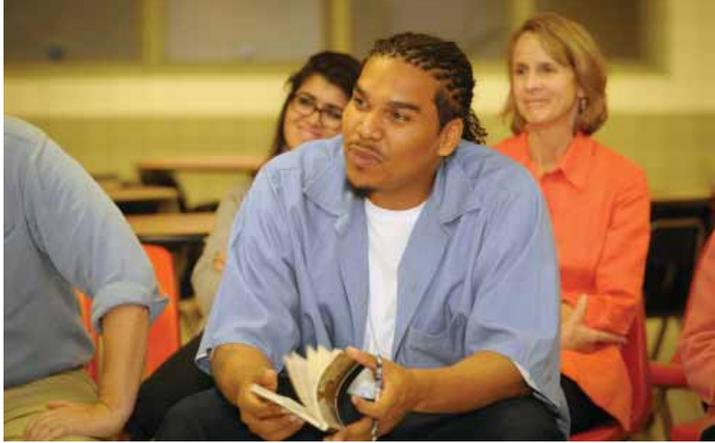
But more to the point, if employability is what matters, let us not forget that liberal education does produce valuable skills. Basic intellectual abilities—to understand and interpret, to evaluate and criticize, to analyze and persuade—are a very strong and stable currency. Wherever that currency is originally acquired—from investments of time and effort reading medieval literature, studying military history, or grappling with the arguments of ancient philosophers—it is easily convertible to other areas of life. (An executive at a large accounting firm recently told me that after he interviews a potential employee, he asks the applicant to write him an e-mail summarizing their conversation. The hiring decision is made on the basis of that email, which gives concrete evidence of a candidate's ability to explain, interpret, and communicate clearly.)

In fact, the valuable skills that are the fruit of liberal education don't just make someone employable, they can make someone powerful and responsible—the kind of person who can find consensus, persuade others, see farther than peers, make decisions, and adapt in dynamic conditions. Technical skill makes one suitable to repeat a discrete exercise. Intellectual virtue makes one visionary and versatile, entrepreneurial and fit to lead. It is no wonder that MBA programs have been reconnecting with the liberal arts.

Of course, not all liberal education is equal. Over the last few decades the humanities acquired a reputation for frivolity and political correctness, for self-indulgent theorizing and ideological indoctrination. There are indeed trendy movements in the humanities that deserve this reputation; these are part of the “education bubble,” and demand for them will decrease as the bubble deflates.

But genuine liberal education is aimed at the truth, and the traditional humanistic disciplines—history and politics, language and literature, philosophy and theology—encompass bodies of knowledge with rigorous methodology. Studying them has the power to illuminate the human condition and refine the intellect. Demand for that is not likely to decrease, and indeed is poised for growth. Given how cultural and technological changes are diminishing habits of reading and writing, I predict that the well-trained mind is only going to increase in value.

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## ***Transcending Boundaries: Goucher Prison Education Partnership***

GOUCHER BUILT UPON ITS LONGSTANDING commitment to attracting, supporting, and educating talented students, regardless of need or background, when the College began the Goucher Prison Education Partnership in 2012. Now, more than 60 students at the Maryland Correctional Institution for Women (MCIW) and the Maryland Correctional Institution - Jessup (MCIJ) are enrolled as Goucher College students. In seven courses at the two prisons, these students are held to the rigorous academic standards for which Goucher is known. Goucher also offers several college-preparatory courses at the prisons.

Classes are taught on site by Goucher faculty, as well as outstanding professors from nearby colleges and universities. Additionally, student volunteers from Goucher go out to the prisons on Monday and Wednesday nights to conduct a writing center and study hall. Since the program was launched, more than a hundred inmates express interest in the spots available each semester—even though they also must put in a full work day before taking classes, studying, completing assignments, and participating in supplemental instruction.

The students at the prisons are dedicated to their studies, and there is overwhelming evidence that the best way to prevent recidivism is education. Fewer than 10 percent of people who participate in higher education in prison, even if they don't earn a degree, will wind up back in jail. This compares with a figure of 50 percent for those who don't seek higher education.

"Our work through the Goucher Prison Education Partnership stimulates awareness and meaningful dialogue in and beyond the college community about justice, incarceration, and educational access," said President Sanford Ungar.

The Goucher Prison Education Partnership builds on Goucher's reputation as a leader in liberal arts education and practices the College's community principles of respect, inclusion, communication, service, social justice, and personal responsibility.

## ***McDaniel's Graduate Mathematics Instructional Leader Program Expands***

WITH THE COMMON CORE STATE STANDARDS for Mathematics calling for opportunities that ensure young learners not only know how to add, subtract, multiply, and divide but why those processes work, it's no wonder that McDaniel's groundbreaking Elementary Mathematics Instructional Leader (EMIL) program is expanding off campus to Maryland counties.

The program, developed by McDaniel professor Francis "Skip" Fennell with the support of The Brookhill Foundation, prepares elementary classroom teachers to be mathematics resource specialists, coaching and mentoring colleagues and providing professional development in mathematics at the school or district level. EMIL candidates are certified after 21 credits and may continue on to earn an M.S. after 10 more credits.

Since approved in December 2010, the EMIL program continues on campus, and cohorts have been established in Frederick and, this past fall, Howard counties, according to Fennell, past President of the National Council of Teachers of Mathematics (NCTM), the world's largest and most influential mathematics education organization, and a founding member of the Association of Mathematics Teacher Educators (AMTE). The program has been approved for Montgomery County teachers and is expected to begin in fall 2014.

"All 50 states have reading specialist certification programs, but only about 18 have related programs for elementary mathematics specialists," says Fennell. "There is a very real need for support for this subject. Mathematics learning is so vital for elementary-aged children."



*McDaniel professor Francis "Skip" Fennell with students*

## *Washington Adventist University Launches Homeland Security Program*



*Dr. Herma Percy*

**WASHINGTON ADVENTIST UNIVERSITY** is entering the arena of Homeland Security education this March with the launch of three new certificates in Cyber Security, Homeland Security and Emergency Preparedness, and Disaster Response. The homeland security certifications can be completed in six months, compared to a year for similar programs at other area schools. The curriculum, with its emphasis on mass casualties and community health, builds on WAU's related emergency responders/health care offerings in radiology, respiratory care, and nursing.

The director of the program is Dr. Herma Percy, a member of the Maryland Anti-Terrorism Advisory Council that advises the Maryland Governor's office. She will teach courses, along with other experienced instructors who combine relevant theory with real-world experience. The faculty for the homeland security program includes industry insiders from the public health, law enforcement, military, government, and cyber security sectors.

"We are seeing that there is an urgent need for training security professionals in both the government and in the private sector because of the frequency and severity of natural and man-made disasters and cyber-attacks," said Percy. "So there's a strong demand in the workplace for employees who are skilled in helping to prepare, respond, and recover from man-made and natural hazards.

With flexible start times and easily transferable credits, the program is designed for working professionals who wish to advance their careers and students who want to add a homeland security concentration to their studies.

"Our three certificates focus on helping people, communities, and businesses prepare and respond to natural and man-made disasters," says Percy. "We offer a unique curriculum so our students will be learning to do, not just learning about," Percy added.

## *The Mount Partners with Frederick County Sheriff's Office for Innovative Program*



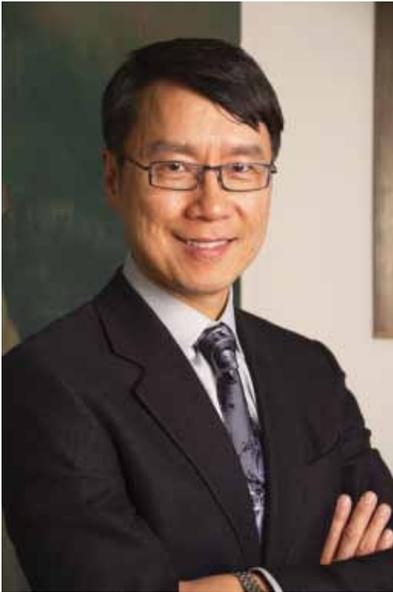
*Sheriff Charles Jenkins*

**MOUNT ST. MARY'S UNIVERSITY** IS PARTNERING with the Frederick County Sheriff's Office on an innovative training program for law enforcement officers—offering best practices on handling incidents involving individuals with intellectual disabilities. People with Intellectual Disabilities and the Criminal Justice System provides officers with training to recognize the differences between individuals with intellectual disabilities vs. mental illness, tips on identifying key characteristics, best ways of communicating, basic verbal de-escalation techniques, and community resources available for individuals with disabilities.

"We have identified a need for this training in law enforcement and public safety, and I am very pleased to be partnering with Mount St. Mary's University to offer this curriculum," said Sheriff Charles Jenkins. "This block of training could very well be the model for every agency in the State of Maryland."

The curriculum and training sessions were developed and are co-facilitated by Mount St. Mary's University President Thomas Powell and Gregory Ochoa, Dean of the Mount's Frederick campus. Both Mount administrators have adult children with intellectual disabilities and saw an educational lull in law enforcement with this type of special training.

This specific type of program is the first of its kind in Maryland. Training sessions began in January and run through June of this year. They are delivered as part of the officer's mandatory yearly in-service training and take place at the Frederick County Sheriff's Office.



## *MICA Names Samuel Hoi as Next President*

THE MARYLAND INSTITUTE COLLEGE OF ART (MICA) Board of Trustees has announced Samuel Hoi as the next president in the College's 188-year history, effective July 1, 2014. Hoi is currently president of Otis College of Art and Design, in Los Angeles. He will succeed President Fred Lazarus IV, who will step down after a 36-year presidential tenure that is the longest in Maryland today.

Hoi will assume leadership at MICA following a period of unprecedented growth in the College's reputation, programs, enrollment, financial strength, and the endowment. MICA's M.F.A. graduate programs are ranked in the top 10 nationally by *U.S. News and World Report*. *Parade* magazine recently listed MICA's undergraduate studio arts programs collectively as one of the top two nationwide, and *GDUSA* named the institution one of the top 20 design schools. In each of the past seven years, MICA has been recognized as a top producer of Fulbright Scholars among specialty schools by *The Chronicle of Higher Education* and a "Best Northeastern College" by *The Princeton Review*.

In selecting Hoi, the board particularly noted his bold steps to highlight art and design's tangible impact, as evidenced by the annual Otis Report on the Creative Economy produced under his direction, and his efforts to position Otis students as community engagement leaders through the launch of the Creative Action: An Integrated Learning Program curriculum model. Under Hoi's leadership, enrollment at Otis increased as much as 34 percent, operating resources have more than doubled, and the endowment has more than tripled, attributable in part to a 200 percent increase in individual donors.

"MICA is poised to continue raising its visibility and impact as a world leader in demonstrating how creativity and invention can help enhance almost every area of our lives, from commerce to culture and everywhere in between," Hoi said. "I'm looking forward to working with MICA's extraordinary faculty and staff, Baltimore's businesses and creative community, and other higher education leaders to continue MICA's tradition of both evolutionary and revolutionary leadership in programmatic innovation to shine a light on the importance of art and design education internationally."

Hoi is a highly regarded educator and thought leader on both coasts. Prior to arriving at Otis, where he is also known for nurturing unique relationships with major creativity-based companies including Nike and Mattel, he was Dean at Corcoran College of Art + Design in Washington, D.C. While there, he helped diversify offerings, growing continuing education registrations by 50 percent and related revenue by 100 percent. He also oversaw a 24 percent degree program enrollment growth and a physical expansion.

His leadership includes a position as director of Parsons School of Design's Paris campus. His background includes membership (retired status) in the New York Bar, a Juris Doctorate degree from Columbia Law School, a bachelor's degree from Columbia College, and an A.A.S. degree in illustration from Parsons. He is a member of Phi Beta Kappa. He has served on numerous boards of directors, including the Association of Independent Colleges of Art and Design, where he was Chair from 2004–2009, the Creative Economy Convergence Task Force of Los Angeles where he is a Co-chair, the James Irvine Foundation and United States Artists, where he is immediate past Chair.

## *Goucher and NDMU Grad Sheri Brooker Wins NAACP Image Award*



*Goucher College and Notre Dame of Maryland graduate Sheri Booker*

ON FEBRUARY 21, BALTIMORE AUTHOR AND **Goucher College / Notre Dame of Maryland University** graduate Sheri Booker won the NAACP Image Award for Outstanding Literary Work from a Debut Author for her memoir, *Nine Years Under: Coming of Age in an Inner City Funeral Home*.

"It means the world that I can bring this award back home to Baltimore, the national headquarters of the historic NAACP," said Booker. "I'm also thrilled that my wonderful students at the Baltimore Leadership School for Young Women have the opportunity to witness the limitless opportunities that come with hard work, discipline, and perseverance."

At 15 years old, Booker started working at a funeral home in West Baltimore. She didn't know her summer job would become nine years of immersion in a hidden world. Grieving from the death of her beloved great aunt, she found the funeral home to be a place of comfort.

The funeral home was never short on business, with AIDS and gang violence threatening to wipe out a generation of black men in the city. As families came together to bury their loved ones, Booker was there to witness their most intimate moments of grief and despair. But along with the sadness, Booker encountered moments of dark humor: brawls between mistresses and widows, car crashes at McDonald's with dead bodies in tow. While she never got over her terror of the embalming room, Booker learned to expect the unexpected and to never, ever cry.

Booker has been featured in *The New York Times*, *NPR*, and *Essence Magazine*. She has an M.F.A. in creative nonfiction from Goucher College and a B.A. in political science from Notre Dame of Maryland University.

## *Washington College Student Brazil Bound on a Fulbright*



*Washington College graduate Sarah Masker*

SARAH MASKER '14, A DOUBLE MAJOR in English and Hispanic studies from **Washington College**, has won a Fulbright Scholarship to travel to Brazil in 2014, where she'll work as an English teaching assistant. After graduating a semester early in December, she headed for Brazil in February for a nine-month appointment. As South America's largest country prepares for its role on the world stage as host of the 2016 Olympic Games and the FIFA World Cup soccer tournament next summer, it's encouraging people like Masker to bring their language skills to the country and teach English.

"She's wonderful. She's one of the best students I've taught in forty years, and that's a lot of students," says Richard Gillin, the Ernest A. Howard professor of English literature and director of the Humanities Program, who wrote one of Masker's recommendation letters.

Writing and preparing the application took nearly a year, Masker says. Her interviews were conducted via Skype and email during her semester abroad last fall at the Universidad San Francisco de Quito in Ecuador, where she studied Portuguese and Spanish. A copy editor on the student newspaper, *The Elm*, since her sophomore year, Masker came to Washington College intending to major in English and minor in creative writing. But she liked her Spanish classes so well, she decided that rather than drop the Spanish she'd learned in high school, she'd take it to a new level in college. She added French as a minor.

Two summers ago, she was one of five students in the country who won a scholarship from Sigma Delta Pi, the National Collegiate Hispanic Honor Society, which she used to travel to Madrid and study for a month. And this past summer, she hiked 75 miles in seven days along Spain's historic Camino de Santiago on a Douglass Cater Society grant.



## *Understanding King's Dream through Education*

*By Christopher Nelson, President of St. John's College*

IN ONE OF THE MOST MOVING SPEECHES ever delivered, the Rev. Martin Luther King Jr. depicted his American dream, the dream he hoped his children and grandchildren would one day realize.

Standing at the Lincoln Memorial during the March on Washington in 1963, echoing the eloquent opening of the Gettysburg Address, he praised the Emancipation Proclamation, issued 100 years before. He called it "a great beacon light of hope" for those in slavery, "a joyous daybreak to end the long night of their captivity."

Where Lincoln raised hopes during our great Civil War, King raised hopes during the struggle against racism, poverty, injustice, and despair: "And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream."

King understood the American dream through his education. At Morehouse College, at Crozier Seminary, and on his own, he studied the great works of Western civilization, including many read by all our students at **St. John's College**. In addition to the Bible, the young King read Plato, Aristotle, Hobbes, Rousseau, Locke, Marx, Hegel, Kierkegaard, Heidegger, Thoreau, and finally Gandhi (who had himself studied these great authors)—all before the age of 24, when he established his philosophy for confronting the injustices of his time. His studies grounded him in the idea of a personal God who acted out of love.

I was a student at St. John's in Annapolis when King was assassinated in April 1968. I will never forget that dreadful day, or the days that followed when Annapolitans from all walks of life—rich and poor, black and white—gathered together to contribute and deliver food, clothing, blankets, and money for those who lost their homes and belongings in the riots that followed.

I remember the face of one particular woman who participated in that effort. A number of St. John's students and I were standing at a shopping center soliciting donations when an elderly woman approached to ask what we were doing. We told her, and she walked away slowly, clearly suffering from arthritis, wheeling one small bag of groceries in a battered pull-cart. She returned an hour later, exhausted, clutching a black change purse. She emptied the entire contents into my hands, saying this was all she had to give.

She smiled when we thanked her, then left for home again.

For me, that woman became the soul of our fundraising effort. She reflected the passion and the hope of King's whole movement. Love was etched into her face, just as it was into all of King's attempts to make justice come alive. Her generosity renewed our faith in our own efforts, and inspired us to continue helping in any way we could.

King put his faith in courageous leaders, in inspiring teachers, and in those who contribute daily to the justice we still dare to dream is possible. "With this faith," he said, "we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day."

Martin Luther King Jr.'s life was a great beacon light, full of faith and love. May we, the people, as a whole, come to see the light someday very soon.

*This article originally ran in the Capital Gazette on January 6, 2014.*

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the Maryland Independent College  
and University Association.*

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## *Cyber Saturdays at Capitol College*

IN FALL 2013, **CAPITOL COLLEGE** LAUNCHED Cyber Saturdays—a series of exciting, hands-on activities intended for community college students, funded through a grant from the Department of Defense’s Information Assurance Scholarship Program. Demand for cybersecurity expertise is continually on the rise, particularly in the DC metro area. Yet the number of young people going into the field still remains below what it should be. A 2009 report from the Maryland Department of Business and Economic Development drew attention to the challenge. “More must be done to encourage students to consider cybersecurity careers and prepare for work in the field,” read the document, dubbed Cyber Maryland.

The goal of Cyber Saturdays is to “increase the number of Information Assurance professionals coming through the education system,” explained Professor William Butler, Chair of the Information Assurance department at Capitol. “These events increase awareness and then they get students interested in the profession—and that’s the objective.” All Cyber Saturday events utilize a simple philosophy: engage participants with something they like doing, while also imparting valuable training.

The Cyber Saturday program rotates among four different kinds of events: Laser Tag, Cyber Treasure Hunt, Oddball, and Balance Beam. Each offers a distinct set of challenges for participants. The first Balance Beam event will be held on May 10 and will test participants’ ability to conduct defensive and offensive cybersecurity tactics simultaneously.