

MICUA Matters

The newsletter of the Maryland Independent College and University Association

MICUA Capital Projects:

Initiatives to Progress the State

During the 2021 Legislative Session, MICUA is requesting \$12 million in State matching capital grants to support campus construction and renovation projects totaling \$115 million at Johns Hopkins University, Mount St. Mary's University, and St. John's College. These three capital projects directly support the mission of each institution, innovative academic programs, and strategic campus initiatives. The facilities will be designed and constructed to maximize opportunities for student and faculty collaboration and to promote and facilitate interdisciplinary teaching, learning, and research. The State's \$12 million investment in fiscal 2022 will leverage over \$100 million in private resources and support over 800 new construction jobs.

Johns Hopkins University is requesting a \$5 million State matching grant to renovate and modernize the Milton S. Eisenhower Library (MSEL) on the Homewood campus. This renovation will address approximately 183,000 square feet of existing space, distributed over six floors. MSEL's modernization will address code, life safety, and accessibility shortcomings; removal of hazardous materials; replacement of building systems currently past their intended life expectancy; and reconfiguration of interior spaces to accommodate the needs of 21st century library users. The estimated total cost of this project is \$100 million.

The MSEL is the University's principal research library and the largest in the JHU Sheridan Libraries network. The library opened in 1964 and has since undergone relatively few renovations. Since its opening, the demand on the library has continued to grow due to increases in the undergraduate and graduate student body as well as the number of external users from other higher education institutions and the community. Since 2012 alone, the MSEL has experienced a 40% increase in entrance counts (which include students, faculty, campus tours, and community member visits). *Continued on page 2.*



*Milton S. Eisenhower Library on the Homewood campus
Source: Johns Hopkins University*

MEMBERS

Capitol Technology University

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

Stevenson University

Washington Adventist University

Washington College

AFFILIATE MEMBERS

Ner Israel Rabbinical College

St. Mary's Seminary & University

Specifically, the MSEL renovations will address life safety and accessibility upgrades for compliance with applicable building codes and the Americans with Disabilities Act (ADA); and the replacement of outdated, inefficient building services that are past their life expectancy, with modern, energy efficient systems that will enable the project to achieve the University's standard of LEED Silver equivalent. Reconfiguration of interior spaces will shift away from book storage towards flexible and contemporary study spaces that serve a variety of learning styles, including more collaborative learning and research resource space. Further, renovations will promote the introduction of more natural daylight throughout the facility, such as the addition of clerestories, fenestration, and light wells.

Mount St. Mary's University (MSMU) is requesting a \$2 million State matching grant to construct an addition to the 50,100 square foot Coad Science Building, one of the primary instructional buildings on the Emmitsburg campus. Built in 1964, Coad is a three-story building serving the School of Natural Science and Mathematics and housing 7 classrooms, 12 labs, and 27 offices. The addition will add approximately 10,000 square feet to the existing building, including new classrooms, laboratories, "classatories," offices, and collaborative meeting space to enhance the student learning environment. The estimated total cost of this project is \$4.1 million.

In the existing building, classroom space is limited, dated, and lacks configurability required for modern STEM pedagogical practices. Laboratory space is insufficient and inflexible, limiting student exposure to cutting-edge STEM research techniques. Coad also lacks collaborative learning spaces throughout the building that can serve as a focal point for faculty and student engagement. Further, there are pressing needs for additional academic space on campus due to overall student enrollment growth at the University, growth in STEM majors, and the addition of new programs in Data Science, Neuroscience, and Pre-Allied Health fields.



Coad Science Building
Source: Mount St. Mary's University

The addition to the Coad Science Building will be configured for modern teaching methods and pedagogy and offer improvements in quality, efficiency, and functionality. The new classroom and lab spaces will be technology-rich, multi-use, flexible, and configurable for a variety of instructional formats and class sizes. Specific goals for the building addition include a design that promotes circulation and spontaneous interaction; is flexible and adaptable; and provides natural light where STEM students and faculty “in action” can see and be seen. The addition to Coad will provide a state-of-the-art learning environment for the Mount’s STEM programs, enable programmatic expansion consistent with STEM profession demands, and help the University continue to attract and retain outstanding faculty and students.

St. John’s College is requesting a \$5 million State matching grant for the partial renovation of Mellon Hall, the largest academic building on the College’s historic Annapolis campus, to include the construction of an additional floor for arts programming. The estimated total cost of this project is \$10.4 million. Built in 1958 with additions in 1988 and 2002, Mellon was designed by Richard Neutra, acclaimed architect and one of the most significant mid-century modernists, and his partner of ten years, Robert E. Alexander. Mellon features the flat-roofed modern style for which Neutra was internationally known and is one of the few buildings designed by Neutra on the East Coast.

At 62 years old, Mellon requires lighting, acoustical, HVAC, ADA accessibility, and design upgrades to provide the best possible learning environment for students. The existing building envelope is in poor condition, needing window replacements and brick, concrete, and masonry repairs. Renovations will include new LED lighting fixtures, terrazzo flooring, roofing, slab and footing, walls, and repainted ceilings. Outside, there will be a new building entrance, new entry/gathering courtyard, and the renovation of an existing green space/courtyard to better serve as a gathering space.

Internally, the renovations will transform the large open lobby outside of Mellon’s Francis Scott Key Auditorium to create an inviting meeting and gathering space for faculty and students, while maintaining flexibility for larger College events. Renovations to the Conversation Room, a central campus assembly room, will address the room’s outdated layout, seating configuration, lighting, and accessibility. Renovations in the areas behind the auditorium will provide additional flexible instruction and meeting space. Overall, the renovations will add 9,465 square feet in new academic space, including a black box theatre, music rehearsal space, motion space, and meeting rooms. The College believes this significant investment in performance space will invigorate the College’s visual and performance arts programming and the artistic and creative aspects of the unique St. John’s curriculum, which includes the requirement that all undergraduates take two years of music.



Mellon Hall
Source: St. John's College

Capitol Tech Chosen by NSA to Lead the Region's Cybersecurity Programs

Capitol Technology University has been awarded a two-year grant from National Security Agency (NSA) to lead the National Center of Academic Excellence (CAE) Northeast Regional Hub, which includes 14 states, the District of Columbia, and hundreds of institutions offering cybersecurity programs. This distinction bestowed to the university echoes the importance of the university's longstanding dedication to cybersecurity education, active leadership roles within the region, and ever-expanding global reach.

"Capitol Tech has positioned itself as a cybersecurity leader not only by developing one of the first Information Assurance degrees in the United States, but also through years of working with government agencies such as the NSA and the [Department of Defense] DoD as well as government defense contractors. Since the inception of its M.S. Network Security degree in 2001, Capitol Tech has committed itself to providing students at the undergraduate and graduate levels an up-to-date and hands-on education taught by professors with decades of experience working as leaders in the field," said Dr. Bradford Sims, President of Capitol Tech.

To aid in the goals outlined in the grant, Capitol Tech, Mohawk Valley Community College, and Towson University formed the CAE Northeast Regional Hub Leadership Consortium to provide regional leadership to the over 90 CAE institutions, non-CAE institutions, employers, and regionally focused not-for-profits. Through this grant, Capitol Tech and its two partner institutions will support national efforts within the region and foster cybersecurity education, research, and collaborations among CAE institutions and federal partners across the region.



Capitol Technology University students in the university's Cyber Battle Lab, a space critical to the university being named the National Center of Academic Excellence Northeast Regional Hub.

Source: Capitol Technology University

Despite Pandemic, Voter Engagement Continues at Goucher



Prior to the pandemic, the Goucher Voter Mobilization Team held voter engagement events on campus.

Source: Goucher College

More than a century after Goucher College students and suffragists fought for a woman's right to vote, current Goucher students exercise their rights to vote at a higher rate than the national average for colleges and universities. Issues-driven and focused on racial justice, climate change, immigrant rights, student debt, and other pressing problems related to the economy and the pandemic, Goucher students and alumnae/i are working to increase voter turnout and engagement.

The Goucher Voter Mobilization Team, a group of student volunteers, began meeting virtually at the start of the Fall 2020 semester to plan how to engage Goucher students. Due to the pandemic, traditional in-person voter engagement events on campus were not possible. Instead, they used Zoom to visit classrooms and share stories about why they wanted to help get people out to vote. Using social media, the group promoted voter engagement and hosted debate and election watch parties via Zoom.

While complete voter data for the 2020 election is not final, the National Study of Learning, Voting, and Engagement reported that Goucher students voted at a rate of 47.9% in the 2018 midterm election, compared to the national average of 39.1%. Washington Monthly recognized Goucher as one of America's best colleges for student voting in 2020.

Associate Professor of Political Science Nina Kasniunas says that Goucher students also engage with issues-related work throughout the Goucher Commons curriculum.

"At the heart of what we are trying to do in the CPEs [Complex Problem Exploration classes, where students collaborate on real-world problems] is to teach students the tools of engagement with an issue—you can't be engaged without agency," Kasniunas says.

Hood Launches Virtual Events to Incentivize Voting

The Hood College Class of 1918 dedicated one of the four columns on Alumnae Hall to represent democracy as one of Hood's core values, defining it as embracing diversity, fostering freedom of thought and expression, and promoting engaged citizenship both in self and others. One hundred years later, a collective commitment to these ideals remains the foundation of the U.S. democracy and our academic community. As a core element of a liberal education, students were encouraged throughout the semester to embrace this value both through deeper theoretical understanding and in practice through their interactions with others.

No fewer than 15 virtual educational events leading up to the election were held on topics such as the electoral college, the suffrage movement, an election-free zone with self-care stations and election watch party on election night. In-person events provided voter registration opportunities and education on federal and state elections. An essay contest on the importance of voting was enthusiastically met by students.

The highlight of the Hood Votes campaign were two videos from Disney stars Phill Lewis (The Suite Life of Zack & Cody) and Maria Canals Barrera (The Wizards of Waverly Place), urging Hood students to get out and vote. Social media comments conveyed the excitement of the surprise videos: "Childhood me is screaming. I love this!"; "This was the most unexpected wonderful thing!"; and "Mr. Moseby reppin' my alma mater is the highlight of my year."



Source: Hood College

TurboVote Ranks Loyola for 2nd Consecutive Year for Voting Initiatives

TurboVote ranked Loyola University Maryland No. 6 for the percentage of undergraduate students who signed up for TurboVote and No. 8 for the total amount of voter registration sign-ups between August 1, 2020 to September 2, 2020.

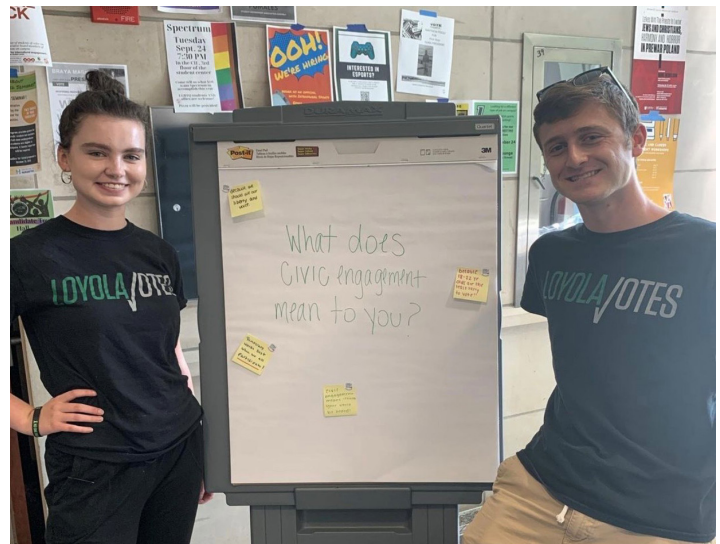
LoyolaVotes is a non-partisan campus task force that uses an online platform called TurboVote to provide resources about voter registration, absentee ballots, and election information to students, faculty, staff, administrators, and other members of the community.

"As we prepared for a presidential election in November, we pushed education and resources to make voting easy and accessible," said Elise Gower, Associate Director of programs for the Center for Community, Service, and Justice. "Promoting the value of civic engagement is critical in all of the communities our students find themselves—on campus, in Baltimore, and at home."

In addition to these rankings, Loyola was awarded the ALL IN Campus Democracy Challenge Silver Seal in 2019. Loyola experienced a 20-point increase between the election years of 2014 to 2018. Loyola joined more than 700 campuses across the country by entering in the ALL IN Democracy Challenge. The ALL IN Campus Democracy Challenge is a nonpartisan, national initiative recognizing and supporting campuses as

they work to increase democratic engagement and full student voter participation.

Last year, TurboVote ranked Loyola No. 1 for the total number of students who registered for voter resources at the University using LoyolaVotes sign-ups.



Katie Quigley and Trevor Tormann, Loyola Class of 2022, spreading the word to students about the importance of voting.

Source: Loyola University Maryland

Maryland Institute College of Art Community Featured in Forbes 30 Under 30

Four members of the MICA community were included in the Forbes 30 under 30 Art & Style 2021, which highlights those who are creating and designing the future of fashion and the arts.

Those with MICA ties chosen this year include Maria Fragoso '19 (Painting BFA), Faith Couch '19 (Photography BFA), Abigail Lucien (Faculty) and Kahlil Robert Irving (Faculty).

Fragoso and Couch are both recent MICA graduates. Fragoso is a painter who makes works that depict intimate relationships, exploring notions of queer identity, femininity and masculinity with strong influence from her Mexican heritage. Couch focuses her photography on accessing the memory of the Black experience and the folklore within memory by using gestures and vivid colors.

Lucien, an Interdisciplinary Sculpture faculty member, is an interdisciplinary artist based in Baltimore and raised in Cap-Haïtien, Haiti, and Florida. Lucien works in sculpture, poetry, video, and sound. Irving, a Ceramics faculty member who is based in St. Louis, MO, holds a BFA in art history and ceramics/sculpture from the Kansas City Art Institute and was an MFA



Top left to right: Maria Fragoso, Abigail Lucien.
Bottom left to right: Kahlil Robert Irving, Faith Couch.
Source: Maryland Institute College of Art

Fellow at Washington University's Sam Fox School of Design and Visual Art, and was recently awarded the Louis Comfort Tiffany Foundation and the Joan Mitchell Foundation grants.

McDaniel College Aims to Boost Student Voter Registration

McDaniel College aimed to boost student voter registration opportunities and provide accessible information as part of the McDaniel Votes initiative this fall.

Several offices on campus assisted with voter registration drives throughout the semester, including McDaniel's Office of Student Engagement, Office of Diversity, Equity and Inclusion, Hoover Library, and the political science department as well as the Carroll County League of Women Voters. Student groups part of this voting initiative included the Hispano-Latinx Alliance, Alpha Phi Omega, Black Student Union, Green Life and Sunrise Movement.

The student groups staffed voter registration tables three days a week from September 14, 2020 to October 16, 2020. At the tables, students learned about places to vote and ways to check their registration status.

McDaniel junior Corin Cole of Glen Burnie, Maryland, said she believes numerous people have been confused about the voting process this year because of the COVID-19 pandemic while others simply haven't put an emphasis on voting in the past.

Cole, who is a student representative for the Black Student Union, added that if students see other student leaders advocating for voting then they are more inclined to get involved.



Jasmine White, McDaniel senior Psychology major from Frederick, Md., assists Jade Ferguson, a first-year Criminal Justice major from Baltimore, at a voter registration table in the Roj Student Center.
Source: McDaniel College

"We are providing students a place on campus to get registered and request information," Cole said.

"Out-of-state students received information at the tables based on their home state's guidelines," Cole said.

The McDaniel Votes initiative also included a tabling event recognizing National Voter Registration Day on September 22, 2020 and a virtual debate watch party on September 29, 2020.

NDMU Students and Alums Make the Difference During COVID-19

Since COVID-19 arrived in the U.S. in early 2020, first-responders, health care providers, teachers, pharmacists and educational administrators have been thrust into the spotlight along with systemic social issues such as health care access, housing, employment, and the digital divide.

For Sam Aung, a Ph.D. student at Notre Dame of Maryland University (NDMU), who immigrated from Myanmar and became a U.S. citizen in 2015, responding to the COVID-19 pandemic meant finding opportunities to volunteer.

Aung volunteered with Maryland Responds Medical Corps and the American Red Cross when the pandemic first hit. "I was able to help lower-income family members, who don't have health insurance or proper documents, and older people within Montgomery County," he shared. "I believe that we have to be kind and help each other. I believe that everyone can help each other from everywhere and anytime."

Service is engrained in the NDMU culture, and many Notre Dame students, faculty, staff, alumnae and alumni have heeded the call to respond to the pandemic in some way.

"Notre Dame attracts the kind of person who has something in their DNA it seems, that makes them want to make a positive difference in the world," says President Marylou Yam. "Our alumnae, alumni and our students can recognize a need and know they can move forward in that area with confidence because the University prepared them well to make things better for people."

Ricelle Taganas, School of Nursing Class of 2020, is a medic in the Army Reserves and was called to New York City early on in the pandemic to care for patients at the Javits Center in Manhattan.

According to Taganas, her care philosophy is directly tied to the nursing program's emphasis in teaching "caring science" when interacting with patients. Beyond understanding the science behind the different illnesses that patients present with, "I also learned how to care for and understand the patient as a human being," says Taganas.

For students, the sudden disruption of their education, and for low-income students, much-needed resources such as meals, caused a tremendous impact. For students of immigrant families who are part of an ESOL program, the language barrier made it more difficult to understand the pandemic and how to respond.

Fabian Painemilla just recently completed his Accelerated Certification in Teaching and was interning at a middle school in Silver Spring when the pandemic hit. Today, he teaches 8th

grade as English to Speakers of Other Languages (ESOL) at the school.

"Like most of the population, this has been traumatic, but for immigrant families, it's even harder. Most are living in small apartments. They have lost jobs," said Painemilla.

Since March, Painemilla has been calling or texting students and their families. In some cases, he has delivered food when a family is sick, which also allows him to see his students from afar and ensure they are okay.

The call to respond didn't end at the U.S. borders. Masa Malenica, class of 1996, is the head of the child neurology department in Zagreb, Croatia. Croatia was the first neighboring country to Italy that was badly hit with COVID-19, following a strong earthquake that hit the capital of Croatia on March 22, destroying most of the city.

Malencia shares, "Being evacuated from our homes in the midst of the corona pandemic was very frightening both for adults and for kids. Gathering clothes and basic food supplies, and finding a safe place to stay, yet continue to work in a big university hospital as a pediatrician was quite a challenge. Now a few months later, we are all used to basic epidemiological measures and we are adapting to providing our services to our patients any way possible - through video conferencing, telemedicine and, if necessary, home visits."

As a liberal arts institution rooted in service, Notre Dame attracts students and faculty who are interested in more than a career to make money. They want to make a difference.

Throughout the COVID-19 pandemic, Notre Dame has been represented well locally, nationally and around the world as students and alumnae heed the call, working every day in a wide range of fields demonstrating compassion, concern and leadership.



*Notre Dame of Maryland University students and alums serving on the frontlines of the pandemic.
Source: Notre Dame of Maryland University*

St. John's College: First-Year Johnnie Co-Founders Literary Journal

In the span of one summer, Annapolis freshman Ranna Kisswani (A24) packed her belongings and moved three times, eventually landing in Virginia after leaving Kuwait, where she grew up and attended high school. Around the same time, she started online classes at St. John's College—an enormous endeavor complicated by the challenges of remote learning. And perhaps most mind boggling, she's balancing the rigors of the St. John's reading list with a gargantuan undertaking of her own making: running a literary journal.

In early September, Kisswani and Anthony Salandy, her co-founder and co-editor in chief, published the first-ever issue of [Fahmidan, an online journal](#) that “hopes to bring out diverse voices and their cacophonous words.” At 63 pages, complete with a website, an active social media presence, and a clear sense of purpose, Fahmidan is a fully formed addition to an ever-growing global indie literature scene—an achievement made even more impressive by the fact that its founders are college students.

The inaugural issue of Fahmidan went live on September 8, a little more than two months after its conception. Issue one featured 44 pieces, mostly poetry, from 38 writers spanning ages, races, gender identities, countries of origin, levels of acclaim, and experience. And while it would be easy to linger on that success, Kisswani is already looking ahead to issue two

and beyond, encouraging her fellow Johnnies to submit their work. “I know we have a lot of writers here [at the college,]” she says. “We're open to all.”



St. John's freshman Ranna Kisswani (A24) is the co-founder and co editor in chief of Fahmidan.

Source: Ranna Kisswani

Stevenson Launches First Doctoral Program

Stevenson has launched its first doctoral program, the Doctor of Psychology (Psy.D.) Clinical Psychology, and is interviewing candidates for its first cohort to start in Fall 2021. This full-time, five-year, in-person program will prepare students to become licensed clinical psychologists.

The program is designed to provide students with a strong grounding in theory and research with particular attention to promoting respect for human diversity and working effectively with individuals and groups from diverse cultural backgrounds. The faculty are active scholar-practitioners and licensed clinical professionals with expertise in depression and anxiety disorders; sport and performance psychology; adolescent development; and pastoral counseling among other areas.

Marie McGrath, Ph.D., who joined the Psychology faculty during the summer of 2020, will direct the new Psy.D. program. A licensed psychologist and certified school psychologist, McGrath holds a Ph.D. in School Psychology from Temple University. Prior to coming to Stevenson, she spent 16 years at Immaculata University in Pennsylvania, where she served as a



Stevenson's Psy.D. program will welcome its first cohort of doctoral students in fall 2021 and be housed on the university's Greenspring campus.

Source: Stevenson University

faculty member in the doctoral program in Clinical Psychology and the master's/specialist program in School Psychology. For more information, visit stevenson.edu/psyd.

Washington Adventist University Goes Above and Beyond During Pandemic

The COVID-19 Pandemic came as a shock to the world, including many students at Washington Adventist University. Some students could not go home and had to stay on campus through the summer and fall. Staying on campus can be hard, as many students are out of work due to the pandemic and need help with meals and support as they are not with their families. But it takes a village! And thankfully at WAU, the village is teaming up to provide for the students on campus.

Donations have come from far and wide to provide for the students. Frederick Church generously gave pantry food and it has not been wasted. There were also former alumni who gave individually. One alum heard of what was going on and ordered pizza for everyone. Another former parent went to a Jamaican restaurant and ordered tons of food for the students, freshly cooked!

WAU is thankful for its community's support to its students. The students have worked hard this year during COVID-19 and continue to prosper in their classes and lives...but they cannot do it alone. Thankfully they don't have to!



Students at Washington Adventist University receiving donations from community support.

Source: Renee Phillips, Women's Dean of Washington Adventist University

Voter Challenge Earns Washington College Provost a Chilly Dip



Michael Harvey, Interim Provost and Dean at Washington College, makes good on his promise to jump in the Chester River if enough students pledged to vote in November 2020.

Source: Pamela Cowart-Rickman

The Washington College Student Government Association created a "Flock to the Polls" challenge intended to increase student participation in this year's election season, and faculty and staff were all in. For every 50 students who took the "I Voted" pledge, the adults in the room vowed to dye their hair

or beards pink, wear Halloween costumes to class, create TikTok videos, or—in the case of a senior administrator—take a chilly plunge in the Chester River.

Interim Provost and Dean of the College Michael Harvey made good on his promise to members of Goose Nation, donning his academic regalia before hitting the water.

"Thanks to the SGA for everything you did," Harvey remarked from Washington College's dock just before taking the plunge, "and to everybody who encouraged massive turnout this year. Voting is one of the most important things we can do as citizens and I'm proud to be a small, ridiculous part of that effort."

The reward of seeing the Provost take the plunge on social media seemed to be a big motivator in getting students to the polls.

"The SGA thanks all students, faculty, and staff who participated in these activities—and who voted," said Maegan White '23, the SGA's secretary of service and community relations. "Being completely virtual made it hard for students to connect with professors and staff, but the students' excitement about voting, and the enthusiasm of faculty and staff doing crazy activities, just go to show our community's commitment to one another."

Four 2020-2021 Teachers of the Year Have Ties to MICUA Campuses

Each year, Maryland's 24 school districts participate in the Maryland Teacher of the Year program, an affiliate of the National Teacher of the Year program. Four graduates of MICUA member institutions were named as 2020-2021 County/City Teachers of the Year and went on to compete for the honor of Maryland Teacher of the Year.

Congratulations to:



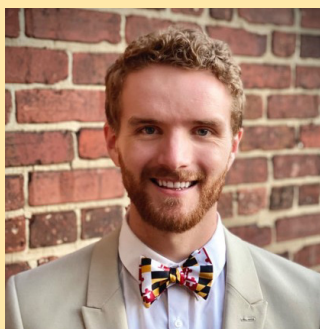
Jena Ehmann
Source: MSDE

Jena Ehmann, Winfield Elementary School, Carroll County
English Language Arts, Pre-K - Grade 5
Graduate of McDaniel College (bachelors and masters)



Angela Lins
Source: MSDE

Angela Lins, Galena Elementary School, Kent County
Grade 2
Graduate of McDaniel College (bachelors)



Wyatt Oroke
Source: MSDE

Wyatt Oroke, City Springs Elementary/Middle School, Baltimore City
English Language Arts, Grades 7 & 8
Graduate of Johns Hopkins University (masters)



Jerome Pickens
Source: MSDE

Jerome Pickens, Bryant Woods Elementary School, Howard County
Grade 5
Graduate of Goucher College (masters)

On October 8, 2020, Wyatt Oroke was announced as Maryland Teacher of the Year during a live television special presented by the Maryland Department of Education in partnership with Maryland Public Television. Mr. Oroke graduated from California Polytechnic State University, San Luis Obispo, and Johns Hopkins University School of Education. He teaches 7th and 8th grade English at City Springs Elementary/Middle School in Baltimore City, where he also serves as a team leader, girls' volleyball and boys' basketball coach, and holds many other school, community, and district roles. He has been nationally recognized for his work in social justice and literacy and has received numerous recognitions for his teaching, including awards from Johns Hopkins University, the Maryland Senate, the Baltimore Orioles, and the "Superhero Award" from Ellen DeGeneres.

Since 2010, 85 teachers prepared at MICUA member institutions have been named as a County/City Teacher of the Year, while eight have been named as Maryland Teacher of the Year. McDaniel College has had the most alumni recognized over this time period, with 30 graduates being named as a County/City Teacher of the Year and three graduates being named as Maryland Teacher of the Year.

Several graduates of MICUA member institutions have also been recognized through the National Teacher of the Year program: the 2010-2011 national winner, Michelle Shearer, is a McDaniel College graduate; a 2012-2013 runner-up, Rhonda Holmes-Blankenship, is a McDaniel College graduate; the 2013-2014 national winner, Sean McComb, is a Goucher College graduate; and a 2016-2017 runner-up, Athanasia Kyriakakos, is a Maryland Institute College of Art graduate.



Source: Hood College

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

MICUA Professional Staff

Sara Fidler
President

Irnande Altema
Associate Vice President for Government and Business Affairs

Katie Flynn
Executive Assistant

Ashley Swift
Manager of Business Operations

Stephanie Thomas
Director of Communications

To be added to our newsletter mailing list, or for questions or comments, please contact MICUA's Director of Communications Stephanie Thomas at 410-269-0306 or sthomas@micua.org.

Meet the MICUA Staff

What is your favorite indoor activity?

SARA FIDLER
President

"My favorite indoor activity is to watch movies with my family. My kids don't like 'oldies' (i.e. 80's movies) but they tolerate 'classics' like Princess Bride. My son and I went through the entire Marvel Universe during COVID, and my daughter convinced us to watch the One Direction documentary – Ha. Such good bonding time!"

IRNANDE ALTEMA
Associate Vice President for Government and Business Affairs

"I love dancing indoors! Most mornings, I dance on the Peloton bike during a 45-minute Hip Hop or R&B class. During work breaks, I listen and move to music since I sit for hours on my laptop. At night, I dance to a variety of music genres until I reach 10,000 steps."

ASHLEY SWIFT
Business Operations Manager

"My favorite indoor activity is currently cooking and creating new recipes. I've always enjoyed the culinary arts, but when I was home more during the shutdown, it gave me time to really explore new cooking techniques and foods I didn't usually feature on my dinner table."

STEPHANIE THOMAS
Director of Communications

"My favorite indoor activity is my daily morning workout. I love starting the day with a 5k run on the treadmill, followed by a short weight training or core session, and stretching out with a yoga flow. It is the perfect sequence to get myself energized and ready for the day!"

KATIE FLYNN
Executive Assistant

"My favorite quarantine activity has been baking! It's amazing how many different things that you can create with a few simple ingredients. It's been fun to use seasonal fruits like strawberries, blueberries, apples, and blackberries from local Maryland farms. My favorite bakes have been apple cider donuts and caramel stuffed gingerbread cookies."