

MICUA *Matters*

The newsletter of the Maryland Independent College and University Association

Project Hermes: New Horizons in Satellite Communications at Capitol College

SUPPOSE IT WERE POSSIBLE for a seismologist to open a mobile phone app and command a satellite to take pictures of an earthquake in progress many miles away. Such scenarios could become a reality in the future, as a result of new approaches to satellite communications being pioneered at **Capitol College** by astronautical engineering professor Risabh Maharaja and a team of students.

Their endeavor, dubbed Project Hermes (“High Elevation Remote Messenger”), aims to develop a system that uses TCP-IP—the same protocol used on the internet—to communicate and control high-altitude payloads. Such an approach allows for web-based telemetry and command systems; any device that can connect to the internet can be used.

In April and May, the concept was tested during two high-altitude balloon flights supported by the University of Maryland Space Systems Laboratory, with funding from the Maryland Space Grant Consortium. The team’s next milestone will be to conduct tests at suborbital levels, to see if the system works at the altitude reached by Alan Shepard during his historic 1961 flight. Eventually, the research will move from balloon launches to actual satellites.

On-demand, real-time interaction with satellites has a wide range of potential applications, not only in science but in fields such as aviation, according to Maharaja. At NASA, he said, mission operations currently have to wait for a satellite to come within view of their own ground or relay satellites in order to communicate or receive data. “But if they use our Capitol College research, they could maintain communication using commercial satellites with ordinary internet TCP/IP, with potentially higher bandwidth and quicker response times than conventional methods,” he said.

Such capabilities could help fix holes in airline security of the kind highlighted by the March disappearance of a Malaysian jetliner bound for Beijing. Malaysia Airlines Flight 370’s transponder went offline less than an hour after takeoff, and the airline subsequently flew out of radar range. Although it is thought to have crashed in the southern Indian Ocean, not a shred of wreckage has been found to this date.



MEMBERS

Capitol College

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary’s University

Notre Dame of Maryland University

St. John’s College

Sojourner-Douglass College

Stevenson University

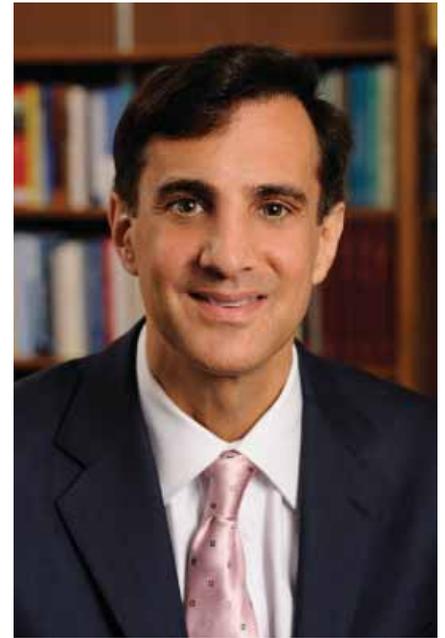
Washington Adventist University

Washington College

AFFILIATE MEMBERS

Ner Israel Rabbinical College

St. Mary’s Seminary & University



Above and next page: the Baltimore City Anchor Plan logo, Notre Dame of Maryland President Joan Develin Coley, Johns Hopkins President Ronald Daniels, MICA President Fred Lazarus IV, and Loyola President Rev. Brian Linnane, S.J.

Four MICUA Members Sign Mayor's Anchor Plan

BALTIMORE CITY MAYOR STEPHANIE RAWLINGS BLAKE recently signed an agreement with several anchor institutions, including four MICUA colleges and universities, to support mutually beneficial goals for improving City neighborhoods. The anchor institutions pledged to work collaboratively with the City and invest in communities surrounding their campuses. The following commentary by presidents Joan Develin Coley; Ronald Daniels; Fred Lazarus IV; and Rev. Brian Linnane, S.J.; appeared in the *Baltimore Sun* on June 25, 2014.

* * *

When Baltimore's government, colleges, businesses, nonprofits, arts institutions, and citizens work together, the City's future comes into more distinct focus. It is a future where creativity and innovation are competitive advantages, where our culture and affordability make it one of the greatest places to live and work, and where residents can think of no place they would rather call home.

For years, the City's independent colleges have been working to leverage the energy of our students, the talent of our faculty, and the growth of our institutions to make the surrounding communities more vibrant and safe and to ensure that the children and residents of those neighborhoods have access to the phenomenal learning and collaboration experiences occurring on our campuses. We welcome Mayor Stephanie Rawlings-Blake's Anchor strategy initiative, to be announced Wednesday. It includes partnership agreements between major Baltimore higher education and medical institutions and the City government to advance economic development in various communities through increased cooperation relating to the four priority areas of public safety, local hiring, local purchasing, and quality of life issues that affect us all. It is everyone's responsibility to actively and aggressively take action to build upon the Baltimore we love and to create the Baltimore we envision.

Baltimore's independent colleges attract some of the world's brightest and most creative students, faculty, and researchers—creating a culture of inventiveness that rivals any on

the planet. As we continue to grow, we have looked for opportunities to invest in the City's forward progress as a world-class city. The Johns Hopkins University, for example, has partnered with the City, State, and Annie E. Casey Foundation to invest \$1.8 billion in East Baltimore over 20 years. The aim is to create a revitalized mixed-income neighborhood where new housing, retail, dining, public education, and child care facilities, supported by science and technology jobs, supplant largely abandoned housing, high crime and infant mortality rates, and a poverty rate twice the City's average. The University's similarly focused \$10 million Homewood Community Partners Initiative will reinforce neighborhoods in Central Baltimore.

Likewise, Loyola University Maryland's York Road Initiative will enhance education, youth development, and enterprise in the area by leveraging academic programs to provide business acceleration, tutoring, speech-language pathology, and audiology services to underserved populations and move administrative personnel into previously abandoned buildings. Loyola joins Notre Dame of Maryland University, which for years has provided health and education services in the York Road area and last year saw its faculty, staff, administrators, and students volunteer more than 100,000 hours in service learning partnerships with more than 40 community-based organizations.

Maryland Institute College of Art (MICA), which helped launch college-based community engagement more than 30 years ago, has pushed its students to use art and design as tools to foster positive change. And the College has invested millions of dollars in establishing living and learning facilities on North Avenue, helping to transform the previously abandoned and blighted area into the Station North Arts and Entertainment District, named one of the nation's 10 best arts districts earlier this year by USA Today. MICA and Johns Hopkins have partnered with the Maryland Film Festival on a \$17 million project to rejuvenate Station North's Parkway

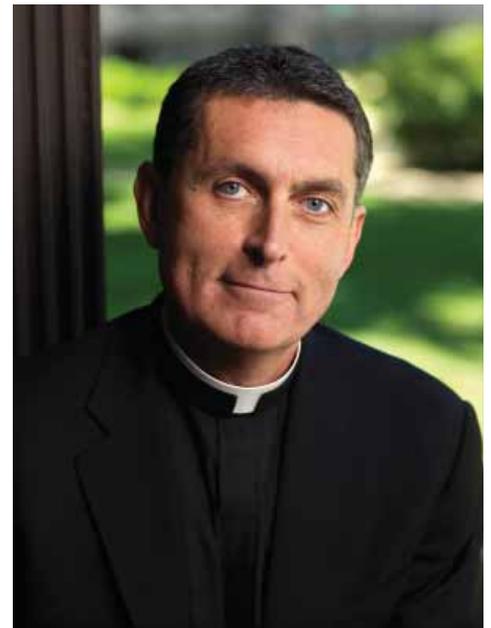
Theater and create a hub for filmmaking in the State as new film programs are launched at both schools.

The example set by the independent colleges shows how impactful we can be when social engagement is purposeful, strategic, and all-encompassing. Not only are we using our physical growth as multibillion dollar investments in the City's economy, our faculty and students have also taken the initiative to foster positive change in almost every area of need—volunteering at homeless shelters, providing mentoring and tutoring to children from challenged neighborhoods, offering free clinical services, working to rehabilitate prisoners, and providing novel solutions to challenges ranging from poverty to obesity to teenage pregnancy.

Of our more than 10,000 spring graduates who came here from all over the world, we know that more than a third plan to stay in the Baltimore area, infusing a wide range of well trained professional expertise into the economy and social structure—launching new companies and industries around their academic training, one-of-a-kind artistic productions, and cutting edge research conducted in the City. As we continue to look for additional ways to support the communities we live in, we hope that others will follow our lead.

To paraphrase a former president, there is nothing wrong with Baltimore that cannot be fixed by what is right with Baltimore. We are proud to partner with the mayor to move the City forward.

Joan Develin Coley is President of Notre Dame of Maryland University; Ronald Daniels is President of Johns Hopkins University; Fred Lazarus IV is President of Maryland Institute College of Art; and Rev. Brian Linnane is President of Loyola University Maryland.



Maryland Competitiveness Coalition Outlines Future Plans

FOR THE PAST TWO YEARS, influential business leaders, community organizations, and government officials throughout the State have collaborated on a new effort to rapidly accelerate Maryland's private sector job growth. Convened by the Maryland Chamber of Commerce, the Maryland Competitiveness Coalition consists of 60 organizational partners who believe now is the time to accelerate the State's reputation as a national and global leader in innovation, technology, and entrepreneurship. **MICUA, Johns Hopkins University, and Stevenson University** are all partner organizations in the coalition.

In March, the Coalition released its action plan for Maryland's future. The goal is to focus State, local, and business resources on creating more high-paying jobs in each region of the State, including:

- Relocation of the FBI to Prince George's County;
- A national showcase of next-generation manufacturing at Sparrows Point and rapid expansion of globally competitive manufacturing across the State;
- Increased biotech development in Montgomery and Frederick Counties;
- Dramatically expanded cybersecurity growth for the commercial marketplace in central Maryland;
- Clean energy technology throughout the State;
- Next-generation unmanned aircraft development in southern Maryland; and
- Space and agricultural technologies on the Eastern Shore.

In addition, the Coalition aims to change tax and regulatory policies that inhibit private sector job growth; improve coordination and communications between educational institutions and employers to ensure workforce readiness in the ever-expanding global marketplace; and increase connections among incubators, higher education institutions, employers, and venture capital opportunities to spur world-class innovation, technology, and entrepreneurship.



MARYLAND
COMPETITIVENESS
COALITION



Loyola among 10 Schools to Reduce Most Electricity Consumption in National Conservation Competition

LOYOLA UNIVERSITY MARYLAND FINISHED IN THE TOP 10 of more than 100 schools in North America that competed in Campus Conservation Nationals 2014 (CCN), the world's largest electricity and water reduction competition program for colleges and universities.

Loyola saved more than 130,000 kilowatt-hours of electricity in its residence halls over just three weeks during the CCN monitoring period from March to April. The reduction is equivalent to the annual greenhouse gas emissions from 18.9 passenger vehicles or the CO2 emissions from 96,361 pounds of coal burned. To save energy, Loyola students used less hot water, unplugged appliances when not in use, shut off lights, and turned off HVAC units in nice weather.

Students participated in CCN through the Loyola Unplugged initiative, a mini electricity conservation competition among residence halls organized by the facilities department. Claver Hall reduced its average consumption by more than 55 percent to take first place, followed by Tantallion Court and Gallagher Court. The prize for Claver residents was a pizza party and sustainability T-shirts. In addition, Loyola won two real-time building electricity-monitoring dashboards in a random drawing. Only the top 10 schools were entered to win.

"The dashboards are incredibly valuable because we'll be able to identify peak times for energy usage, which will help us determine how to reduce and ultimately save on energy costs," said Elle Everhart, a program assistant in the facilities department who ran the Loyola Unplugged initiative and entered Loyola into CCN.

The competition is in its fourth year and this is the first year Loyola has competed. The contest names the top 10 schools with the greatest overall percent in reduction of electricity during the competition window, but does not rank schools individually. Loyola is the only Maryland institution and the only Jesuit institution to make the top 10.

STRENGTHENING THE STEM EDUCATION PIPELINE

The Contributions of Independent Colleges & Universities

MARYLAND READY, the State plan for postsecondary education, identifies science, technology, engineering, and mathematics (STEM) education as an area of high need in Maryland and calls on the State's colleges and universities to attract, retain, and graduate a more diverse population in these disciplines. Maryland's competitiveness in the global economy is increasingly dependent on STEM education. High-skilled workers are critical to many prominent Maryland industries, such as biotechnology, telecommunications, aerospace, cybersecurity, defense, and others. Technological innovation and scientific discoveries are vital to sustaining these industries and attracting new businesses.

In recent years, Maryland's colleges and universities have made some progress. STEM degrees conferred by Maryland's independent colleges and universities have increased dramatically over the past five years—27 percent for bachelor's degrees, 50 percent for master's degrees, and 48 percent for doctoral degrees. In June, the U.S. Chamber of Commerce Foundation released its annual *Enterprising States* study, which ranked Maryland first in the nation for its high STEM concentration and academic research development activity. Moreover, Maryland continues to lead the nation in technology and entrepreneurship.

Not surprisingly, The Johns Hopkins University confers the most STEM degrees of the MICUA member institutions. However, Maryland's smaller independent institutions serve an important role in preparing students for success in the STEM fields. A study released by the Council of Independent Colleges (CIC) in March reports small and mid-sized independent colleges and universities, as a sector, perform better than public institutions in students' persistence and undergraduate degree completion rates in STEM fields. Graduates of small and mid-sized independent institutions also perform substantially better on the time-to-degree metric and are more likely to plan to attend graduate school.

It is easy to understand the structural reasons why smaller institutions succeed in this arena. Overall, attrition at large state universities is much higher than at small colleges, and the gap between large universities and small colleges in attrition rates is even larger in science courses than it is in other fields. Students at small and mid-sized independent colleges and universities are usually more engaged in effective educational practices and reported making greater strides in their learning and development (CIC).

Read on to learn just a few of the ways Maryland's independent colleges and universities are promoting STEM.

2,975



STEM degrees conferred by MICUA institutions in fiscal 2012

47%



Of all master's and doctoral-level STEM degrees awarded by a Maryland 4-year institution are conferred by MICUA members

27%

Increase in STEM bachelor's degrees conferred by MICUA members over the past five years

50%

Increase in STEM master's degrees conferred by MICUA members over the past five years

48%

Increase in STEM doctoral degrees conferred by MICUA members over the past five years



Capitol College

Providing a practical, career-ready education in STEM fields is a central focus at Capitol, which specializes in engineering, computer science, information technology, and business. Programs are available at the bachelor's, master's, and doctoral levels.

Since its inception in 1927, Capitol has stressed the importance of hands-on learning, offering students lab opportunities from day one. The College's Cyber Battle Lab, launched in 2010 with the aid of a BRAC Higher Education Grant, is one of the State's premier facilities for exploring the complex and quickly evolving world of cybersecurity. Meanwhile, Capitol's Aerospace Research Lab is home to an exciting array of student-led projects in fields such as space debris cleanup and satellite tracking.

Meanwhile, budding engineers at Capitol go beyond theory to practical applications, engaging in projects that present challenges similar to those they will encounter in real-world situations. At an Institute of Electronics and Electrical Engineers student conference in April, Capitol students demonstrated their knowhow by placing first in a circuit-building competition.

Goucher College

Goucher's undergraduate academic programs include STEM subjects such as astronomy, biochemistry and molecular biology, biological sciences, chemistry, computer science, environmental studies, mathematics, and physics. Additionally, students may choose area concentrations such as pre-medical, pre-veterinary, and pre-dental studies. Regardless of the discipline, many STEM programs at Goucher give students the opportunity to conduct research in lab courses and engage in collaborative research with faculty during the school year and over the summer.

Goucher also has established a 3/2 Science and Engineering Program with Johns Hopkins University and a 3/2 Physics and Engineering Program with Columbia University. Through both programs, students earn a B.A. from Goucher and a B.S. from the partner university. Additionally, Goucher's Robert S. Welch Center for Graduate and Professional Studies offers a Post-Baccalaureate Premed Program from which 99.7 percent of graduates are accepted into U.S. medical schools.



Hood College

In fall 2013, Hood College launched a writing-intensive first-year seminar, "Science in Art and Archaeology," and linked it to a new yearlong living-learning community, "Science Behind the Scenes." In the seminar, students 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.

Students in the living-learning community devise projects that explore how science and math intersect with our everyday world. All live together in a residence hall and work closely in a supportive environment under the guidance of two faculty advisers.

Through a Maryland State Department of Education grant, Hood's education department has a new program with its partner schools in Frederick County where Hood students intern. The program equips 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. Hood offers a 15-credit certificate in elementary STEM education and a 36-credit graduate elementary science/mathematics concentration within its master's degree in curriculum and instruction.

Johns Hopkins University

The Johns Hopkins University is focused on keeping students in STEM fields through improved teaching in “gateway” science courses, the introductory classes that lead to more advanced study in science and engineering. Many of these courses traditionally are offered in massive lectures, accompanied by large lab sections with relatively little direct interaction between teacher and student. The University’s Gateway Sciences Initiative looks for effective “active learning” alternatives.

One introductory biology class, for instance, has been recast as “Phage Hunting,” in which students work together to sequence the genome of never-before identified bacteriophages that they discover by digging on campus. The University has so far invested more than \$2 million in seed money for experimental courses like this, seeking to test and prove alternative teaching approaches that work.

Johns Hopkins also supports a number of programs that fund original research projects for undergraduate students. The Provost’s Undergraduate Research Awards, for example, have funded nearly 1,000 students in 21 years. Last year’s projects included student-designed voice-activated controls for an imaging system being developed for brain surgeons.



Loyola University Maryland

Recognizing that theory and practice prepare STEM students for success in graduate school and careers, Loyola University Maryland is expanding its established initiatives to help STEM students get substantive work experience through internships in government, higher education, and the private sector.

Loyola offers numerous opportunities for STEM undergraduate students to conduct research during the academic year. In addition, the Hauber Fellowship Program awards \$5,000 stipends to talented math, science, and engineering undergraduate students who wish to work alongside expert faculty pursuing independent summer research in the sciences.

In accordance with Loyola’s Jesuit mission, all undergraduates are enriched by an academically rigorous core curriculum with courses emphasizing critical thinking, writing, communication, ethics, and community. All Loyola students participate in Loyola’s high-quality living learning experience. Loyola is a national leader in the number of STEM students who study abroad, boasting its own program for STEM students in Newcastle, England. STEM students also have the option to pursue interdisciplinary and dual degree programs.

McDaniel College

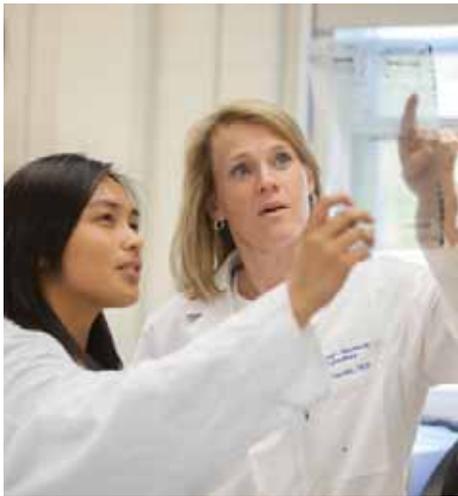
Graduate and Professional Studies at McDaniel College—in partnership with Carroll County Public Schools (CCPS) and The National Institute of Aerospace’s Center for Integrative STEM Education (NIA-CISE)—developed the Elementary STEM Education graduate program to enhance the capacity of CCPS teachers. The program aims to develop teacher leaders who can enhance STEM-literacy in their students.

STEM-literate students have foundational knowledge in science, technology, engineering, and mathematics and an understanding of the integration of each STEM content area within STEM and among traditional school disciplines (English language arts, world languages, history, social studies, health and physical education, the visual and performing arts, etc).

McDaniel is seeking Maryland State Department of Education Elementary STEM endorsement in order that completers of the program receive MSDE advanced teaching certification. The program will be offered to all teachers in McDaniel’s service range, thus increasing capacity of elementary STEM teachers around the State.



Photo courtesy of NIA-CISE



Notre Dame of Maryland University

As Maryland’s women’s university, Notre Dame of Maryland University educates women for challenging and rewarding STEM careers. Their mission, to “educate women as leaders to transform the world,” strongly complements the nation’s need to provide more mathematicians, scientists, engineers, and computer information specialists who can combine their technical skills with a heartfelt commitment to improve the lives of their respective communities.

Mount St. Mary’s University

Mount professors accelerate learning by putting students in the role of researcher or designer and asking them to apply their knowledge and skills to solve a problem or answer a question. Students not only reinforce their knowledge of the material, but also learn how knowledge in STEM fields is obtained and, most importantly, how to obtain it themselves.

Each department in the School of Natural Science and Mathematics has its own version of learning by doing. Math students solve problems in small groups, and present their answers to the class. Biology students employ the scientific method in experiments throughout the curriculum. Psychology majors are required to design, conduct, and present an independent research project.

Using these approaches, students not only learn the concepts but also procedures, techniques, communication skills, the ability to collaborate, and, hopefully, the love of learning. They are taught not just to know science and mathematics, but to be scientists and mathematicians.

Countless math and science alumnae have gone on to make great strides as scientists, engineers, researchers, nurses, and teachers. With a solid liberal arts foundation, the University offers majors in biology, chemistry, physics, mathematics, engineering, and computer information systems. The schools of Nursing and Pharmacy train compassionate and skilled health care practitioners who see service to the community as a vital part of their vocation.



St. John’s College

At St. John’s, students study the original works of some of the world’s greatest writers and thinkers—from Homer, Plato, and Euclid to Nietzsche, Dostoevsky, and Einstein—and cultivate intellectual strength and imaginative vigor. More than half of the College’s interdisciplinary curriculum includes mathematics and science; students learn the arts of careful observation and experimentation, and consider original, seminal works of science and mathematics by thinkers such as Euclid, Copernicus, Einstein, and Newton. St. John’s College graduates excel in careers in fields such as engineering, mathematics, medicine, computer science, and astronomy.

St. John’s College welcomes high school students to its Summer Academy (July 13-19 and July 20-16) to explore distinctive offerings, from lab science and literature to logic. At Mission Discovery (July 28-August 1), high school students join NASA scientists, astronauts, and engineers for an inspiring, hands-on experience to learn about space. The College’s Annapolis campus is one of several locations where this program, offered through a partnership with the International Space School Education Trust, is being offered.

Stevenson University

In addition to eight STEM-focused bachelor's programs (Applied Mathematics, Biochemistry, Biology, Biotechnology, Chemistry, Environmental Science, Medical Technology, and Nursing) offered by Stevenson's School of the Sciences, the University has been active in promoting STEM education for Maryland's and the nation's next generation of students through its Project Lead The Way® (PLTW) Summer Training Institute in Biomedical Sciences. Stevenson was selected by the Maryland State Department of Education in 2007 as Maryland's University Affiliate for the PLTW® Biomedical Sciences program. For the past seven years, the Summer Training Institute has prepared hundreds of secondary school science teachers in the use of new approaches, techniques, and methods for engaging middle and high school students in learning about biomedical sciences and careers in biomedical fields.

In addition, Stevenson's School of Graduate and Professional Studies recently introduced a Master of Arts in Teaching (M.A.T.) in Secondary Biology, Chemistry, or Mathematics with a STEM focus. The program is designed for career changers and recent science and math baccalaureate degree graduates who have a desire to inspire and empower a new generation of learners in these fields.



Washington College

Highlights of Washington College's STEM-based programs include a new Inductively Coupled Plasma Mass Spectrometry (ICP-MS) Laboratory that supports research across multiple disciplines, a new bachelor of science in environmental science, and a new initiative in watershed monitoring that scientists believe will become a national model. Vigorous programs in pre-med, physics, chemistry, biology, and psychology, among others, offer students graduate-level STEM-based research opportunities on and off campus.

Recognizing the importance of STEM before college, Washington College has initiated programs for K-12 students and teachers. For example, the College's Geographic Information Systems (GIS) Lab and Education Department are partnering to implement a four-year, \$76,250 State Department of Education grant to introduce elementary school students to GIS. And, as part of the new Chester River Watershed Observatory, the College's Center for Environment & Society is helping incorporate STEM curricula and technologies in local public schools where students and teachers gather and analyze data about the river and its watershed.

Washington Adventist University

Washington Adventist University (WAU) currently offers programs in biology; chemistry; computer science; health, wellness, and physical education; mathematics; medical laboratory science; nursing; and radiologic technology. Students in these programs participate in internships at local biotechnology firms and attend national conferences.

This year, WAU is starting a chapter of HOSA—Future Health Professionals to better support the educational experience of students interested in such programs as medicine and dentistry. In addition, WAU is the recipient of a \$55,000 grant from the Maryland Higher Education Commission. The grant entitled "STEM University (STEM U)" is designed to ensure academic success and improve the academic standing of low-income, underrepresented and at-risk students in STEM gateway courses. The program provides academic tutoring, instructional services, career guidance, academic planning, peer mentoring, and a STEM residential learning community. The goal of STEM U is to ensure that all participants will persist in their STEM courses and be prepared for the STEM workforce.



Notre Dame of Maryland University Announces Marylou Yam as its 14th President

DR. MARYLOU YAM BECAME PRESIDENT of **Notre Dame of Maryland University** on July 1, 2014—the institution’s 14th President in its 119-year history. Yam joins the Notre Dame community from Saint Peter’s University, a Catholic Jesuit liberal arts institution in Jersey City, N.J., where she most recently served as Provost and Vice President for Academic Affairs.

As the first woman in the history of Saint Peter’s to serve as Dean of its College of Arts and Sciences and School of Business Administration, and as a nationally recognized researcher on victims of domestic abuse, Yam exemplifies Notre Dame’s mission of preparing leaders to transform the world and its active and longstanding commitment to social responsibility. Yam is former Associate Dean of Nursing for Saint Peter’s University and throughout her career has been a staunch and vocal advocate for the essential role of a liberal arts foundation in professional education.

Last year Notre Dame students contributed more than 100,000 hours of service and support to the under-served in the greater Baltimore community and beyond. Notre Dame’s School of Pharmacy has been recognized for its AdvoCaring program, in which students partner with one of 12 community-based organizations for patient care experiences and experiential learning. In the program’s first three years, students have performed more than 11,000 hours of service. Program organizers, Drs. Nicole Culhane and Michelle Fritsch, were named Healthcare Heroes by the Maryland Daily Record.

“I am honored to be selected to serve an institution that truly lives its mission every day,” said Yam. “I look forward to joining the Notre Dame community and to continuing the institution’s tradition of bold decision-making to reinforce its leadership position locally, regionally, and nationally.”

Yam joined Saint Peter’s College in 1989 as an instructor in the Nursing department. In 1997, she became Director of the Master of Science in Nursing program and, in 2000, the Chairperson of the Nursing department. A year later, she was named Associate Dean of Nursing and was promoted to full professor in 2004. In 2006, she was appointed Academic Dean of the College of Arts and Sciences and School of Business Administration.

A leader in program development, Yam played a key role in the expansion of Saint Peter’s from a college to a university and was instrumental in the establishment of its first two doctoral programs and its Schools of Nursing and Education. She created the university’s Center for Global Learning and launched the English Language Learning and Culture Acquisition Center.

Yam began her career as a nurse and a nursing educator and remains a licensed registered nurse. Yam’s commitment to the education and preparation of health care professionals comes at particularly fortuitous moment in Notre Dame’s history of preparing thousands of nurses and a growing number of pharmacists who serve regionally, nationally, and internationally.

Yam earned a Bachelor of Science in Nursing in 1981 from Mercy College and M.A. and Ed.M. degrees in Nursing Education from Teachers College, Columbia University. In 1993, she earned a Ph.D. from Adelphi University, writing her dissertation on a model of how nurses can best care for battered women in emergency room settings. In 2002, she was awarded a post-doctoral fellowship at The Johns Hopkins University, where her work focused on improving care to women who have experienced partner abuse.





Goucher College Announces José Antonio Bowen as Incoming President

JOSÉ ANTONIO BOWEN—A NATIONAL AWARD-WINNING educator and author of *Teaching Naked*—became **Goucher College's** 11th president on July 1, 2014. Bowen came to Goucher from Southern Methodist University's (SMU) Meadows School of the Arts, where he served as the dean, professor of music, and the Algur H. Meadows Chair. Bowen succeeds Sanford Ungar, who became Goucher's 10th president in July 2001 and stepped down on June 30.

"Goucher College is a paragon of the liberal arts and sciences tradition, but it also is a place that has boldly embraced big, new ideas in education, such as its comprehensive study abroad requirement. Goucher truly is in a strong position, thanks to Sandy Ungar's vision and leadership." Bowen said. "I have been an outspoken advocate for innovation in higher education, and I am excited about using the framework of interdisciplinary education not only to transform individual students' lives, but to help change the way people think about value and uses of the liberal arts."

In 1982, Bowen began his teaching career at Stanford University as the director of jazz ensembles. In 1994, he became the founding director of the Centre for the History and Analysis of Recorded Music at the University of Southampton, England. He returned to the United States in 1999 as the first holder of the endowed Caestecker Chair of Music at Georgetown University, where he created and directed a department of performing arts. He was dean of fine arts at Miami University before moving to SMU in Dallas.

Bowen has been a pioneer in educational technology and active learning, encouraging professors to devote class time to increasing the complexity of student mental models through discussion and debate, rather than only providing content through lectures. He has asserted that technology is

better used outside the classroom to provide students with first contact to material, through podcasts, games, or other online material; opportunities to connect on social media; and diagnostic online exams that can improve preparation for class and provide immediate feedback to both students and faculty. This approach makes more time for active "naked" high-impact, face-to-face contact between faculty and students.

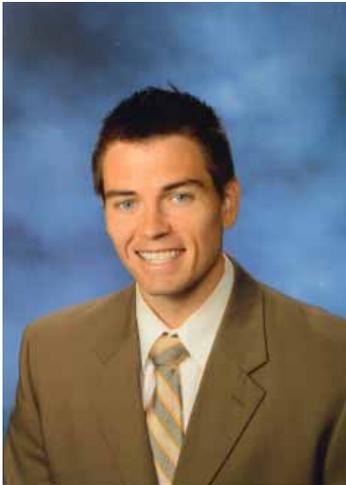
His book *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning* recently won the Ness Award from the American Association of Colleges and Universities as the "book that best illuminates the goals and practices of a contemporary liberal education." It has been featured in *The Wall Street Journal*, *Newsweek*, *USA Today*, *U.S. News & World Report*, and on NPR.

Bowen also has spent 35 years as a jazz musician and has appeared in Europe, Asia, Africa, the Middle East, and the United States with performers such as Stan Getz, Dizzy Gillespie, Bobby McFerrin, Dave Brubeck, and Liberace. He has written a symphony, which was nominated for the Pulitzer Prize in Music; a film score; and music for Hubert Laws, Jerry Garcia, and many others.

He is a founding board member of the National Recording Preservation Board for the Library of Congress and a Fellow of the Royal Society of Arts in England.

Bowen holds four degrees from Stanford University: a Bachelor of Science in chemistry, a Master of Arts in music composition, a Master of Arts in humanities, and a joint doctorate in musicology and humanities. Stanford honored him as a Distinguished Alumni Scholar in 2010.

Goucher Graduate Sean McComb Named 2014 National Teacher of the Year



Sean McComb

SEAN MCCOMB, A 2013 GRADUATE of **Goucher College's** Professional Development Certificate program, was named the 2014 National Teacher of the Year. He teaches English at Patapsco High School & Center for the Arts, one of Goucher's professional development schools. President Barack Obama introduced McComb as the 64th National Teacher of the Year during a White House ceremony on May 1.

McComb, 30, was one of four finalists for becoming the nation's top teacher after being named Maryland's Teacher of the Year last October and Baltimore County's Teacher of the Year on May 6 last year. As National Teacher of the Year, McComb will take a leave from teaching and will spend next year travelling the nation and the world representing and advocating for public school teachers at more than 150 events.

A native of King of Prussia, Pennsylvania, McComb came to Baltimore County Public Schools in 2006. In addition to serving as an English teacher at Patapsco High School in Dundalk, in 2007, he became the school's coordinator of the Advancement Via Individual Determination (AVID) program, which teaches middle-of-the-road students study skills that enable them to take Advanced Placement and other upper-level classes in high school to prepare them for college.

In addition to teaching AVID, he serves as a staff development teacher at Patapsco, where he helps to coordinate professional training activities and nurture teacher growth. He has also coached tennis and track at Patapsco, and in 2012, he visited China as part of the Baltimore County school system's cultural exchange program. McComb has also served as a curriculum writer for the school system and is an adjunct teacher at Towson University.

Nine MICUA Alumni Named Teachers of the Year

EACH YEAR, BALTIMORE CITY AND MARYLAND'S 23 counties honor the best public school teachers in their districts with the coveted title: Teacher of the Year. Nine MICUA-trained teachers earned this year's awards, a testament to the quality of education at a Maryland independent institution. Winners include students and alumni from **Hood College, Johns Hopkins University, McDaniel College, Notre Dame of Maryland University, and Washington College.**

- ANNE CROSS: Gunpowder Elementary School—Baltimore County (Notre Dame of Maryland University)
- LAURA COLLINS: Plum Point Middle School—Calvert County (Notre Dame of Maryland University)
- NICOLE HEINLEIN: Carrolltowne Elementary School—Carroll County (McDaniel College)
- KELLY O'HARA: Elkton High School—Cecil County (McDaniel College)
- THOMAS (TREY) MILLS: Cambridge-South Dorchester High School—Dorchester County (Washington College)
- ERIN DOOLITTLE: Hillcrest Elementary School—Frederick County (Hood College)
- JODY ZEPP: Hammond High School—Howard County (McDaniel College)
- JANE LINDSAY: John Poole Middle School—Montgomery County (Johns Hopkins University)
- KATHLEEN REINEKE: Oakville Elementary School—St. Mary's County (Notre Dame of Maryland University)



Left to right: Gina Maestro Smith, Partner at Pepper Hamilton; Leslie Gomez, Partner at Pepper Hamilton; and Jeff Kelly, Dean of Students at Stevenson University

MICUA Hosts Forum on Clery Act, Title IX, and Violence Against Women Act

MICUA HOSTED A FORUM FOR CAMPUS PERSONNEL on compliance with federal laws and regulations related to the Clery Act, Title IX, and the Violence Against Women Act on March 24 at the Owings Mills campus of **Stevenson University**. The purpose of this Forum was to gain a better understanding of the responsibilities colleges have in providing a safe and secure educational environment and their obligations related to prevention, investigation, evaluation, and adjudication of sexual misconduct allegations.

Gina Maisto Smith and Leslie Gomez, partners with Pepper Hamilton, LLP, presented "Ignore at Your Own Peril: Title IX and the Clery Act." Smith and Gomez have developed a national practice focused on the institutional response to sexual misconduct. Prior to going into private practice, Smith and Gomez served at the Philadelphia District Attorney's office and oversaw the investigations of sex crimes and child abuse.

Following their presentation, Alison Kiss, Executive Director of the Clery Center for Security on Campus, and Samantha Koch, Director of Development at the Center, discussed implementation strategies, including a new program developed to assist colleges in complying with the Clery Act and other federal laws and regulations related to sexual misconduct. Recently, 29 independent colleges and universities in Pennsylvania implemented the Clery compliance program.

The Forum was attended by nearly 80 participants from member campuses as well as several institutions in the Washington, D.C. area, St. Mary's College, and the U.S. Naval Academy. Attendees included student affairs personnel, public safety officers, legal counselors, human resource directors, and Title IX coordinators.

Washington College Senior Wins Sophie Kerr Prize with Poems, Thesis on Yeats

A STUDENT-POET WHO GREW UP ON MARYLAND'S Eastern Shore received \$61,382 as winner of the nation's largest undergraduate literary award, the Sophie Kerr Prize, at **Washington College**. Alexander Stinton, a native of Wittman, Md., was named the winner of the 47th Prize at a public event honoring him and four other finalists on May 13, at Baltimore's Enoch Pratt Free Library.

The Sophie Kerr Prize is awarded each year to the Washington College senior who shows the most "ability and promise for future fulfillment in the field of literary endeavor." Stinton, an English major with a minor in Creative Writing, was inducted into the English honor society Sigma Tau Delta and won the 2014 Jude and Miriam Pfister Poetry Prize, which is awarded for a single poem. His Sophie Kerr portfolio included fourteen poems and an excerpt from his senior thesis, "The Eternal in the Poetry of W.B. Yeats."

At the announcement event in Baltimore, renowned poet Mary Jo Salter, co-chair of the Writing Seminars at Johns Hopkins University, delivered keynote remarks. As stipulated by benefactor Sophie Kerr's will, Stinton received the Prize check during Washington College's 231st commencement on May 17.

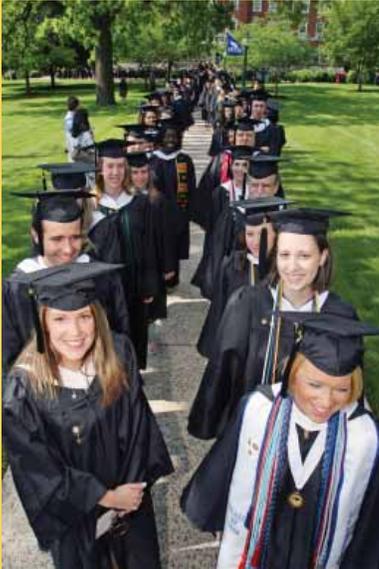
The Sophie Kerr Prize was established by a posthumous gift from Kerr, a prolific writer who grew up in Denton, Md., and built a successful publishing career in New York City. She was managing editor of *Woman's Home Companion* magazine and authored 23 novels and hundreds of short stories before her death in 1965.



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Maryland Independent College and
University Association

*MICUA Matters is published by
the Maryland Independent College
and University Association.*

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City of Annapolis Recognizes St. John's College Student

A DAY AFTER GRADUATING from **St. John's College**, Gordon Seltz (Class of 2014) accepted the Martha Wood Leadership Award from the city council on May 12 in Annapolis, Md. Speaking on behalf of Project Polity, a group that tutored local elementary and middle school students, Seltz explained how freshman Greek studies inspired active involvement in the community.

"For the Greeks, a city is not just a place where people live," says Seltz. "Everyone works together, lives together, and helps each other. That's an ideal we at St. John's believe in very strongly."

Seltz and other members of Project Polity partnered with Midshipmen from the U.S. Naval Academy to work as After School Homework Club Tutors at Bloomsbury Square. They received the leadership award for their work with the youth of several communities of the Housing Authority of the City of Annapolis, which recognized the "bonds and friendships" that developed during the school year.

