

2012

MICUA COLLEGES & UNIVERSITIES

Serving Communities



“We are partners in the fight for our children’s future and in the vision we all share to create a stronger, smarter Maryland for future generations.”

—**Martin O’Malley**
Governor of Maryland



About MICUA

THE MARYLAND INDEPENDENT COLLEGE and University Association (MICUA) is a member-driven organization, which exists to advance the interests of independent higher education in Maryland. Consistent with its mission, MICUA administers collaborative efforts, resource sharing, and information exchange to support campus leaders and promote access, affordability, and accountability.

A distinctive and diverse group of 16 private, nonprofit colleges and universities constitutes MICUA's membership. These 16 institutions offer a



broad spectrum of educational opportunities, deliver quality academic programs in all regions of the State, and provide unique academic

**Last year, MICUA
students volunteered
300,000 hours of service**

experiences not available at any public institution in Maryland. Today, the MICUA member institutions serve more than 63,000 students annually and award about 30% of all degrees conferred by a Maryland four-year institution.

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 communities, and collaborating with local agencies and nonprofit organizations. Last year, an independent consultant estimated that MICUA students volunteered 300,000 hours of service to agencies and organizations in their communities. By actively engaging with communities beyond their campuses, Maryland's independent colleges and universities are helping to build strong and vibrant neighborhoods—and in doing so are helping to build the State's economy as well.



*Tina Bjarekull
President*

Capitol College



*By Michael Wood,
President*

SITUATED IN LAUREL, Md., midway between Baltimore and Washington, DC, Capitol College is positioned perfectly to serve multiple communities and organizations. With a close proximity to Ft. Meade, NSA, NASA's Goddard Space Flight Center, and the future homes of the Defense Information Systems Agency and US Cyber Command (CYBERCOM), Capitol students, alumni, and faculty

further the interest, education, and success of young students in the science, technology, engineering, and math (STEM) fields. Through the College Preparation and Intervention Program, the Capitol Scholars Program, our Space Science Education and Public Outreach Center, Space Operations Institute, and the Innovation and Leadership Institute, we are constantly engaging the youth of the surrounding communities and fostering their academic growth.

Prince George's County Public School system holds in-service training days on our campus

We are also proud to offer our 325-seat auditorium, classrooms, laboratories, residence halls, and campus grounds to community groups on a regular basis. FIRST Robotics holds its annual Chesapeake Region Kickoff Event at Capitol, and the Prince George's County Public School system holds in-service training days on our campus. Even the U.S. Secret Service uses our buildings for training in executive protection! The diverse and dynamic

thrive in the immediate community. Capitol also works closely with the city of Laurel, Prince George's County, various other Maryland counties, and the State of Maryland.

Nearly 1,110 students come to Capitol College (physically or virtually) each year and are provided a dynamic, practical, and career-minded education. As the only independent institution in the State focusing exclusively on engineering, information technology, computer science, and business, Capitol offers associate through doctoral degrees and training for professional certifications.



Community matters at Capitol. Just as we educate future leaders to protect and serve their local communities and organizations, we continually reach out to educational partners in Maryland to

groups visiting and engaging with our faculty, students, and campus keep Capitol life lively and vibrant, and reinforce our stance on community outreach.

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Sharing Our Strengths



In March 2010, the National Initiative for Cybersecurity Education was released by the Obama Administration to raise public awareness and enhance cybersecurity education in academia.

Capitol College has been answering the cybersecurity call for more than a decade. In August 2001, Capitol College anticipated these workforce needs and pledged its resources to educate future information assurance leaders by offering the nation's first full degree program in

We share our strengths with the community through our Cyber Battle Lab

network security. In 2010, the College launched its first doctoral program, the Doctor of Science in Information Assurance.

Part of the Capitol College mission is to prepare students to thrive in a changing world. Thriving means understanding and influencing that changing world through participation in its communities. Just as the College serves our communities, we expect our graduates will do the same, and more.

What good is having an expertise if you don't share it? One of the ways we share our strengths with the community is through our Cyber Battle Lab (CBL). With six National Centers of Academic Excellence in Information Assurance Education in our State (as designated by the NSA and DHS) and many corporations working in the cyber arena, the CBL is now a community-wide service.

Confidential, sensitive, and personal data maintained in information systems is constantly under attack from cyber terrorists searching for government, business, and critical infrastructure intelligence. Skilled professionals in information assurance are essential for mitigating these cyber risks and are highly sought after in today's workforce.

QUICK QUOTES

"I've always felt that Capitol College graduates have been a strong fit at Motorola Solutions. It's the level of education they receive and the certain level of maturity they possess... Their backgrounds and experience, maybe even what brought them to Capitol in the first place, has made them a good fit [at Motorola Solutions]."

—**Mike Plass**

*MSSI Vice President and
Director of Systems Integration,
Motorola Solutions*

"I have had a fantastic experience at Capitol, and that has allowed me to stay ahead of the information assurance game. The network security degree opened many doors for me and I believe the IA doctorate will do the same."

—**James Hall**

Capitol College doctoral student

Goucher College



By Sanford Ungar,
President

GOUCHER WAS FOUNDED in 1885 as the Woman's College of Baltimore City to provide quality education for women at a time when many Americans saw little value in the prospect. More than 125 years later, a quarter-century after its transition to coeducation, the College maintains its long-standing commitment to social justice and civic engagement.

Goucher's historical engagement in Baltimore City and County, the region, the country, and the world is represented every day by the work of our students and the volunteerism and community engagement they promote. As we were developing community principles as a basis for interaction among all members of the College, our students, faculty, and staff felt strongly that it was imperative to include a component regarding service and social justice. The community principles read, in part: *"We value active participation in bettering the Goucher community, as well as those communities beyond the College where we live, work, and serve."*

Through both academic and volunteer programs, we offer many opportunities for students who want to become active in the community. Many of our programs are connected to central Baltimore, in and around the "Old Goucher Neighborhood," site of the College's original campus, and we continue to forge new partnerships locally in Baltimore County.



We are very proud of the many ways our students are serving others on campus and in nearby communities, some examples of which are described below.

Each weekend during the fall and spring semesters, the Futuro Latino Learning Center at Goucher College offers ESL courses, computer literacy

Goucher College offers ESL courses, computer literacy courses, and Spanish-English conversation courses for adults

courses, Spanish-English conversation courses for adults, and a cultural-enrichment program for children. This programming is offered to the Baltimore County Latino community and is staffed almost entirely by Goucher students who are taking Spanish-language classes.

The College has piloted two education-based Maryland prison projects. One places students in the Jessup Correctional Institution to offer tutoring and writing assistance; the other project provides GED tutoring for inmates of the Baltimore County Detention Center who will soon transition back into the community.

Goucher has a long-standing partnership with Wide Angle Youth Media, which provides opportunities to Baltimore City youth to tell their own stories using video technology, public speaking, and critical-thinking skills. The program provides after-school programs, community events, a youth-run television program, and an annual youth media festival.

The College also offers Read-A-Story/Write-A-Story, a daily after-school literacy

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Committed to Social Justice and Civic Engagement



to Sandtown on Saturdays to help families build homes and to assist in cleaning up streets.

And like a good neighbor, we also invite members of the community to attend a broad range of free or low-cost educational and cultural programs on our campus. These events have included talks by Jane Goodall, the late Wangari Maathai, and Robert F. Kennedy Jr.; readings by Ann Patchett, Seamus Heaney, and Sherman Alexie; and performances by Leon Fleisher, Nathan Gunn, and Tito Puente, Jr.

Here at Goucher College we feel fortunate to be located within a community that is so economically resilient, culturally diverse, and

The College has piloted two education-based Maryland prison projects

program for the students of Dallas F. Nicholas, Sr. Elementary School and Barclay Elementary/Middle School, both in Baltimore City. The program uses interactive and innovative storytelling to promote literacy, critical thinking, and cultural development.

Our partnership with Sandtown Habitat for Humanity allows Goucher volunteers to rebuild vacant houses, increase homeownership, and improve the health of this community in West Baltimore. Our Habitat team travels three to four times a semester

intellectually stimulating, and we are committed to supporting the Baltimore region's continued vibrancy and success.

QUICK QUOTES

“We are truly fortunate to have Goucher College in Towson. Goucher continues to provide an incredible education for students of all backgrounds and ages. In addition, the community is welcomed to attend lectures, movies, music performances, arts exhibits, and other special events that support intellectual growth and enhanced perspectives. Goucher has a vision to enrich lives, and the community benefits from the College's outreach.”

—Susan Aumann

Maryland House of Delegates; Notre Dame class of 1983

“I'm so proud to be an alumna of an institution that places such great value and commitment toward social justice work. Now as a member of our professional staff, I'm proud of the quality we demand from our students and the depth at which we engage in the community as a small institution. Our programs promote ideals like global and local citizenship, idealism, and we remind our students of the power of small groups to achieve great change.”

—Lindsay Johnson

Associate Director, Community-Based Learning and Community Service Programs; Goucher class of 2005

Hood College



*By Ronald Volpe,
President*

HOOD COLLEGE CONTRIBUTES to the intellectual, cultural, and economic life of Frederick, one of Maryland's largest cities and one of the nation's fastest-growing metropolitan areas. The College attracts talented students, many of whom remain in the area as scientists, educators, government employees, entrepreneurs, and community leaders.

Hood enriches the quality of life for many Frederick community members through an array of cultural, academic, and recreational activities. Our prestigious colloquium series brings noted authors, poets, philosophers, journalists, and the like to campus each year to speak to members of the

Hood College works cooperatively and strategically with its many partners to enhance the quality of life in the region

campus and Frederick communities. Hood also hosts a number of lectures sponsored by academic departments on cutting-edge technology, current events, and other topics of interest. There are nearly 100 athletic contests throughout the academic year in our new state-of-the-art athletic center or adjacent turf field, as well as art exhibits, theater productions, and concerts, many of which are free.

Beyond the campus, Hood College works cooperatively and strategically with its many partners to enhance the quality of life in the region. Recently, Hood collaborated with Frederick Community College and Frederick Memorial Hospital to bring a much-needed bachelor of science in nursing degree completion program to the Frederick area for registered nurses.

Hood has long partnered with Frederick County Public Schools to offer education majors professional development schools in which to intern before seeking employment as classroom teachers. In addition, Hood has numerous alliances with community businesses such as the National Cancer Institute and Invitrogen Foundation that have provided funds, resources, and academic internships. For many years Hood has been affiliated with Frederick Reads, a collaborative effort among Frederick County public libraries and local organizations to foster a love of reading within the community. Hood has supported lectures by nationally known authors such as Elizabeth Gilbert, Cokie Roberts, and Frank Deford on campus and in community venues.

Hood has the largest graduate program in the region, with nearly 1,000 students enrolled in its 14 master's degree programs, most of which were developed in response to an expressed community need. For example, Hood's thanatology program, the first of its kind in the nation and one of only a few in existence today, was created in an effort to meet the growing demand for individuals prepared to work with the terminally ill and bereaved. Students from across the region and across the nation come to Hood to enroll in this unique program.



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Heart and Mind and Hand

Hood students, faculty, and staff are actively involved in the community, devoting hundreds of hours each year as volunteers for local nonprofit organizations. In fact, during the last 10 years, Hood students have contributed more than 350,000 hours of community

**Master's degree programs
were developed in response
to an expressed community need**

service. Whether tutoring elementary school children, packing supplies to ship to servicemen and women overseas, or volunteering for a political campaign, our students take our motto—“Corde et Mente et Manu,” which means “Heart and Mind and Hand”—seriously. They are committed to the community that is their home for four years and beyond.



QUICK QUOTES

“Hood College and Frederick area businesses have long worked collaboratively for the betterment of the community. From providing educational programs to offering numerous cultural, athletic, and academic events that meet the needs of the community and its residents, Hood is committed to Frederick. Additionally, as a major employer and one of the largest businesses in the area, Hood makes a significant contribution to the local and regional economy. In turn, area businesses provide meaningful, real-world experiences for Hood students through internships and volunteer opportunities, and serve as an employment resource for Hood students as they begin their careers.”

—**Richard “Ric” Adams**

President and CEO, Frederick Chamber of Commerce

“There is no better way to learn about one’s community than to get involved in helping to sustain it. Community service allows you to make lifelong connections with a variety of people who may never have entered your life otherwise. It is an opportunity for leadership and for true social change. Prior to coming to Hood, I would never have imagined that I could lead a group that would make such a significant impact on so many lives. But as a member of the Hood College Service Association, I have been able to successfully encourage students from many diverse backgrounds to come together for a common cause.”

—**Melissa Joseph**

President, Hood College Service Association; Hood class of 2012

The Johns Hopkins

University



*By Ronald Daniels,
President*

JOHNS HOPKINS is not only *in* Baltimore, it is proudly and richly *of* Baltimore. Founded in 1876 through the benefaction of a Baltimore City businessman, the University's stated purpose was simply "the promotion of education in the State of

We provide \$128 million of uncompensated medical care to Maryland residents

Maryland." Since that time, we have far surpassed that original intent, promoting knowledge and discovery throughout Maryland—and well beyond.

With 10 academic, research, and administrative campuses in Maryland (and one in Washington, D.C.), Johns Hopkins' impact can be felt throughout the State. Economically, we are Maryland's largest private employer, hiring more than 46,000 people—in addition to more than 6,000 student workers. Our institutions spend nearly \$1 billion on goods and services from Maryland companies, and nearly 15 percent of all construction spending is directed to minority- or women-owned businesses. We provide \$128 million of uncompensated medical care to Maryland residents, and Johns Hopkins Health System

hospitals receive nearly 1.2 million outpatient visits from Marylanders.

But our contributions—and commitment—to Maryland cannot be measured by economic impact alone. We help our employees buy homes in Baltimore through the Live Near Your Work program, encourage our workers to volunteer in the City's public schools by providing paid time for such efforts, and offer full scholarships to Baltimore public school graduates through the Baltimore Scholars program. Our students spent more than 142,000 hours in 2010 volunteering in our communities—and the employees of Johns Hopkins Medicine's four Maryland hospitals added another 143,000 hours to that total. The results of these efforts may be small—a child who learns to read a little faster, a community garden that takes shape a little quicker, an elderly woman who receives treatment for her illness before it becomes a crisis—but they add up in an unquantifiable way



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Promoting Knowledge and Discovery

to stronger schools, brighter neighborhoods, and more resilient communities.

Johns Hopkins has been the leading U.S. academic institution in research and development funding for more than three decades—\$2.3 billion on research and related activities in 2010 alone, primarily from federal sources. The University also works to translate the results of its research into new products and services,

JHU has assumed operational responsibility for the K-8 East Baltimore Community School, in partnership with MSU

and at least 40 local companies are tied to Johns Hopkins. The research of our 10 divisions leads to new understandings of best practices in the classroom or advances in medical treatment and

care—breakthroughs that can directly impact the physical and mental well-being of our neighbors and neighborhoods.

One highlight of Johns Hopkins' ongoing commitment to community is its proud role as a partner in the \$1.8 billion revitalization of an 88-acre section of East Baltimore, just north of our medical campus. We have lent our financial and intellectual resources to the effort, and boosted our support still further as our School of Education has assumed operational responsibility for the K-8 East Baltimore Community School, in partnership with Morgan State University. As we help build East Baltimore's first new school in a quarter century, we look forward to forging a centerpiece of this evolving neighborhood.

I tell the parents of our undergraduates that if our University does its job well, their children will leave Johns Hopkins with a lifelong commitment to looking beyond themselves. This is an ideal we have put into practice since our founding, an ideal that our students, faculty, and staff live out in their academic pursuits, volunteer efforts, and personal commitments, and an ideal that at its best will contribute to the ongoing efforts across the state to making Maryland an ever better place to live.

QUICK QUOTES

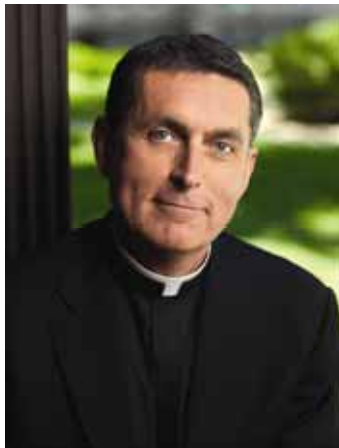
“Although world-renowned, Johns Hopkins University is first and foremost regarded here in Baltimore City as a partner with the neighborhoods I represent. The University's Baltimore Scholars program encourages our public school students to aspire to win Hopkins undergraduate scholarships. The Homewood campus is where many of us work, attend lectures and games, and even walk our dogs. Most importantly, Hopkins Homewood is a partner in community endeavors from small business development to crime prevention and traffic calming.”

—**Mary Pat Clarke**
Baltimore City Council

“I love the educational opportunities I have here—passionate professors, eye-opening classes, connections with the many graduate institutions, abundant opportunities for research, and educational resources all have made the past three years here amazing. It's very easy to get involved (we have more clubs than you can imagine!) and leadership opportunities are abundant. I've met unforgettable people here, and my life has been and continues to be culturally enriched by them. We are a school of passionate, independent thinkers and I learn so much each day, inside and outside of the classroom.”

—**Dominique Duval**
Baltimore City resident; Johns Hopkins class of 2012, public health studies major

Loyola University Maryland



By Rev. Brian Linnane,
S.J., President

A CATHOLIC, JESUIT UNIVERSITY founded in Baltimore in 1852, Loyola University Maryland has throughout its history developed powerful, mutually rewarding relationships with our neighbors not only in Baltimore City, but throughout our State. The addition of graduate campuses in Howard and Baltimore counties, the expansion of the Loyola Clinical Centers, our retreat center in Allegheny County, and our deep ties to businesses throughout the region have helped us build strong connections in every corner of the State.

Today's Loyola serves more than 6,100 men and women, both undergraduate and graduate students. In addition, we provide full-time

building civic capacity, and strengthening the commercial corridor. We realized the first tangible result of this effort this summer, with the launch of the Govanstowne Farmers' Market, a project identified as a top priority by a community that lacks a grocery store and has limited access to fresh produce and other healthy food options.

Loyola's strongest connection to the York Road Corridor is the Loyola Clinical Centers, which has operated there since 2003, and also includes a location in Columbia, Md. Staffed by Loyola graduate students under faculty supervision, the Clinical Centers provides state-of-the-art treatment in speech-language pathology/audiology, literacy, psychology, and pastoral counseling to more than 1,000 children and adults each year, most at a significantly reduced rate based on the clients'

Loyola's York Road initiative aims to improve the neighborhoods' quality of life

employment to more than 1,300 people in a wide range of professions. We are a premier provider of intellectual capital to the region's leading corporations and organizations. As our programs, student body, faculty, staff, and administration have grown more diverse, our ability to make a positive contribution to our local community has only increased. We are committed to making Loyola the nation's leading Catholic, comprehensive university, and our engagement with our community is a key part of that endeavor.

One of the most significant ways in which we support this engagement is through our York Road Initiative, which aims to improve the quality of life for all people living, working, and learning in the neighborhoods just east of Loyola's Evergreen campus in North Baltimore. After an extensive "Listening Project," we decided to focus on three areas where the University has natural strengths: enhancing area education and youth development,



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Building Strong Connections

financial needs. The Clinical Centers' literacy services are provided by master's candidates in Loyola's School of Education, which is dedicated to serving the needs of diverse learners, particularly urban, high poverty, and other underserved populations in public and parochial schools. Our growing number of Baltimore-area

Commitment to the future of our communities is an important part of Loyola's identity

Professional Development Schools and our partnership with Towson's St. Pius X School on the first Montessori program in the Archdiocese of Baltimore provide just a few examples of this commitment.

This fall, we marked the completion of the 15,000-square-foot addition to our Donnelly Science Center, a project which provided a year's work to highly skilled individuals during a period of great

economic constraint. Advanced with the invaluable support of a \$3.25 million grant from the State of Maryland, this project will play a critical role in Loyola's ability to attract students eager to pursue degrees and careers in the vital science, technology, engineering, and mathematics (STEM) disciplines.

These endeavors represent just a few of the ways Loyola University Maryland is striving to make Baltimore, Maryland, and our nation stronger. This commitment to the future of our communities is an important part of Loyola's identity as a Jesuit institution, and to the continued success of the University itself. We look forward to building on these programs and creating new community initiatives for many years to come.



QUICK QUOTES

"Years before I was honored to represent it on the City Council, even before I was proud to be an alumnus of its business school, I was happy to be a neighbor of Loyola University Maryland. My wife and I have lived in Radnor-Winston, practically next door to Loyola's campus, for almost 17 years; we have always found Loyola to be not just responsive, but proactive in being a good institutional neighbor. As a councilman and a community advocate, I can easily say that Loyola's York Road Initiative is the logical outgrowth of a 'for others' mindset that is classically Jesuit, using the best meaning of that term."

—**Bill Henry**
Baltimore City Council

"Loyola has undoubtedly provided me with the tools to succeed. Aside from providing me with a great education, Loyola has challenged the lens through which I view the world. In a society that continually places more and more emphasis upon the self, Loyola has taught me the importance of self-sacrifice; the need to pour my life into a purpose greater than myself."

—**Christopher Brown**
Prince George's County resident; Director of Community Relations, Student Government Association; Loyola class of 2012

Maryland Institute College of Art



By Fred Lazarus IV,
President

MARYLAND INSTITUTE COLLEGE OF ART (MICA) is the oldest continuously degree-granting art college in the country, and our history and traditions have been linked to Baltimore since our founding more than 184 years ago. Through fires, population shifts, and industrial retrenchment,

Using art and design to find solutions to societal problems

MICA has been a leader in promoting cultural development in the City and has helped turn support for the arts into one of the City's most positive defining characteristics. Our academic programming embraces engagement with the community at its core, and we are tied to Baltimore's creative distinctiveness. In so many ways, the City is a canvas for our students, faculty, and alumni, and our collaborations with its residents, organizations, and government continue to bring forth expanded access to great art and artists, aesthetic education, and better approaches to communicating important messages.

Each year, MICA students, faculty, alumni, and visiting artists produce hundreds of free exhibitions and events that showcase the creations and expertise of both novices and the world's most experienced artists and designers. Just as important, students continuously collaborate with the City's cultural institutions, designing an annual exhibition, for example, specifically engineered to

find innovative ways to connect residents and visitors to great art through installations around the City. Our Master of Arts in Community Arts program partners graduate students with community organizations to develop projects that advance community initiatives and give voice to residents. Community Arts Partnership students volunteer as art leaders—teaching art in the public schools, comforting ailing hospital patients through art therapy, and raising issues like poverty through exhibitions, among hundreds of other projects. In fact, a focus on civic and social engagement is infused into virtually all of our academic programming—from the “Finding our Wings Program,” in which our video students help at-risk teenage girls in the City productively express their hopes and fears through documentary filmmaking, to a partnership with Baltimore's urban planners and foresters to turn unwanted lumber into sculpture.

Likewise, our research centers are using art and design to find solutions to societal problems. The Center for Design Practice has worked with the



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Promoting Cultural Development

Baltimore City Health Department to create a website and branding for a “virtual supermarket” that links residents in areas without access to fresh food with supermarkets in other parts of the City. MICA’s Center for Race and Culture has hosted a national conference on interdisciplinary approaches to teaching art created by African Americans. And the new MICA PLACE building in East Baltimore houses new graduate programs that immerse artists in the community as residents to learn from their neighbors and produce art and design that empowers people everywhere.



MICA’s economic impact is also an important part of our relationship with the City. The College brings students from 48 states and 54 countries to add to Baltimore’s economy and culture. Alumni are revitalizing neighborhoods by converting neglected spaces into artist communities and launching businesses and industries. In addition to the

developing initiatives supporting community engagement through a new Office of Community Engagement, several new graduate programs—an M.F.A. in Community Arts, M.A. in Social Design, and M.F.A. in Curatorial Practice—and an undergraduate concentration in Sustainability and Social Practice—the first of its kind at an art college. As we move forward, we are excited about what’s on the horizon and look forward to investing as much in Baltimore and Maryland as the area has invested in us.

Converting neglected spaces into artist communities and launching businesses and industries

college-level education we provide, MICA also works with hundreds of children and adults to provide an introduction to creative fields. And the College itself continues to play a major role in the development of the Station North Arts District.

Using art and design to make Baltimore the best City it can be—culturally, economically, and socially—is a central component of who we are. Most recently, the College continues its mission of

QUICK QUOTES

“MICA has played a critical role in revitalizing its neighboring communities and in stimulating the development of Baltimore’s arts and cultural life.”

—**Stephanie Rawlings-Blake**
Mayor, City of Baltimore

“MICA opened up a new world for me. While there, the secrets of fine art were unlocked, and I learned how to do things I didn’t even believe were possible. Then, I learned that I could take my new and refined skills back with me to my community and make a living of something I was doing anyway: community art. MICA’s impact on me has impacted an entire population.”

—**Ashley Minner**
Creator of *The Native American After-School Art Program*;
MICA class of 2005 (BFA),
2007 (MA in Community Arts), and 2011 (MFA in Community Arts)

McDaniel College



*By Roger Casey,
President*

LONG RECOGNIZED for changing the lives of its students, McDaniel College serves as an agent of change and a vibrant resource to people in the neighborhoods of Westminster, throughout the Baltimore-Washington, D.C. region—across the nation and around the globe.

Whether renewing a longstanding relationship with the Boys and Girls Club of Westminster (BGCW) literally on our campus doorstep or forging a new

Our students give generously of their time, skills, and energy to their community

partnership with Africa University some 7,700 miles away in Zimbabwe, McDaniel is truly making a difference in its communities, near and far, every day.

We have literally torn down the fence between the College and the BGCW, and strengthened our ties with this community organization. The 500 or so 6- to 18-year-old club members now walk out of their back door and onto our campus for ready access to our programs and events. They shadow our students, share a meal in our newly renovated dining hall, and attend events and lectures.

Several of our service-learning classes include the BGCW in their coursework. McDaniel students studying adolescent psychology and other student volunteers have built strong relationships with club members. Exercise Science and Physical Education students created weekly activities to reinforce the club's Healthy Habits program. And, one of the students in our Writing for Nonprofits class created social media and web-based projects for the club. In fact, more than 30

local nonprofits have enhanced their web presence and social media with the help of student interns from this class.

And, three students helped 15 local agencies use social media with funding through the Griswold-Zepp Award for Volunteerism for their project, "New Technologies for Nonprofit Communications and Marketing."

A rich cultural, recreational, and educational resource, McDaniel also provides a forum for conversations and even debate of issues affecting all of us. Just last spring the College co-hosted a standing-room-only town-hall discussion of education, including a free screening of the critically acclaimed documentary, "Waiting for Superman," and annually draws more than 100 Carroll Countians to the Great Decisions discussion of and expert talks on foreign policy.

Typical Millennials, our students give generously of their time, skills, and energy to their community. Students organize Relay for Life events for the American Cancer Society, raise funds for Alzheimer's and St. Jude's Children's Hospital, dive into the icy Chesapeake for Special Olympics, send



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An Agent of Change and a Vibrant Resource



\$2,000 annual grants toward their tuition with the support of local businesses. Many of our graduates set down roots in the County where they teach in the schools, start and grow businesses, serve as social workers and counselors, lead the local Chamber of Commerce, and continue to help their neighbors as eager volunteers.

When I walked down Main Street in the first months of my presidency to meet the business owners and shop keepers, the townspeople and the elected officials, I was taken by their warm

McDaniel is woven into the fabric of Carroll County

care packages to our troops in Iraq, tutor Carroll County residents for whom English is a second language, supply tender loving care to puppies destined to be service dogs, and donate innumerable hours on site at homeless shelters, food banks, soup kitchens, and the like.

McDaniel is woven into the fabric of Carroll County, contributing not only to the quality of life here but to its growth and prosperity as well. All 210 undergraduate students from Carroll County receive

welcome to this newcomer from the South. Now I am just as proud as any 40-year veteran professor or staff member to call Carroll County and Maryland my home and to know that McDaniel College is and has been a “Good Neighbor.”

QUICK QUOTES

“One of Roger Casey’s first stops as president was a visit with the Mayor and Common Council to discuss his vision of a close relationship with the city. We joined him and the McDaniel vice presidents and trustees for a walk down Main Street to meet small business owners, restaurateurs, artists, bankers, and residents. Since then, we have exchanged information on events and activities, developed both paid and unpaid internship opportunities, coordinated activities with the first-year students and their families, and offered discounts to the College students. Our town-gown relationship keeps on developing and has been mutually beneficial to both the city and the College.”

—Kevin Utz

Mayor of Westminster

“McDaniel College was a perfect place for a guy like me. Everything is about relationships, and the most important lesson I learned at the College is how to get along with all different kinds of people. My education also instilled in me a desire to serve the public.”

—Edward Kasemeyer

*Chair, Budget and Taxation Committee, Maryland Senate; McDaniel class of 1967;
from the 2009 ceremony honoring him with the MICUA Presidents’ Award*

Mount St. Mary's University



By Thomas Powell,
President

GOOD NEIGHBORS EDUCATE. Good neighbors respect and listen. Good neighbors serve. Mount St. Mary's University, established on those fundamentals when founded in 1808, keeps them alive and thriving in our pillars of Faith, Discovery, Leadership, and Community. The Mount is a neighbor to both the town of Emmitsburg, home to our main campus, and the City of Frederick, site of our Center for Professional and Continuing Studies.

Through our more than 200 years, the Mount and Emmitsburg have evolved together. The Mount partners with the *Emmitsburg Journal* newspaper,

Last year, our conferences alone brought more than 47,000 visitors to the area.

Service to the community is a large part of our Catholic tradition. Our Office of Social Justice coordinates neighborhood revitalization projects in many local areas, including Thurmont, Frederick, and Baltimore with organizations such as Habitat for Humanity. Students touch the lives of the developmentally disabled through partnerships with Special Olympics and with Best Buddies through the ARC of Frederick County. Our students establish business plans for local business district organizations and work on a variety of service projects for children, the elderly, the economically

Our Office of Social Justice coordinates neighborhood revitalization projects in many local areas

giving undergraduate students the opportunity to gain real-world experience by writing high quality pieces for a local publication. We have many municipal agreements, including supplying the town with drinking water in emergency or low supply-issue situations. My wife Irene is a member of the Emmitsburg Business and Professional Association and maintains a close connection with local businesses and their concerns. We continue our efforts to create safe running and walking trails on our campus, and we are currently working with the town to create accessible trails that will be open to everyone in the community.

In fiscal 2010, nearly 100 Mount Education students interned at 18 different public and Catholic schools in Frederick County, providing support to both teachers and administrators while gaining valuable experience. Though we are a private university, we open our campus to visitors and neighbors. Our lectures, performing arts, concerts, athletic events, recreational facilities, religious and cultural events, library, and meeting halls are open to the public.



(Continued on page 19)

Sharing Our Strengths

QUICK QUOTES



“Whether it’s cleaning up a neighborhood in distress, collecting funds for a homeless shelter, or developing ways to lower its impact on the environment, the Mount’s positive impact on the community is evident in its consistency in giving, working, and serving people. As an historical cornerstone and an educator of our future generations, the Mount is one of Maryland’s true treasures.”

—**William Frank**

*Maryland House of Delegates;
Mount class of 1982;
Johns Hopkins class of 1992*

disadvantaged, and those with language barriers, advocating for peaceful and just communities. Last year the Mount logged over 18,900 volunteer hours,

Service projects for children, the elderly, the economically disadvantaged, and those with language barriers

with over 3,000 Mount undergraduates and community members participating. They collected more than \$250,000 which was donated to local organizations and charities. In addition, the students from the Mount Seminary serve in community parishes, hospitals, and retirement homes acting as counselors or community organizers.

Looking across Maryland, we are stewards of the environment. We take that role seriously. Partnering with Constellation Energy and the State of Maryland on the Generating Clean Horizons Program, our 100-acre solar farm will provide renewable energy to the University System of Maryland and our own athletic facilities for the next 20 years, eliminating the emissions of 3,021 vehicles. The \$60 million project will also create 150 new jobs, more than half of them local.

Working together, contributing to our collective future, and learning to appreciate our differences makes for good neighbors.

“I volunteer at St. Catherine’s Nursing Home in Emmitsburg. After some time, one resident finally opened up to me about his life, his wife, and his family. The Mount encourages me to want to give back, and it’s an experience I will cherish for the rest of my life.”

—**Christopher Wild**

*Anne Arundel County resident;
Mount class of 2012*

Notre Dame of Maryland University



*By Mary Pat Seurkamp,
President*

CONSISTENT WITH THE VISION of our founders, the School Sisters of Notre Dame, Notre Dame of Maryland University educates women and men to be compassionate leaders. We partner with organizations in Baltimore City, surrounding counties, the State of Maryland, and abroad to help our students discover the moral and ethical dimensions of learning and teach them to connect their personal aspirations with service and responsibility.

**Teach our students
to connect their personal
aspirations with service
and responsibility**

As the first Catholic college for women in the United States to award the baccalaureate degree, we at Notre Dame are deeply concerned about women's health and wellness. When students, graduates, and friends welcomed alumna Dr. Susan Love (Class of 1970), founder of the Love/Avon Army of Women to campus in May, we recruited more than 1,000 Baltimore-area women to sign-up for information about breast cancer research studies in need of participants—including groundbreaking programs at Johns Hopkins Hospital. More than 35 businesses, hospitals, and community organizations joined with us to make the Army of Women Rally for Research a national success.

In the summer of 2010, our campus community came together with the young men of Boys Hope Baltimore and Extreme Makeover Home Edition to help build a new home for the Girls Hope scholars; we are offering qualified Girls Hope graduates full scholarships, including room and board, to the

Women's College. This year, building on that partnership, we created "Moms Hope," focusing on the educational needs of participants' mothers by providing workshops and courses to help them achieve their goals.

While studying at Notre Dame, our undergraduates are encouraged to pursue service initiatives through partnerships with more than 40 community-based organizations. Women's College students dedicate a full day of orientation to volunteering



(Continued on page 21)

Making a Difference

with groups such as Jenkins Senior Living Center and Blue Water Baltimore. In September, the Gators soccer team joined with star players from D.C. United in a sports clinic for Baltimore City children. The Gators lacrosse team secured a grant from U.S. Lacrosse to pilot WILL 2 Win, a program to mentor middle school girls' teams at Barclay Elementary/Middle School and KIPP Ujima Academy, both in Baltimore City.

Notre Dame's innovative AdvoCaring program places our School of Pharmacy students—for the course of their entire four year curriculum—with one of several local organizations, including Our Daily Bread



We also recognize the power of the arts to build communities and strengthening individual lives. Disabled adults at Penn Mar Human Services are

benefitting from an art therapy program under the direction of alumna Katie Guttridge (Class of 1995) and a team of undergraduate art majors. In addition to the lively schedule of free music, theater, and arts offerings on campus, we have come together to organize Art for Heart's Sake, a series of cultural events for the elderly residents of North Baltimore's Villa Assumpta.

Rooted in the Catholic traditions of the liberal arts and service to others, Notre Dame challenges students to strive for excellence, build inclusive communities, and promote social responsibility. As future pharmacists, teachers, lawyers, nurses, community leaders, and more, our students are part of a scholarly community of men and women whose education here makes a difference in their lives, the lives of others, and the world.

Partnerships with more than 40 community-based organizations

Employment Center, My Sister's Place, Esperanza Center, the ARC of Baltimore, and Shepherd Clinic. In just two years, pharmacy students provided over 5,000 hours of community service—hosting health seminars and helping with day-to-day tasks such as serving meals and managing administrative functions. In recognition of AdvoCaring's achievements, two pharmacy faculty members were named 2011 Healthcare Heroes by the *Maryland Daily Record*.

QUICK QUOTES

“Mom's Hope has been a tremendous addition to the Boys Hope Girls Hope program. This concept was created by Notre Dame of Maryland University, and brilliantly parallels the work we are doing at Boys Hope Girls Hope. We are blessed and honored to have this partnership and excited about adding new mothers for 2012.”

—**Kristy Norbert**
Executive Director, Boys Hope Girls Hope of Baltimore

“I am committed to opening up and widening the traditional English curriculum, so that students can stretch literacy as far as it can go. I help students to understand that they have a life worth writing about and a voice worth listening to. Notre Dame was where I received the training to turn my vision for education into reality in the classroom.”

—**Joshua Parker**
2012 Maryland Teacher of the Year; Notre Dame class of 2010

St. John's College



*By Christopher Nelson,
President*

ST. JOHN'S COLLEGE, located at the heart of historic Annapolis, has roots in the community that date back to its founding in 1696. Indeed, the College and the community are so deeply a part of each other's identity that it's hard to imagine one without the other. With a campus that spans a single city block and a student body of about 500 undergraduates, St. John's students find themselves in downtown Annapolis in a matter of minutes. For our students, the call to be a "good neighbor" is literally next door.

Offer a family-oriented community event in honor of Rev. Martin Luther King

The all-required, discussion-based curriculum at St. John's College provokes students to ask questions about what it means to be human, and what it means to be and to do "good." The depth of these conversations often motivates students to make their ideas about society, justice, and community come to life in the world around them. The campus community makes an effort to reach out and be available to the needs that surround it. Whether it's as simple as giving kindergartners a tour of the College's Mitchell Gallery or a weekend of events led by local community leaders in honor of the legacy of Rev. Martin Luther King, Jr., St. John's welcomes neighbors and friends.

St. John's offers a wide range of events that are free and open to the public. In early January, St. John's hosted Dr. Julianne Malveaux, president of

Bennett College for Women, who spoke on "Economics & Race: Perspective on Our Nation's Future." Her address was followed by a panel discussion with local community leaders and seminars co-led by faculty from St. John's and Sojourner-Douglass College. These community events were sponsored by St. John's College, the Maryland Commission on African-American History and Culture, and Sojourner-Douglass College. The annual "Lift Every Voice" concert of high-spirited gospel music was first organized at St. John's five years ago to offer a family-oriented community event in honor of Dr. King in Annapolis.

St. John's places a high value on student-initiated volunteering. A student-sponsored volunteer group, Project Politae, organizes regular outreach to local communities. Among them is the Light House homeless shelter, where students conducted a food drive this fall. Activities have also included Habitat for Humanity excursions, tutoring low-income school children, and organizing opportunities for students to volunteer individually. Most recently, Project Politae put together a



program in which a group of 13 students from a local low-income after-school center had dinner on campus: they dined with St. John's student

(Continued on page 23)

What It Means to Be and Do “Good”

volunteers and listened to a talk on vocational paths, then toured the Mitchell Gallery.

In addition to our students, many of our alumni are civic leaders and contribute to the community. For instance, Talley Kovacs, a 2004 graduate, is serving the Maryland community as an appellate clerk

The College cherishes its legacy and the rich history it shares with historic Annapolis

for the Honorable Clayton Green, Jr., in the Maryland Court of Appeals. Centuries ago a notable alumnus, Francis Scott Key, a 1796 graduate, founded the college’s alumni association, and penned “The Star Spangled Banner.” His antique secretary, a gift of Paul Mellon, another well-known alumnus, has a home on campus in the President’s office. The College cherishes its legacy and the rich history it shares with historic Annapolis. Community is an essential part of life at St. John’s. Members of our community willingly offer



their talents and resources as “good neighbors”—to ensure that the College is a vital part of Annapolis and the greater Maryland community.

QUICK QUOTES

“St. John’s College is not only a neighbor that shares our love of historic Annapolis, but a valued member of our community. St. John’s students are visible in the city, mentoring students, providing leadership. St. John’s has forged partnerships with local business leaders through the Business Friends of St. John’s and opens its doors to all as a cultural resource. The College is a trailblazer on the conservation front, working with State and regional groups to create a nationally recognized Living Shoreline on College Creek and adopting alternative energy. The College partners with the city on everything from emergency preparedness to the preservation of our past—to safeguard our future.”

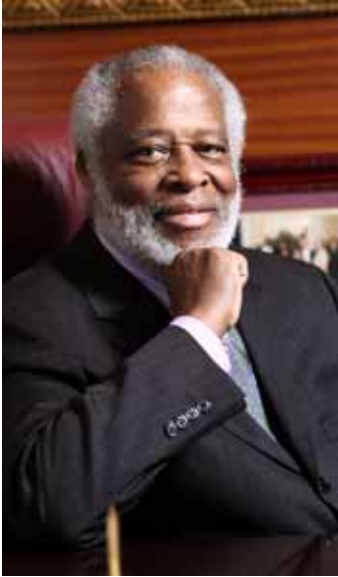
—**Joshua Cohen**
Mayor of Annapolis

“In reading the great books, discovering connections, and asking questions, I have learned to value the people that make the world such an interesting place.”

—**Chelsea Adams**

St. John’s class of 2012; from her essay that first appeared in the November/December 2011 issue of Imagine magazine published by Johns Hopkins University’s Center for Talented Youth

Sojourner-Douglass College



*By Charles Simmons,
President*

SOJOURNER-DOUGLASS COLLEGE AIMS to empower its surrounding communities by educating young people for positions of influence and leadership within them. It is the only predominantly black, independent college in Maryland, and offers degrees in human development and the applied social sciences. With campuses throughout Maryland in Annapolis, Baltimore, Cambridge, Lanham, Owings Mills, and

The College integrates theory with practice while collaborating with community partners

Salisbury, the College honors the legacies of African-American abolitionists Sojourner Truth and Frederick Douglass by helping working adults to increase their capacities for self-development and self-expression.

The Office of Community Outreach at Sojourner-Douglass College has a unique function, which is to help the President define and implement the College's self-determination philosophy in the community. This mostly involves leveraging the College's assets, which include workforce training, student and faculty resources, and applied research capabilities to support the human/community development aspirations of community residents, leaders, and organizations. The Office provides opportunities for the College to integrate theory with practice while collaborating with community partners in support of their community development initiatives. Through this dynamic exchange, local residents are viewed as intelligent

people who can plan their own development, but lack the necessary financial and technical means to implement those plans.

Currently, the College is modeling this transformational approach in the neighborhoods surrounding its East Baltimore campus in support of a Master Plan recently adopted by the City's Planning Commission. The College is leading a coalition of community stakeholders under the name "Change4Real." Using a battery of workforce training and employment opportunities, business incubation, and up-to-date community organizing strategies, their aim is to eradicate poverty in the East Baltimore Oldtown community over the next 15 years by creating a transformative neighborhood in which existing residents can succeed in improving their own lives to meet their own expectations.

Sojourner-Douglass College and the other members of the Change4Real Coalition believe a



community that will sustain for its residents a satisfying level of economic development will reap many benefits beyond just social and financial.

(Continued on page 25)

Integrating Theory with Practice

Those communities will become places of choice; capital will circulate many times inside the community; the people will enjoy genuine and meaningful connections to each other; and the hopes and dreams of the residents can be realized through their own actions.

Change4Real is organizing to remake Oldtown

A critical feature of the plan is a developed local economy capable of creating and sustaining work to: (1) engage the more than 3,000 adults now either unemployed or underemployed in meaningful and productive work; (2) triple per capita income in Oldtown; and, (3) raise the percentage of current residents owning the dwelling they occupy from 5% to more than 60%, amounting to more than 1,500 new homeowners.

Working with Sojourner-Douglass College, a Baltimore institution of higher learning deeply rooted in East Baltimore, Change4Real is



organizing to remake Oldtown. Imagine a neighborhood that expands work opportunities so no resident need suffer unemployment. Consider a community where the housing is affordable because residents can pay their own way. Picture a place where the people sustain their own health in a system they provide. This is the haven that Sojourner-Douglass College and Change4Real seek to build in neighborhoods surrounding the College's East Baltimore campus.

QUICK QUOTES

“Sojourner Douglass College is an institution that stands out as a beacon light of hope with its core values for urban planning and community economic development. Speaking from a resident leader’s perspective, I think that the College is well on its way for future success in all its endeavors.”

—**E. Devon Wilford-Said**

Board Advisor/Resident Community Activist, Pleasant View Gardens Resident Council, Inc.

“Sojourner-Douglass College has allowed me to gain financially through the work-study program. Without this support, I would be unable to attend college. The work-study assignment has helped me interact better with people and improve my skills in using technology in the academic setting. I have been able to maintain a grade point average in excess of 3.5. I am allowed to work, but I am also allowed and encouraged to study and succeed. I love attending Sojourner-Douglass College.”

—**Yvette Allmond**

Sojourner-Douglass class of 2014, social work major

Stevenson University



*By Kevin Manning,
President*

STEVENSON UNIVERSITY has always made service and community outreach a guiding value for our faculty, staff, and students. We view service as a way to share our talents and time with the community as well as a way to foster in our students a spirit of civic engagement and initiative. Through service learning, they gain leadership and critical thinking skills to tackle problems and to understand the challenges that confront our society. Moreover, students gain confidence and realize the power of individuals working together to improve and transform our society.

Each year, Stevenson introduces our incoming students to the value of service through a special Building Community Day. This event, held annually on the first Saturday of October, brings more than 400 Stevenson students as well as staff and faculty members together to work on projects for organizations such as Habitat for Humanity, the Baltimore Humane Society, First Fruits Farm,

Stevenson introduces incoming students to the value of service through a special Building Community Day

Healthy Neighbors, and Operation Oliver in Baltimore City. More than 2,000 volunteer man-hours were provided in 2011, but the real reward is for the students who realize how the spirit of collaboration, teamwork, and service result in a true "multiplication of force" to achieve greater things. After this day, many of our students go on to join Stevenson's Service Corps, a student-founded and administered club that organizes and mobilizes its volunteers for various projects throughout the year. As of fall 2011, the club has more than 250 active members.

While Building Community Day brings a distinct focus on service, our institution's commitment to community service does not begin or end on this

day. In fact today, Stevenson University has established more than 15 community partnerships with organizations around Greater Baltimore to facilitate volunteering, mentoring, and specific student service projects. Our partners include Baltimore REACH!, Doctors Without Borders, Meals on Wheels, and the Cristo Rey Jesuit High School. Our students may mentor middle schoolers to give them a hand in academic achievement and college preparation. Others may pick up shovels, hoes, and rakes to help organizations bringing hope and pride back to their communities through neighborhood



revitalization. At the Irvine Nature Center, a community partner located near our Owings Mills campus, Stevenson students serve as teachers in

(Continued on page 27)

Learning Beyond, Building Community

QUICK QUOTES

environmentally focused Pre-K and kindergarten programs or as docents teaching visitors about the local ecology and working on a variety of environmental stewardship projects.

Stevenson has also taken a lead through our affiliation with the Maryland Campus Compact to host conferences, training, and collaborative

Empower our students to take their learning beyond the classroom for the betterment of our society and the world

exercises for the faculty, staff, and students from various academic institutions throughout the State seeking to incorporate or enhance service learning and civic engagement in their institutions' curricula.

At Stevenson, we encapsulate our approach to community outreach and service learning through the concept of "Learning Beyond." The term conveys the essential mission of all higher education: first, to empower our students to take their learning beyond the classroom for the betterment of our society and the world; and second, to create opportunities to learn beyond the confines of the campus where essential life lessons about self, others, and society will build their sense of confidence, collaboration, and community to become active and involved citizens.



“Stevenson University continues to have a positive impact on the quality of life in Owings Mills. The University has set a high standard for the future growth of this area. Stevenson has given Owings Mills the ‘heart’ that it has long been missing.”

—**Vicki Almond**

Baltimore County Council

“Volunteering allows you to give yourself to others. It’s about taking what you have and lending it to others who may not have it. It’s an overwhelming feeling when you volunteer. To know that you sacrificed your time for someone else is one of the best feelings. A combination of empathy and service, volunteering is a great way to give yourself, time, and love to others in need.”

—**Andrew Gepert**

Bowie resident;

Stevenson class of 2012,

business communications major

Washington Adventist

University



*By Weymouth Spence,
President*

FOR MORE THAN A CENTURY, Washington Adventist University (WAU) has been a proud member of the Montgomery County community. With a 19-acre campus in the heart of Takoma Park, WAU is the only four-year residential university in the County.

Our students do clinical nursing work in several County facilities

Founded in 1904, WAU is a Christian institution welcoming students of all faiths and backgrounds and is focused on preparing individuals for lives of service, leadership, and civic engagement. With classes offered in Shady Grove and Takoma Park, WAU provides career-building undergraduate and graduate programs. WAU offers a number of baccalaureate degrees including acclaimed programs in education, psychology, music, and pre-law. The School of Graduate and Professional Studies offers certificates, undergraduate degree completion, and graduate programs in an evening schedule for adult professionals.

The WAU student body mirrors the diversity of Montgomery County

and is one of the most diverse in the nation (ranked in the top 10 by *U.S. News & World Report*). More than a quarter of our student body resides in Montgomery County. The diversity of the County also provides us with a rich resource of scholar practitioners who enhance the learning environments and experiences of our students.

The County's supportive business environment provides our students with outstanding internship opportunities—a key facet of a WAU education. Through these professional interactions, our students gain insight and skills that prepare them to be competent leaders in their chosen professions.

A recent \$1.3 million grant from the Maryland Hospital Association, made possible in part by Adventist Healthcare Inc., has allowed us to increase capacity in our nursing program to help stem the staffing shortages. Our students do clinical work in several County facilities, including



(Continued on page 29)

Gateway to Service

Shady Grove Adventist Hospital and Washington Adventist Hospital.

Our education program has developed key partnerships with Montgomery County Public Schools (MCPS). WAU education majors gain tremendous experience working with mentor teachers through a student practicum program at several MCPS locations. In partnership with MCPS, WAU also teaches County para-educators seeking to better serve the needs of MCPS students. In this program, Montgomery County teachers combine either early childhood or elementary education and special education to receive dual State certification and a bachelor's degree. With the



And we are growing! This fall we will complete construction on a new music building—a new home for our acclaimed music performing groups: the New England Youth Ensemble and Columbia Collegiate Chorale, who perform regularly in the region, the country, and around the world.

Our vision at WAU is to produce graduates who bring moral leadership and competence to their communities. We remain one of Montgomery County's vital organizations and will continue to seek ways to serve our County and our country.

Our education program has developed key partnerships with Montgomery County Public Schools

growing number of children in our region who are identified with diverse learning styles, this focus on special education is particularly important to our community.

In the center of our campus stands a brick and iron gateway that symbolizes our long-held motto: "Gateway to Service." We take that motto to heart. Each year on WAU Service Day, hundreds of students volunteer with local organizations to serve in a variety of ways. This year students packed food at food banks, cleaned up neighborhoods, assisted the Takoma Park Recreation Department, helped at an animal rescue farm, and pitched in at local elementary schools.

QUICK QUOTES

"Washington Adventist University is a good neighbor and friend to Montgomery County. Through their many community service operations they truly practice what they preach and work as a 'Gateway to Service.' Washington Adventist University is beyond doubt a gem to Montgomery County and the State of Maryland."

—**Sheila Hixson**

Chair,

*Ways and Means Committee,
Maryland House of Delegates*

"Washington Adventist University is an institution committed to the well-being of its students. To me, WAU forms an environment where learning is not just work, it's hands-on, interactive, and all around fun."

—**Joanna Fils-Aime**

*WAU class of 2015,
social work major*

Washington College



*By Mitchell Reiss,
President*

FOUNDED IN 1782 under the patronage of George Washington, Washington College shares a rich history with the Chesapeake Bay port town where William Smith first designed the ideal small liberal arts college. Over the course of nearly 230 years, the educational experience of our students has

**To conserve and protect our
natural resources...
to lend a hand to those in need**

been shaped by our distinctive location on Maryland's Eastern Shore. Within the surrounding communities of Kent and Queen Anne's Counties, our students embrace every opportunity to make a difference.

Just recently, we began to quantify how fully engaged our students become. The Student Government Association now requires student clubs and organizations (82 in all) to log their community service hours. Last year alone, students at Washington College—a campus of just 1,450 undergraduates—donated 11,525 hours of time and raised an impressive \$87,840.42 for various philanthropic causes. Last spring, Relay for Life state organizers were frankly surprised when our students rallied 500 participants in a first-year effort that netted \$44,667 for the American Cancer Society, surpassing their goal by nearly \$10,000. The student committee never lost faith that they could achieve their goal, and have now set their sights even higher, promising to raise more than \$45,000 in 2012.

This is a generation answering the call to serve: to conserve and protect our natural resources; to provide food, books, and clothing to our neighbors; and to lend a hand to those in need. The concept of giving back seems to be part of students' DNA—they understand that with great privilege comes great responsibility. During the blizzard of 2011, the

lacrosse players scheduled an extra workout, trekking across campus to help the local hospital dig out from 30 inches of snow. A group known as Students in Free Enterprise (SIFE) organized a series of workshops for members of the Kent County Food Pantry to help low-income families make healthy food choices and then provided 39 local families with backyard garden boxes so they could grow their own vegetables.

Washington College students are happiest when they come together for a common purpose. Even in a rural community such as ours, the need is real. Through an initiative called Neighbors for Good, student clubs are paired with local nonprofit groups and agencies supporting programs for the homeless, the elderly, and the hungry. Our students



(Continued on page 31)

Answering the Call to Serve



I am proud of each and every one of these socially minded students. But I need to mention the singular achievement of one student, U.S. Marine Jim Schelberg, whose tours in Iraq and Afghanistan sparked his interest in philosophy and his unshakeable belief that education is the saving grace of all people, in all nations. In Iraq and

Student clubs are paired with local nonprofit groups and agencies

Afghanistan, ignorance corrupts entire villages. In the United States, ignorance lands young men in prison. Jim, along with some Washington College professors he recruited, teaches inmates at Jessup Correctional Institution the concepts of ethics in art, history, literature, and religion. Like our undergraduates, these prisoners now understand that a liberal education can unlock the world.

are first responders, serving as volunteer firefighters and EMTs, and offering translation services to migrant workers in crisis. They are teachers volunteering in the classroom. They are builders spending their fall and breaks volunteering with Habitat for Humanity.

QUICK QUOTES

“Washington College is a true neighbor to the town of Chestertown in every sense of the word. The College provides sustenance for the mind—through the Academy for Lifelong Learning program, for example; for the spirit—through arts and sporting events; and helping hands for our community. Chestertown has also forged partnerships with the College on a number of mutually beneficial initiatives—including a climate action initiative, municipal mapping projects, and habitat restoration efforts—that will safeguard the future of our community.”

—**Margo Bailey**
Mayor of Chestertown

“Today’s college students have a strong social conscience; we understand the inequalities of the world and are passionate about doing our part to level the playing field. Through our educational and personal experiences, we become enlightened to some harsh realities. People are in need. It would be socially and morally irresponsible for us to stand by and watch humanity unravel. By setting an example for a life of service, we can empower others to build a better world.”

—**Andrew Antonio**
President, Student Government Association; Washington class of 2012

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Maryland Independent College
and University Association

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Rev. Thomas Hurst, S.S., President Rector

Fast Facts

- The State of Maryland has maintained a partnership with its independent colleges and universities for **230 years**.
- MICUA Colleges and universities enroll **63,000 students** annually with similar demographics as students who attend Maryland's public universities.
- Last year, MICUA awarded more than **13,000 degrees**.
- State taxpayers pay \$36,000 for each degree conferred at a public university compared to **\$4,000 for each degree** conferred at an independent college or university.
- The MICUA member institutions receive **3% of all State operating support** for higher education and award about **30% of all degrees** conferred by a Maryland four-year institution.
- MICUA institutions provide roughly **three times as much need-based grant aid** to undergraduate students as the State of Maryland and federal governments combined.
- More than **1,900 MICUA alumni teach in Maryland's schools** and 170 work in school administration.
- MICUA colleges and universities work with **140 professional development schools** to meet the demand for qualified teachers.
- Last year, MICUA students **volunteered more than 300,000 hours** with agencies and organizations in their communities.





Maryland Independent College
and University Association

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ANNAPOLIS, MD

ADDRESS SERVICE REQUESTED