

MICUA *Matters*

The Newsletter of the Maryland Independent College and University Association

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Manning Named Chair of MICUA Board of Trustees

THE MICUA BOARD OF TRUSTEES elects Kevin Manning, President of **Stevenson University**, as Chair of the Board effective July 1, 2013. Elected by unanimous vote of the MICUA Board of Trustees—which includes the presidents of 16 private colleges and universities in Maryland—Dr. Manning will lead the organization in implementing its strategic objectives.

On June 14, the MICUA Board elected members to key positions for two-year terms. Other appointments include Vice Chair—Roger Casey, President of **McDaniel College**; Secretary/Treasurer—Weymouth Spence, President of **Washington Adventist University**; and Capital Projects Committee Chair—Michael Wood, President of **Capitol College**.

Kevin Manning has spent more than 42 years in higher education. Recently completing his twelfth year as President of Stevenson University, he has overseen more than a decade of active growth and transformation at the institution, more than doubling the size of its student body as well as creating a residential university with a second campus in the northwest suburbs of Baltimore.

Dr. Manning has focused his career on strategic planning and innovation, higher education marketing, and bringing career development and academic learning closer together in the college educational experience. He has served on numerous community and business boards and was named an "Entrepreneur of the Year" for educational innovation by Ernst & Young in 2007 and an "Influential Marylander" in 2011 by *The Daily Record*. He currently serves on the Governor's P-20 Leadership Council of Maryland and on the Board of Directors of the National Association of Independent Colleges and Universities (NAICU).



FAST FACT:

Minority Enrollment

33%

**of MICUA undergraduates
are students of color**



STEM at Hood College

By Ronald Volpe, President

RECENT ECONOMIC PROJECTIONS INDICATE that in order to keep America strong, over the next decade we will need at least one million more college graduates than previously estimated in science, technology, engineering, and mathematics. The President's Council of Advisors on Science and Technology and Maryland's STEM Task Force have urged those in higher education to take crucial steps to encourage a wider base of students to major in STEM. Consequently, **Hood College** has underway a number of initiatives that will help achieve those goals and more.

One of our initiatives concerns STEM courses taken during the crucial first year of college. This year we've linked a science-themed seminar to a living-learning community to inspire first-year students to develop the kind of intellectual curiosity they'll need to excel in STEM.

Professor Christopher Stromberg, chair of the department of chemistry and physics, will teach a writing-intensive first-year seminar, "Science in Art and Archaeology," this fall. The seminar is designed to have broad appeal and is open to all first-year students, regardless of their scientific backgrounds. Students will explore the exciting intersection of art, archaeology, and science while being introduced to a spectrum of STEM-related work in conservation and scientific research associated with this sector of the humanities. These lessons are reinforced by class trips to various museums.

More than half of the students in this class are women, and 50 percent are of diverse backgrounds, signaling our success in attracting the most underrepresented groups earning STEM degrees.

All students who sign up for Professor Stromberg's seminar also enroll in a yearlong first-year living-learning community that is organized around a broader topic, "Science Behind the Scenes," in which students pose questions and devise projects to explore how science and math intersect with our everyday world. During the spring semester, students also fulfill a community service component of the LLC that sends them beyond the Hood campus to STEM-related work environments.

These efforts are a true application of the ideals of a liberal arts education, which is grounded in the belief that knowing how to think in multiple disciplines helps us to better define problems and to find solutions.

We also are teaching the teachers to educate the 21st century work force. Education Professors Judy Sherman and Paula Gordon secured a Maryland State Department of Education grant that allows Hood's education department to equip teachers with the expertise and skills to deliver a STEM curriculum so that they, in turn, can implement STEM practices and instruction in their classrooms.

Within our master's degree in curriculum and instruction program, Hood offers a 15-credit certificate in elementary STEM education. Candidates can also elect to complete the 36-credit graduate elementary science/mathematics concentration that automatically includes the elementary STEM certificate.

Our STEM initiatives, in concert with our liberal arts foundation, assure that we are preparing not only technically qualified graduates for today, but also educating them for the future in work that will require critical thinking and analytical minds.

“One of our initiatives concerns STEM courses taken during the crucial first year of college.”



LEFT TO RIGHT: Baltimore Office of Promotion & the Arts Executive Director Bill Gilmore, Baltimore Mayor Stephanie Rawlings-Blake, WBAL-TV 11 News Anchor Mindy Basara, and MICA President Fred Lazarus IV

Artscape 32 Again Makes MICA the Center of Baltimore's Art World

IN JULY, MARYLAND INSTITUTE COLLEGE OF ART once again served as anchor for Artscape, the nation's largest free arts festival. As in past years, crowds of hundreds of thousands came to sample art, culture, and cuisine in the streets around campus and in MICA's galleries. Though originally designed by MICA President Fred Lazarus and other City leaders to bring diverse populations of the City together, the festival now draws audiences from all over the globe.

As part of its sponsorship for the festival, MICA provides campus space and facilities and hosts exhibitions such as the annual Janet & Walter Sondheim Artscape Prize Semifinalists. The prize is one of the most prestigious cultural awards in Maryland: a \$25,000 fellowship. MICA also typically provides programming through various departments, including the MFA in Community Arts program, in which graduate students have facilitated artmaking workshops with young children attending the festival. In addition, a number of MICA students and alumni exhibit or sell art at the festival.

This year, the City of Baltimore announced a new prize named in honor of MICA President Fred Lazarus IV's dedication to Artscape. The Fred Lazarus Artscape Prize will be open to visual arts students who will be rising high school seniors in the summer of 2014. The winner will receive a \$1000 cash award, along with his or her own show at Artscape in the summer of 2014. The prize includes an allowance for materials and supplies.

Four Loyola Students Attend Governor's Internship Program

THE 2013 GOVERNOR'S SUMMER INTERNSHIP Program accepted four **Loyola University Maryland** students among a total of 20 college students from across the country. The students are participating in a 10-week internship program—administered by the Shriver Center at the University of Maryland, Baltimore County—which gives students the opportunity to work on substantive projects with senior-level public administrators and policy makers in Maryland State government. The program matches interns with departments or policy areas that closely correspond with each intern's field of study or career interests.

"Our strong presence in such a prestigious program speaks to the quality of the many exceptional Loyola students who are inspired by the University's Jesuit tradition to develop an unprecedented commitment to leadership," said CreSaundra Sills, director of The Career Center at Loyola.

Loyola's four student interns work in the Maryland Department of Housing and Community Development, Maryland Governor's Office of Homeland Security, Maryland State Department of Education, and Maryland Department of Disabilities. Their duties include attending meetings, drafting correspondence, tracking legislation, and researching policy options. They also work in teams to develop policy papers that address significant issues facing Maryland today, and the papers will be presented to the Governor and other senior staff members at the end of the program. For their work, each of the students earn a \$3,000 stipend.





A Dangerous Myth

By Tina Bjarekull, President, MICUA

“The facts are irrefutable. The economic return of a four-year college degree for young adults has never been stronger.”

IS COLLEGE A LOUSY INVESTMENT? Is it worth the cost of admission? David Autor, a respected and well-published MIT economist, describes the growing questions about college cost and value as “a dangerous myth that leads people to make bad choices.” I agree. This line of questioning is fraught with danger, because it exacerbates inequalities and sends the wrong message to young people who lack appropriate guidance on college decisions.

The facts are irrefutable. The economic return of a four-year college degree for young adults has never been stronger. Between 1979 and 2010, employment opportunities for less-educated workers dropped sharply and the wage premium soared. A college degree is worth about \$350,000 after subtracting the direct and indirect costs of obtaining a degree. Over a lifetime, college graduates make 84 percent more than high-school graduates. Moreover, college-educated Americans live longer, enjoy healthier lifestyles, and experience more fulfilling and satisfying lives.

Beyond the personal benefits, society reaps substantial returns. An educated population leads to increased economic activities, stronger political engagement, more volunteerism, and less reliance on public subsidies. Educated researchers and scientists make astounding discoveries that make the world safer, healthier, cleaner, and better.

There are legitimate reasons to question the cost of college. Sticker prices are rising and student debt is climbing. We should explore these issues and seek solutions where appropriate. We also may question the quality or effectiveness of specific programs or institutions. No one should enroll in programs that fail to engage students in meaningful professional and personal exploration. But let’s make certain we know the facts and ask the right questions.

The recent economic recession had a profound impact on independent colleges and

universities. The value of institutional endowments fell, private giving dropped, government support declined, and many students could not pay their college tuition. Independent colleges responded by cutting operating costs, improving efficiencies, and investing more money in institutional grants and scholarships. According to the College Board, the average inflation-adjusted net tuition (published tuition and fees minus grant aid from all sources, including federal higher education tax benefits) at the nation’s independent colleges and universities dropped 4.1 percent from AY 2006-2007 to AY 2011-2012. That trend is continuing. Institutional financial aid at independent colleges and universities is growing faster than the published price of tuition and fees.

Are families struggling? Absolutely, but they are not struggling alone. Independent colleges and universities recognize the need to cut costs and deliver more for less. Many independent colleges are adopting innovative responses—online programs, compressed scheduling, accelerated degrees, unique two-plus-two arrangements, and new programs in emerging fields. Most independent colleges are investing more of their own resources in student financial aid, and they are seeking private investments to support economically disadvantaged students. Every independent institution in Maryland has a team of financial aid experts who can help students navigate the financial aid process. Without question, higher education is within the reach of all students, regardless of their socio-economic circumstances.

Do not question the value of college. Ask what college can provide the best value for you. What college will put you on the path to success? Where will you have the most enriching educational experience? Visit an independent college or university. Evaluate the pros and cons. Ask about graduation rates. Learn the facts. You can afford an independent college.



Clear Guide Medical was the first company to move into the FastForward accelerator. The company is developing a device, based on Johns Hopkins research, to greatly simplify ultrasound biopsies.

Johns Hopkins' New Campus Accelerator to Turn High-Tech Ideas into Businesses

THE JOHNS HOPKINS UNIVERSITY HAS UNVEILED FastForward, a groundbreaking business accelerator that promises to spark cutting-edge technology companies and then keep them in Baltimore to bolster the local economy. The University's Whiting School of Engineering launched FastForward to help turn the best ideas born on campus into moneymaking ventures. The University's first accelerator is located in the Stieff Silver building on the north side of the City near the Homewood campus. Four fledgling companies have already moved into the building and another four are expected to join them over the next six months. At capacity the facility will hold 16 companies.

FastForward equips start-ups with rent-deferred office space in the Stieff Silver building where they have access to a shared laboratory with top-of-the-line equipment and a machine shop to construct prototypes. Even more critically, the accelerator's team of business experts helps academics, perhaps more comfortable in a lab, navigate the intricacies of launching a business. The start-ups will receive coaching with everything from writing a business plan to applying for patents to finding potential investors.

As the name FastForward implies, these companies are expected to get off the ground quickly. The start-ups can stay in the accelerator for no longer than two years. Inventions being refined through FastForward include technology for detecting single strands of DNA, cancer testing kits, and a computerized probe that greatly simplifies ultrasound-guided biopsies.

Starting this fall, Johns Hopkins will also offer a series of classes to help FastForward tenants understand the fundamentals of business, developed by the Center for Leadership Education in the Whiting School of Engineering.

NDMU Senior Day of Service Aids Head Start Students

IN MAY, VOLUNTEERS from United Way of Central Maryland, **Notre Dame of Maryland University**, and PNC Bank distributed summer reading bags to Head Start students to take home for the summer—filling an urgent learning need in the lives of these low-income children as many Head Start locations face closure due to federal sequestration.

More than 150 Notre Dame of Maryland University volunteers mobilized to help pack 3,600 bags of summer reading books that were distributed by United Way of Central Maryland to Head Start locations across Baltimore City. These bags of summer reading books were handed out to Head Start students while volunteers from Notre Dame of Maryland University, United Way of Central Maryland and PNC Bank read stories to the children.

"Notre Dame is the largest private providers of teachers in Maryland, so we understand the importance of early education to develop reading skills and prepare lifelong learners," said Dr. James Conneely, President of Notre Dame of Maryland University. "In the final days before their college graduation, 30 Notre Dame seniors shared their love of reading in hopes of inspiring a new generation of learners."

Federal sequestration threatens to cut funding to several Baltimore City Head Start locations, potentially closing as many as 10 classrooms and affecting approximately 200 young students.





*Goucher student
Morgan Stevens*

Maryland Students Named Newman Civic Fellows for Civic Engagement

STUDENTS FROM 36 STATES have been recognized as the next generation of public problem solvers and civic leaders by Campus Compact, a national coalition with a mission to recognize and support campus-based civic engagement. Nationwide, 181 student leaders have been named 2013 Newman Civic Fellows, including four from Maryland. These students make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change. In Maryland, three of the students attend private colleges—**Goucher College**, **McDaniel College**, and **Stevenson University**—and one attends a public institution, University of Maryland Eastern Shore.

Newman Civic Fellow awards are made in memory of Dr. Frank Newman, a founder of Campus Compact, who dedicated his life to creating systemic change through education reform. At the core of Dr. Newman’s leadership was a belief in the power of individuals to make a difference and in the power of connection with others. This class of Newman Civic Fellows embodies this spirit and dedication. Below are details about the winners from MICUA institutions.



*McDaniel student
Hayoung Kim*

Morgan Stevens is a dynamic leader who developed her leadership skills during Goucher College’s early-immersion program, FOSTER. This formative experience introduced her to Baltimore and fueled her community-service involvement. During her freshman year, Morgan worked weekly with seventh-grade students from the Barclay School in Baltimore City, serving as a mentor, and participated in the Emerging Leaders Initiative. Additionally, Morgan has co-facilitated a weekly knitting workshop with female inmates at the Baltimore County Detention Center. In the fall of her sophomore year, she became a Connections facilitator to help first-year students adjust to the Goucher experience. This spring, she worked with the Academic Center for Excellence to reach out to the students who are on academic probation. In addition, Morgan is a valued member of the Civil Engagement Task Force, a campus-wide initiative.

Hayoung Kim, a senior at McDaniel College, is deeply interested in global conflict resolution. A political science and international studies major, Hayoung has traveled abroad to China, Tibet, South Korea, Macedonia, and Nicaragua, where she participated in international study programs and volunteer work. She studied at the Preparing Global Leaders Institute, where she joined other young leaders being trained in conflict resolution and prevention. These experiences have fueled her passion to address conflict in the United States and throughout the world, fostering diplomacy through understanding and tolerance of different communities. In addition to her two years of leadership experience with the McDaniel College Student Government Association and Global Fellows Program, Hayoung has interned in Washington, D.C. at the U.S. Department of Commerce and the U.S. Department of Justice.



*Stevenson student
Stephanie Greene*

Stephanie Greene, a sophomore at Stevenson University, will make changes in the world. As a Nursing student, she has provided care and comfort to the homeless. As president of Service Corps, she has given hope to children who have been abandoned. In her other service-related activities, she has provided fundraising expertise for the cure for cancer and helped rebuild homes in New Orleans. Her commitment to community and dedication to helping others who are disenfranchised, homeless, hungry, or without hope is reflective of her compassion, kindness, and dedication to making the world a better place.



Five Independent Colleges in Maryland Honored for Community Service

FIVE MICUA SCHOOLS HAVE BEEN NAMED to the 2013 President's Higher Education Community Service Honor Roll in recognition of their community-outreach partnerships: **Goucher College, Loyola University Maryland, Maryland Institute College of Art, McDaniel College, and Mount St. Mary's University.** A total of 12 Maryland institutions earned the designation, including two community colleges and five public universities.

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

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

This year, the Corporation for National and Community Service—which administers the Honor Roll—named a total of 690 colleges nationally for their impact on issues such as literacy, neighborhood revitalization, and support for at-risk youth.

Washington Adventist University Enactus Team Wins at U.S. Regional Competition

THE WASHINGTON ADVENTIST UNIVERSITY ENACTUS team (formerly called Students in Free Enterprise) was named a regional champion at a competition held recently in Baltimore. The event was one of 10 regional competitions being held across the United States during March and April. Enactus is a community of student, academic, and business leaders committed to using the power of entrepreneurial action to enable human progress.

"It was a joy to observe them at the regional level in competition, showcasing how they are engaging minds and transforming lives in Takoma Park, Maryland," said WAU President Weymouth Spence. Spence said the experience was hugely significant in helping students develop the kinds of talent and perspectives that are essential to leadership "in an increasingly complicated and challenging world." He expressed pride that the 44 WAU students counted among 62,000 participants from 38 countries representing 7,300,000 project volunteer hours towards a common commitment.

The WAU program is one of more than 500 in the United States. Participating students use business concepts to develop community outreach projects, transform lives, and shape a better, more sustainable world. During this academic year, the WAU team organized eight projects in the Takoma Park community, including Job Quest, a partnership with Adventist Community Services of Greater Washington that provides job readiness training for unemployed residents.

The culmination of the program is an annual series of competitions that provide a showcase for teams to present the results of their projects and be evaluated by business leaders serving as judges. As a regional champion, the WAU team advanced to the 2013 Enactus U.S. National Exposition in Kansas City, Missouri, May 21-23.



LINCOLN AND LIBERAL EDUCATION

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

ABRAHAM LINCOLN REMAINS alive to us these days, in part because of the extraordinary performance by Daniel Day Lewis in the film *Lincoln*. In one thoughtful scene, Lincoln sits in a teletype office and wrestles with the question of human and racial equality and the awful institution of slavery. He harkens back to one of the great foundational texts of western civilization, Euclid's *Elements*, a beautiful book of elementary geometry written over 2,000 years ago.

In the film, Lincoln cites Euclid's first common notion: "Things which are equal to the same thing are equal to each other." He calls it true "because it works, always has done and always will do." And then he reminds us that Euclid called it "a self-evident truth," putting us in mind of another great work of civilization, America's own Declaration of Independence: "We hold these truths to be self-evident: that all men are created equal, that they are endowed by their creator with certain unalienable rights, and that among these are life, liberty, and the pursuit of happiness."

Lincoln, self-educated, a versatile and critical thinker, questioned prevailing assumptions of his day, and, in his search for truth, drew upon mathematical axioms as a storehouse of principles he might apply to his political philosophy. This is what liberally educated people do, people who are broadly and deeply educated in the great movements of history, in the foundational texts and fundamental insights of physics and philosophy, literature and biology, music and theology, sociology, and yes, mathematics—people who have acquired a kind of worldly wisdom that allows them to rise above and see behind the barriers to understanding and action, and take the imaginative leap that is often

necessary to solve a problem or find a solution. These are also the people who have developed the skills of listening attentively, speaking persuasively, arguing logically, and working collaboratively to bring an idea to fruition.

Lincoln was a practical man, a worldly politician, not just a theoretical thinker. Was it true, he must have asked himself, that the truths proclaimed in the Declaration were self-evident? And if self-evident, then why were they not universally recognized and slavery abolished? So the practical man in Lincoln must have come to the conclusion that if they were not self-evident or their self-evidence not sufficient, they would have to be proved—some four score and seven years after the writing of the Declaration. Thus, his Gettysburg Address changed the terms of the question from "holding a self-evident truth" to "dedicating oneself to a proposition" that all men are created equal. No longer an axiom of mathematical logic accessible to reason, this would become a proposition requiring proof in action, following an act of will, in a great civil war, dedicating thousands and thousands of lives in the interest of securing freedom for those who had been denied the right to claim equality under the law. And still more, Lincoln asked "that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion..."

This rhetorical change in our founding document represented a momentous re-founding of our nation, from one resting on an axiom of reason to one requiring our dedication to realizing the dream of equality through an act of liberation.

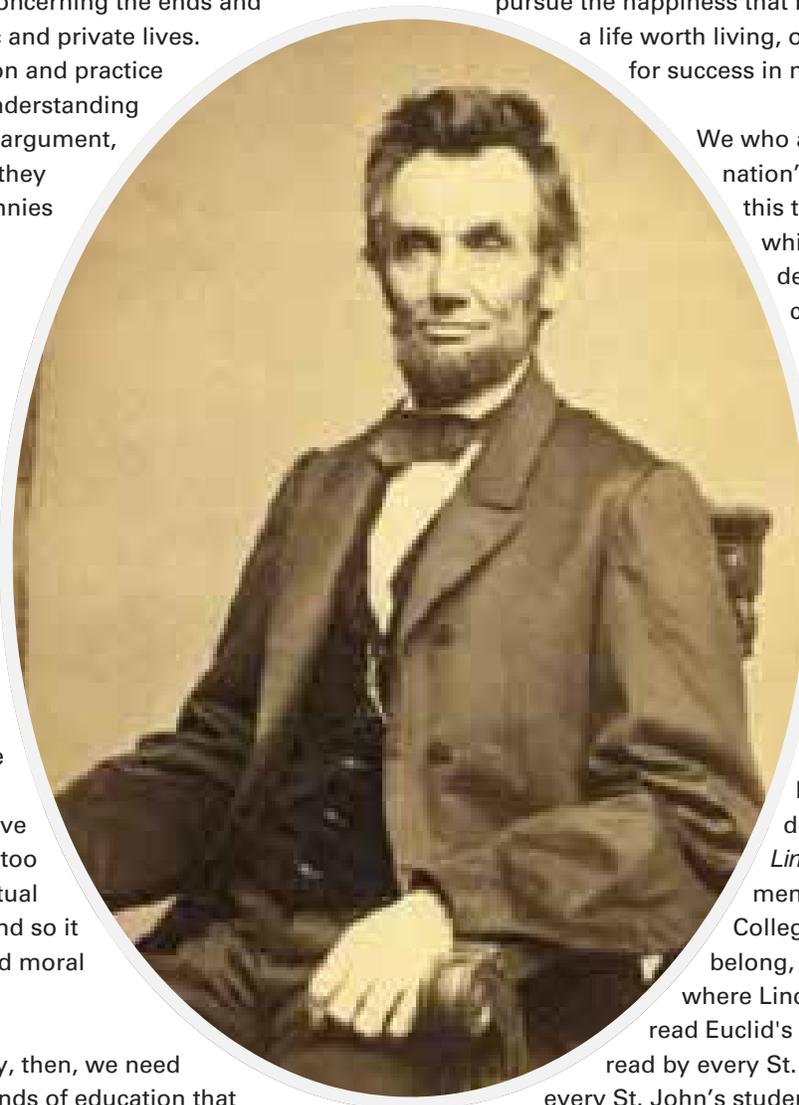
(Continued on page 9)

"It is our national duty to assure that each generation of citizens is well educated in the arts of freedom. . . ."

This commitment to liberation, to the principles of liberty, to freedom of speech and action, is what undergirds our nation. And it is our national duty to assure that each generation of citizens is well educated in the arts of freedom to protect them from attack and from atrophy. It ought to be the first concern of our schools, from pre-kindergarten through college, that our young acquire the freedom to make intelligent choices concerning the ends and means of both their public and private lives. This requires the cultivation and practice of the art of reason and understanding and discipline in analysis, argument, and interpretation so that they may be free from the tyrannies of unexamined opinions, current fashions, and inherited prejudices.

Our nation was founded on the idea that good government is grounded in its citizens' intellectual freedom; our strength depends upon this idea. Our economy is grounded in the notion of free enterprise; the freedom we have to test our ideas against the needs and demands of the community has helped build the prosperity we have enjoyed as a society. This too depends upon the intellectual freedom of our citizens. And so it is with our social order and moral character.

For the sake of our country, then, we need our citizens to have two kinds of education that are in a very healthy tension with one another: (1) an education in the political and intellectual foundations, including the economic, scientific, and social traditions and principles that have shaped our nation, and (2) an education in the arts needed to question and examine those very foundations and traditions in the light of reason, so that we may keep them vibrant and alive, and so that we may redefine and improve on them when we discover we have good cause. These are called the arts of freedom because they are grounded in the kind of free inquiry that helps us understand our world better and inspires in us a sense of wonder and longing to learn more.



Our nation's liberal arts colleges were established to help cultivate this freedom of intellect through examining the seminal texts that underlie and inform our understanding of the world, and through developing the arts of inquiry. These colleges are dedicated to cultivating the arts of freedom to develop the self-sufficiency that is fit for our republic—fit for a republic that champions the right of all of its citizens to pursue the happiness that belongs to them, for making a life worth living, one that brings opportunities for success in making a living too.

We who are responsible for our nation's liberal arts colleges take this to be our public trust, one to which we give a full measure of devotion. We serve the common good, and this in turn serves our nation well, keeping it strong and vibrant, able to undertake the challenges of tomorrow because it has a citizenry that has some understanding of the intellectual and moral virtues required and the strength of will to use them well—a fitting legacy of Abraham Lincoln.

I confess to taking special delight in the response to the *Lincoln* movie by many members of the St. John's College community to which I belong, celebrating that scene where Lincoln was shown to have read Euclid's *Elements*, a seminal book read by every St. John's student, just as every St. John's student later reads this country's founding documents and Lincoln's speeches. The spotlight shown by the film on all of these texts rightly justifies our calling them great and transformative, words that we apply to the liberal education they make possible.

*Christopher Nelson is a guest blog contributor for The Huffington Post. This article originally ran in The Huffington Post on March 28, 2013. St. John's College, with campuses in Annapolis and Santa Fe, is the third oldest in the nation. It is known for its distinctive curriculum in which students read and discuss great works of western civilization, including Euclid's *Elements* and our nation's founding documents.*

The Mount's Frederick Campus Expanding

WITH A MAIN CAMPUS FOUNDED in Emmitsburg in 1808, **Mount St. Mary's University** is expanding its presence and reach in the regional market since opening three classrooms in the I-270 Tech business park south of Frederick in 1999 to facilitate degree-completion for working adults. This year, the Mount is offering an expanded facility with 14 classrooms, including one large room for conferences, in the same business park, and sporting a newly designed exterior. Several programs and opportunities have driven this expansion.



Graduate classes quickly took root at the Frederick facility, and continue to contribute to its growth. The Bolte School of Business' MBA program, offered in accelerated eight-week evening sessions, saw significant growth as soon as classes were offered in Frederick. More recently, the Bolte School has added graduate certificate programs in project management, organizational development, and logistics and supply-chain management, driving enrollment growth and enhancing the MBA degree. A Masters in Health Administration, initiated in the fall of 2011, is now running four cohorts through its two-year program, and has attracted a new demographic to the University.

According to Joe Lebherz, Director of the Frederick Campus, "Last fall, we were seeing 400 students coming to class every week, Monday through Thursday evenings, and another 600 monthly for a variety of conferences." The addition of 12,000 square feet "gives us room to breathe and, more importantly, to grow," he added.

New programs will include an undergraduate degree-completion program in human services, a graduate certificate in government contracting, and Master degrees in Biotechnology & Management, as well as one in Liberal Studies.

New Washington College Partnership Fills Chestertown with Beautiful Music

THE NEWLY CREATED NATIONAL MUSIC FESTIVAL at **Washington College** brought scores of talented young musicians and their mentors to Chestertown for the first two weeks of June. Under a partnership agreement with Washington College, the Festival gains access to College resources, including rehearsal and performance spaces, musical instruments, and drama department equipment, plus use of campus facilities for recreation and fitness. In return, Washington College students have access to internships in concert-production and arts administration and can participate in select workshops, rehearsals, and master classes. The public benefits through high-quality performances—including open rehearsals and daily concerts—offered free or at minimal cost.

"It's a win-win for the College and the community," Washington College President Mitchell Reiss said when the partnership was announced. "The College has a robust music program with a faculty that is a constant source of new ideas and programs. This partnership can enhance their work and open doors for our students who want to hone their musical skills and learn arts management."

The Festival's executive director, Caitlin Patton, graduated magna cum laude from Washington College in 2005. Her husband, conductor Richard Rosenberg, is the festival's artistic director. Highlights of the 2013 festival included a full Festival Symphony Orchestra performance of *Peter and the Wolf* with narration by former NPR host Liane Hansen and a grand finale performance of Mahler's Symphony No. 2 featuring the Chester River Chorale, the Frederick Chorale, and the Singing City Chorus of Philadelphia.





GOING GREEN: Goucher College

GOUCHER COLLEGE KNOWS WHAT IT TAKES to maintain and promote a healthy environment: teamwork. Student initiatives and the implementation of Goucher's climate action plan, initiated by a pledge to the American College and University Presidents' Climate Commitment, are making the campus more sustainable.

For these reasons, among others, Goucher was one of only 21 colleges and universities nationwide named to the Princeton Review's Green Honor Roll. The College also was lauded for achieving a LEED Gold rating for its multi-use Athenaeum, spending 30 percent of the food budget on local/organic food, offering transportation alternatives, purchasing 100 percent of the school's energy from renewable resources, maintaining the campus grounds organically, offering an environmental studies major, requiring that all students study some aspect of sustainability, and conducting inventories of all greenhouse gas emissions on campus.

In fact, Goucher's most recent greenhouse gas inventory reported there has been a 3.8 percent reduction in greenhouse gases on campus since 2009 despite a 13 percent increase of space. In the same time frame, there has been a 16 percent reduction in natural gas and oil consumption for heating per square foot and a 19 percent reduction in electricity consumption for cooling per square foot.

Thanks to a grant from the Jesse Ball DuPont Fund, utility submetering for 13 buildings on campus is underway and will improve utility efficiency, reduce carbon emissions and energy costs, and increase awareness about environmental issues.

Dedicated members of the College's environmentally focused student clubs also pitch in, contributing to college policies and engaging their peers. Recently, the Goucher Energy Action Revolution (GEAR) sponsored a talk and workshop about using art as a tool of resistance and social justice. The Green House, a special-interest residence hall dedicated to environmentalism, organized the annual on-campus stream cleanup. Earthworks' members staged Goucher's Earth Day (and Night) celebration and peacefully marched in climate rallies in Washington, DC, throughout the semester. Additionally, the Campus Agriculture Co-op secured a grant that will allow students to stay on campus during the prime summer growing season to help Goucher's greenhouse and garden program provide more food for the college.

Much has been accomplished, and even more positive changes are ahead. Starting next school year, a \$25 per-student green fee will be collected and managed by the Goucher Environmental Sustainability Advisory Council to help fund additional green initiatives on campus, moving the College even closer to its environmental goals.

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New Report Commends McDaniel for its Commitment to Helping Low-Income Students

MCDANIEL COLLEGE IS AMONG THE BEST private liberal arts colleges nationwide making college more accessible and affordable for those with the greatest financial need, according to a report released by the New America Foundation.

The report singles out McDaniel as one of the colleges making extraordinary efforts to recruit, enroll, and financially assist low-income students. The study commends McDaniel for its support of deserving high-need students.

The Foundation's analysis considers data for the 2010-2011 academic year, the share of undergraduates receiving federal Pell Grants, as well as the average net price paid by students whose families earn \$30,000 or less. According to the report, 28 percent of McDaniel students received Pell Grants, and the average net price for low-income students was below \$10,000.

"Access is a hallmark of the College, and we continue to attract the best and brightest students regardless of their financial circumstances," said McDaniel College President Roger Casey.

McDaniel College, recognized nationally among "40 Colleges that Change Lives" and U.S. News top-tier liberal arts colleges, is a four-year private college of the liberal arts and sciences offering more than 70 undergraduate programs of study.