

MICUA Matters

The newsletter of the Maryland Independent College and University Association

Dear MICUA Community,

I hope that this newsletter reaches you during a successful and productive semester! It has been inspiring to see all of our institutions welcome students back to campus this fall, whether through in-person or remote instruction. In this newsletter, you will find stories about virtual graduation, student and professor successes, and campuses overcoming COVID-19 related challenges.

We know that COVID has caused you to encounter financial and operational challenges, and we continue to inform, convene, and advocate for you at both the federal and State levels. We communicate with the members of the Maryland Congressional delegation, State-level elected officials, and other key policy-makers. We also interface with various State agencies on your behalf. We vociferously assert the value of independent education and highlight the many successes of our MICUA students as often as possible.

On November 9, 2020, we hope that you will join us in welcoming a MICUA alum, Irnande Altema, to the MICUA team as the new Associate Vice President of Government and Business Relations! Irnande is a first-generation college graduate of Notre Dame of Maryland University who has remained involved with her alma mater on various committees and boards that improve the student experience and re-engage alumni. After graduating from NDMU, Irnande continued her studies by earning both a Master of Science from Georgetown University and a law degree from Hofstra University. Since then, she has built an impressive portfolio of government relations



Source: Irnande Altema

work with both a State Senator and a health advocacy organization. She has a strong passion for higher education and she knows first-hand the tremendous support and exposure to various career opportunities that are afforded to students who attend independent institutions. We are very excited about our new AVP, and we look forward to having you meet her very soon!

As always, we are available to you if you have any questions or concerns. Stay healthy and safe!

Warmly,

Sara Fidler
President
sfidler@micua.org

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

Capitol Technology University's Security Operations Center Recognized by National CyberWatch Center for its Innovations in Cybersecurity

The National CyberWatch Center, a consortium of educational institutions and industry leaders collaborating to enhance cybersecurity education, recognized Capitol Technology University's Security Operations Center (SOC) in National CyberWatch Center's 2020 Innovations in Cybersecurity Education publication.

"Congratulations to the winners in all of the four categories—we know the competition is very tough. It is truly an honor to be selected by the National CyberWatch Center and to be recognized by our peer institutions as being truly innovative," said Dr. Bill Butler, Capitol Tech's Chair of Cyber and Information Security and Director of the Center for Cybersecurity Research and Analysis (CCRA). "Our students worked hard to make the SOC's education concept become a reality and now it is the most sought-after student experience within the cybersecurity program and employers seek out these students at our career fairs."

The SOC at Capitol Tech houses the institution's information security team which is responsible for monitoring and analyzing Capitol Tech's security posture on an ongoing basis. The SOC

team's goal is to detect, analyze, and respond to cybersecurity incidents using a combination of technology solutions and a strong set of processes.

Casey W. O'Brien, Executive Director and Principal Investigator for the National CyberWatch Center, wrote that the "extraordinary work" highlighted in this publication showcases "some of the best cybersecurity educational innovators, and that through our Center, they can share their innovations, accelerate their adoption, and receive proper recognition for their work."

In its fourth year, the publication received 53 submissions and only 40 were accepted to be showcased in the following four categories: Evidence-Based Strategies, Instruction, Practice, and Program Development.

The publication also mentions the SOC's ability to provide hands-on experience for Capitol Tech students, particularly those enrolled in the B.S. in Cybersecurity which recently won the prestigious, national SC Media Award for Best Cybersecurity Higher Education Program in 2020.

Experiential Virtual Learning at Goucher College

As Goucher College was the first college in Maryland to announce an entirely virtual fall semester, much planning went into creating dynamic online classes for students.

Across academic centers, professors are engaging students in virtual learning through a variety of methods. For natural science labs, several professors teach virtually from labs on campus while students use interactive video tools to collect and analyze data to perform their virtual experiments remotely. Goucher's visual and performing arts faculty have also utilized innovative teaching and technology to offer online dance and studio art classes.

"The faculty and staff at Goucher did an amazing job preparing for virtual learning this summer, and are currently delivering an educational experience as close to our usual engaging one as possible," said Dr. Elaine Meyer-Lee, Goucher College Vice President and Provost. "We had a lot of experience from our online graduate programs to draw on and transfer to our undergraduate classes."

In addition to the robust online learning experience, Goucher has prioritized a wide array of virtual academic support services for students studying remotely. Keeping the college community connected is a priority across Goucher's virtual campus.

Despite this unprecedented year when international travel is not feasible, as a national leader in global education, Goucher

remains dedicated to creating global experience opportunities for its students.

This fall, Goucher created unique global learning experiences for graduating seniors to fulfill the study abroad requirement for May 2021 graduation by completing a Virtual Exchange program that will engage with peers worldwide. The experience will empower participants with skills in cross-cultural empathy, problem-solving, and collaboration.



This fall, Goucher College Professor Elizabeth Ahearn is teaching virtual dance classes from a studio on campus to students around the country. Offering hands-on learning opportunities online has been a priority of the College throughout the pandemic.

Source: Goucher College

Hood College Organizes “Pandemic-Proof Pedagogy” Conference for Faculty

In response to the pandemic, a small group of Hood College faculty and staff with extensive online teaching experience created a three-day virtual conference based on faculty feedback from their spring 2020 experiences with unplanned online delivery.

The conference organizers pulled together a mix of keynote and concurrent sessions over a three-day period designed to support faculty in all requested areas, such as innovative teaching tools, theory and practice in online pedagogy, and effective student-engagement strategies. Sessions included everything from online course hardware and software logistics to motivating learners virtually to maintaining physical and mental wellbeing.

One area that was key to address was the “digital divide,” or the disproportionate, negative impact of online instruction on students of color (lack of access to technology, reliable connectivity, etc.). To that end, Dr. Jamie Washington, an expert in diversity, equity and inclusion, was a highlight of the conference as a keynote speaker.

Faculty feedback in the post-conference survey continues to drive fall trainings hosted by Hood’s Center for Teaching and

Learning. The top areas for continued training were advanced applications in Zoom, maintaining physical and mental health during an uncertain semester due to a global pandemic, inclusion/bias training for the classroom, and troubleshooting the new hardware and software launched for the fall semester’s remote instructional needs.

Hood began classes on August 17, with about one-third of undergraduate students and about half of graduate students choosing to take courses entirely online.



Jennifer Cooper, Assistant Professor of Nursing, teaches a class to students in person and online.

Source: Hood College

TIME Recognizes Hopkins Professor Behind COVID-19 Global Map on 100 Most Influential People List

TIME named a Johns Hopkins University professor to its 2020 list of the 100 most influential people in the world for developing a free and open website that empowers the international community to track the COVID-19 pandemic in near-real time with reliable, independent data.

Dr. Lauren Gardner, a civil and systems engineering professor in the Whiting School of Engineering, led the team that built the COVID-19 dashboard in late January. Since then, the dashboard has evolved into the leading source of centralized data on the pandemic, allowing governments, the media, and the public to visualize and combat its rapid spread.

“I am deeply honored and humbled to have been individually recognized for an effort that has required the hard work and dedication of so many, including the team at the Applied Physics Lab (APL), our students in the Center for Systems Science and Engineering (CSSE), our partners at ESRI, and multiple colleagues from across Johns Hopkins University, who have spent tireless weeks and months collecting, verifying, delivering, and communicating on this critical data, in coordination with officials from around the nation and the world,” said Gardner, co-director of CSSE.

Johns Hopkins President Ron Daniels praised Gardner for her pioneering vision to launch an international effort from the Homewood Campus in Baltimore that embodies the university’s “Knowledge For The World” tenet of advancing intellectual and scientific endeavors that can benefit a complex, interconnected world.

“Dr. Gardner’s work exemplifies the ethos of Johns Hopkins: entrepreneurial, pioneering, inter-disciplinary research that improves and advances the human condition,” Daniels said. “Our current public health crisis has only served to underscore how critical research universities are to the discovery and dissemination of knowledge that shapes sound policy and effective practice so we may meet the challenges of our global community.”

The dashboard, which collects and displays data from 188 nations, began as an ancillary project with graduate student Ensheng Dong when the disease was still contained in China. As the threat from COVID-19 spread, the map went viral around the world and quickly grew into the Johns Hopkins Coronavirus Resource Center, harnessing expertise from across Johns Hopkins University.

Loyola University Maryland: Resiliency Is Key to Transition to Virtual Services

When faced with adversity during the COVID-19 pandemic, faculty and graduate students at the Loyola Clinical Centers (LCC) were tasked with moving operations entirely online to support clients and assist the community.

In addition to its clinical services, the LCC developed engaging and interactive summer programs for school-aged children and adults.

Speech-language pathologists and Loyola graduate students moved the Readiness Program and Articulation program at St. Mark Catholic School in Catonsville, Maryland, entirely online. Zoom sessions focused on reading readiness, reading comprehension, and written language for students entering kindergarten through sixth grade.

In addition to the St. Mark Summer Program, the LCC worked with Govans Elementary School to provide a virtual program for middle schoolers and rising sixth graders—including

sessions related to speech-language pathology, psychology, and wellness.

Adult mental wellness virtual workshops through the LCC gave participants an outlet to discuss approaches for enhancing and maintaining mental wellness for themselves and/or others during the pandemic.

Speech-language pathologists also held large telepractice therapy groups and individual sessions for aphasia patients and clients who have or have had neurological disorders.

“Through all the uncertainty, resilience was and continues to be key,” said Kara Vincent, ’91, M.S., ’93, Executive Director of the LCC. “We are all facing challenges, both personally and professionally, but at some point during these unprecedented times, my hope is that each of us can stop, take a breath, and feel good about what we have each given to Loyola and our extended community.”

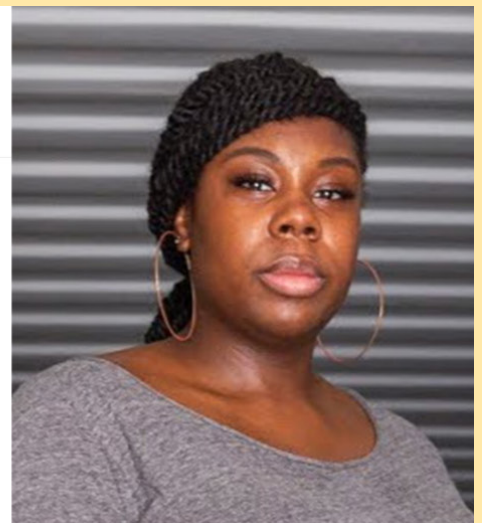
Maryland Institute College of Art Remains at the Forefront of Student Voter Engagement

As the 2020 election approaches, Maryland Institute College of Art (MICA) remains at the forefront of student voter engagement, and a leader in the conversation around voter rights. This past fall, MICA was once again recognized for its civic engagement, and was named the Best College for Student Voting by *Washington Monthly*.

Whether through the College’s participation in Black Girls Vote’s Party at the Mailbox Initiative — which worked to make voting easy and fun during quarantine and included MICA Globe Press posters in its package; through student-created virtual modules from MICA Organizers + Activists (MOA) — which will help educate students about how to safely vote this November; or through much-needed conversations around voter rights and

American democracy — like this year’s Constitution Day event, MICA is putting in the work.

This year, the College’s annual Constitution Day included panelists Christopher Bonner, Nykidra “Nyki” Robinson, and Imani Haynes ’20 (Curatorial Practice MFA). The event, “Justice and the Vote,” explored and asserted the centrality of Black politics in American legal and justice system transformations of the United States through the 19th century — drawing a connecting thread to the present-day grassroots mobilization of Black women and families continuing these structural transformations through advocacy amplified by collective voting power.



From left: Christopher Bonner, Nykidra “Nyki” Robinson, and Imani Haynes.
Source: Maryland Institute College of Art

McDaniel College Welcomed More Than 1,200 Students to the Hill During Six-Day Staggered Move-In

This fall, McDaniel College welcomed more than 1,200 freshmen, sophomores, juniors, and seniors to campus over a six-day staggered move-in period, ahead of classes beginning August 20. McDaniel also welcomed its largest incoming class in the College's history with more than 600 new first-year and transfer students.

The Return to the Hill Task Force met regularly throughout the summer to develop the College's Fall 2020 reopening plans based on guidance by state and county health officials to ensure a healthy and safe residential and academic experience. The College invested about \$2 million in health and safety preparations and worked to de-densify classrooms and other spaces throughout campus.

For move in, students were able to reserve a time to move in through an online mobile app that limited the number of students moving in per residence hall and floor. This is the same app that students are using to make reservations to eat in

Englar Dining Hall and to order takeout options on campus. The new Hilltop Pub opened this fall inside the newly renovated Roj Student Center, which added a new fast-casual dining option to campus.

The majority of classes are being taught in a hybrid format, although students also had the option to register for online or in-person only courses.

Along with a daily symptom check and new facial covering rules throughout campus, McDaniel is performing voluntary surveillance testing weekly during the semester, and students have access to telehealth services through a new partnership with LifeBridge Health.

Despite the semester looking different than previous ones, students have been doing their part to keep the campus "Community Safe. McDaniel Strong."

Mount St. Mary's Wastewater Testing Provides Early Detection of COVID-19 on Campus

Asymptomatic individuals pose a risk as spreaders of the novel coronavirus on university campuses. Mount St. Mary's University is mitigating that risk by using dual-modality wastewater testing to inform its surveillance testing program.

Through analysis of wastewater from individual residence halls for the novel coronavirus' genetic signature, conducted in partnership with the Frederick County Department of Health, the Mount is able to pinpoint buildings where COVID-19 may be present and then conduct surveillance swab testing.

In early September, when wastewater analysis revealed the possible presence of the novel coronavirus in a freshman residence hall, all 221 residents were tested using nasal swabs to determine if there were carriers of coronavirus in the building. The following day results revealed that approximately 5 percent of the residents tested positive for COVID-19. Of the 10 students who tested positive, 9 were asymptomatic. All 10 were placed in isolation away from the residence hall. Subsequent wastewater analysis results precipitated surveillance swab testing of an apartment building. The COVID-19 testing found three positive cases, two of which were asymptomatic.

"Testing wastewater for the novel coronavirus' genetic signature provides communities like ours a faster way to spot a possible increase in cases and potentially prevent an outbreak," said President Timothy E. Trainor, Ph.D. "We are grateful for the Frederick County Department of Health's support with this program, which we view as being critical in containing the virus."

CosmosID, Inc. conducts wastewater testing twice weekly on behalf of the University and the county. The Mount's surveillance testing program includes approximately 250 COVID-19 tests a week of randomly selected student-athletes, commuter and residential students. All students and the majority of staff were tested at the start of the semester. The Mount has 1,900 full-time undergraduate students this fall, with 257 distance learners and 1,643 attending hybrid classes on campus, 1,297 of whom are residential students.



Mount St. Mary's analysis of wastewater from individual residence halls allows the University to pinpoint buildings where COVID-19 may be present and then conduct swab testing to uncover asymptomatic positive cases.

Source: Mount St. Mary's University

Notre Dame of Maryland University Celebrates Accomplishments Even During a Global Pandemic



*NDMU Registrar Susanna Price and Provost Sharon Slear welcoming graduates on Diploma Pick-up Day
Source: Notre Dame of Maryland University*

Due to the State of Maryland gathering restrictions and minding the health and safety of the Notre Dame of Maryland University community, in-person commencement was postponed to be celebrated in spring of 2021. Although there was a virtual event celebrating its graduates, the University also wanted the picking-up of diplomas to be something special.

With strict safety protocols in place, graduates commemorated their accomplishment by participating in a drive-thru campus celebration where they took a socially distant photo with President Marylou Yam, picked up their diplomas, and were welcomed into the Alumnae and Alumni Association.

Graduates and their families were greeted to campus by faculty, staff, and alums to help celebrate their accomplishments. The drive-thru feature of the event ensured social distancing and limited face-to-face interactions could safely take place while also properly honoring the Class of 2020 and their great accomplishment. Commencement 2021 is currently scheduled to recognize both the Class of 2020 and 2021 in a combined celebration.

The Mitchell Gallery at St. John's College launches virtual programming with Jacob Lawrence Exhibition

Every year, the Mitchell Gallery—the only accredited college art museum in Maryland—brings a full year of programming to Mellon Hall, with exhibitions ranging from “Works by Warhol from the Cochran Collection” to “Ruth Starr Rose: Revelations of African American Life in Maryland and the World.”

That’s part of what makes this fall’s Mitchell Gallery programming so remarkable. Like every other exhibition, “Jacob Lawrence: Three Series of Prints: Genesis | Toussaint L’Ouverture | Hiroshima” has been in the works for years. Lawrence, widely considered one of the most important artists of the 20th century, is “renowned for his modernist depictions of everyday life as well as epic narratives of African American history and historical figures” (DC Moore Gallery). The everyday, the epic, the extraordinary, and the historical are all represented in “Three Series of Prints”—and those adjectives could easily describe America’s summer of protest, pandemic, and self-examination.

Unfortunately, despite its relevance, there will be no students, no study groups, and no community members to see Lawrence’s work in person. Due to COVID-19 and renovations to Mellon Hall, the Mitchell Gallery has moved online for the entire 2020-21 season. Despite this, the Gallery has put together a tremendous roster of remote events, including lectures, book club discussions, a virtual concert and Q & A session with George Winston, a moderated interview with Alitash Kebede, an online family event, and much more.

Visit <https://www.sjc.edu/mitchellgallery> to view Lawrence’s work and learn about the gallery’s fall programming.



*Mitchell Gallery exterior, St. John's College
Source: St. John's College*

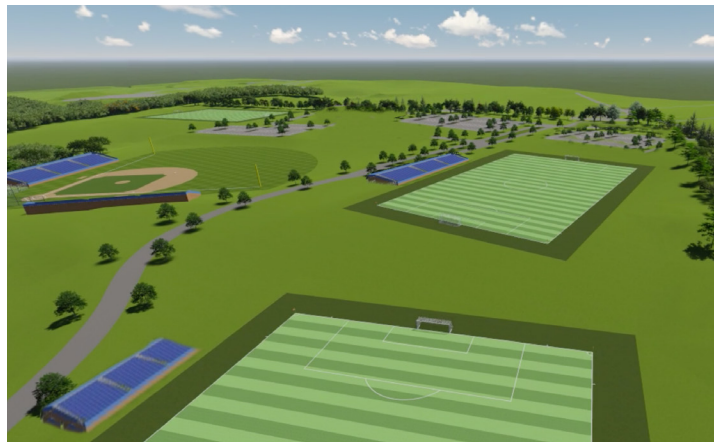
Stevenson University Assumes Ownership of Former Rosewood Center Property

In September 2020, Stevenson University marked a significant milestone in its history, concluding its agreement with the State of Maryland and assuming ownership of the former Rosewood Center property. The property will be developed as an athletic and recreational hub providing space for the expansion of the University's current facilities. The property will ultimately encompass a track, turf and grass fields, and baseball and softball fields.

The process began in October 2000, when then Villa Julie College proposed a "First Right of Refusal" on the Rosewood property to Governor Parris Glendening. In August 2009, the Rosewood Center was formally closed by the State and the property was declared Surplus Land, opening it up for acquisition by Stevenson. Maryland's Board of Public Works (BPW), under direction of Governor Larry Hogan, ratified the sale of approximately 117 acres of the site, known as Parcels 1 and 2, to Stevenson and authorized funding for remediation and site development. Demolition of the site began in Fall 2017 and the Voluntary Clean Up process was successfully completed this year. In September, Stevenson concluded the final purchase of Parcels 1 and 2 from the State of Maryland.

"This is certainly an exciting moment in the history of Stevenson University," said Dr. Elliot Hirshman, President of Stevenson. "The success of this process has been the result of

the dedication and vision of countless individuals. We could not have reached this moment without the support and guidance from our State, county, and local leaders; community members and representatives; and the university's leadership, Trustees, and supporters over the past two decades."



Stevenson plans to develop the former Rosewood site into an athletic and recreational hub for the campus, and has begun grading the site for the development of multipurpose athletic fields as well as baseball and softball fields.

Source: Stevenson University

Washington Adventist University's Music Department Overcomes Pandemic Challenges

Washington Adventist University's (WAU) Music Department is renowned for the high quality of talent and musicianship that is exemplified through the talented students who perform in the department. Lately, those opportunities are far and few between, or not at all. The pandemic has wreaked havoc on musicians and vocalists' ability to be in close quarters for rehearsal or performance. For the sake of safety, many of our most dedicated musicians have found their existence to be solitary.

Ana Laura Aguilar Piedra is a vocalist and is working to earn her BM in voice performance. As she sees it, this moment has given musicians a chance to rehearse like never before. She is working with Dr. Daniel Lau, Chair of the Music Department, to install new equipment that utilizes a new software that allows multiple musicians or vocalists to collaborate from entirely separate rooms. This virtually eliminates the onerous delays in synchronization you would typically see while using zoom or another conferencing app. While zoom and other apps like it are admirable for their stated use, it can become painfully apparent that music is not one of their strengths.

Allowing each student in a different room to hear their counterparts clearly and in time, allows for a more complete and productive rehearsal. Dr. Lau sees this new technique for rehearsal and recording as nothing short of a game-changer.

He believes this software will allow the WAU Music Department to thrive. WAU may not exist in a world everyone wants to live in, but it is the one that exists. Thankfully WAU's Music Department is up to the challenge.



WAU student Ana L. Aguilar Piedra (Voice Performance Major) rehearses with her department chair and a fellow student from different rooms, thanks to new technology and innovation during the pandemic.

Source: Richard Castillo

Washington College's Chesapeake Heartland Project Builds Bridges with Local African American Community

Through a public history project funded by the Mellon Foundation, Washington College's Starr Center for the Study of The American Experience is collecting and preserving the stories of Kent County's African American families.

At the small liberal arts college founded on Maryland's Eastern Shore with the financial support of George Washington and other 18th-century slaveholders, the history of racial injustice is long and complicated. Washington College (WC) did not graduate its first African American student until 1962, nor hire its first full-time Black faculty member until the 1980s.

Members of the local African American community—whose ancestors' labor helped build Washington College—have felt disenfranchised by that legacy of systemic racism. At the same time, the College seeks to build on a more recent legacy of collaboration with that community, stretching back to students' and professors' participation in local Freedom Rides and civil rights marches in the 1960s.

One way Washington College is seeking to make amends for centuries-old social injustices is through Chesapeake Heartland: An African American Humanities Project. The endeavor is a collaboration between WC, the Smithsonian's National Museum of African American History and Culture, and several community organizations, including Sumner Hall, Kent Cultural Alliance, and Kent County Public Library.

The project's name reflects the fact that African American history began on the shores of the Chesapeake Bay in 1619. Kent County, Maryland, home of Washington College, is a microcosm of much of that history, with a rich historical and cultural legacy spanning the earliest decades of enslavement,

through the Underground Railroad, to the hip hop era. Chesapeake Heartland's mission is to preserve, digitize, interpret, and make accessible materials related to that history. It is a grassroots effort, employing community historians, awarding community-curation fellowships, training local teenagers, creating platforms for community interpretation, partnering with local schools and nonprofits, and fostering cross-generational and interracial conversations.

Originally conceived by staff at Washington College's Starr Center for the Study of the American Experience and at the Smithsonian, Chesapeake Heartland offers many opportunities to the school's undergraduates as well. Students are collecting oral histories, creating digital archives, researching family histories, receiving mentorship from Smithsonian curators, and documenting the stories that celebrate a shared humanity. The organizers are building an innovative model of public history that they plan to take to the broader Chesapeake region after its initial launch in Kent County. The project has received more than \$1 million in funding from the Andrew W. Mellon Foundation, the State of Maryland, and private donors.

Later this fall, the College will roll out the Chesapeake Heartland African American Humanities Truck, which program director Pat Nugent describes as a digitization station, oral history studio, exhibit space, and pop-up festival ready to meet community members on their own ground.

"Chesapeake Heartland seeks to study the history of race in our region while also undoing institutional racism in the process," Nugent said. "Together with our partners, we seek not only to document and interpret history, but also to make some history of our own."



Irene Moore of Georgetown (left) and Chesapeake Heartland intern Paris Young '21 go over photos and newspaper clippings Moore hopes to have digitized as part of the Community Curation program. A political science major, Young intends to go to law school after graduation.

Source: Washington College

MICUA Student Spotlight: Loyola University Maryland Greyhounds Receive Prestigious Gilman and Fulbright Scholarships

A 2020 Loyola graduate and six members of Loyola's Class of 2022 have been awarded highly competitive scholarships to fund international experiences. Note: Students' study abroad plans are subject to change.

Fulbright Winner

Lindsey Hinczynski, '20, has received the Fulbright Scholarship for the 2020-2021 academic year. She will use the scholarship to teach English in Kinmen, Taiwan.

Hinczynski, who was in Loyola's Honors Program, was a Spanish major with minors in Chinese and international business at Loyola. She hopes her experience abroad will guide her into a career as an interpreter.

"My goals while teaching English in Taiwan are to see improvement in the English of my students, create meaningful relationships, better my Mandarin, learn new perspectives from those of a completely different culture than my own, and enjoy my time in Kinmen," said the West Windsor, N.J., native.



Lindsey Hinczynski, '20
Source: Loyola University Maryland

Gilman Winners

Six Loyola University Maryland juniors—Alejandra Martinez, '22, Fiona Pierce, '22, Mackenzie Shelley, '22, Anna Tignor, '22, Joy Walker, '22, and Erin Wilson, '22—have each been awarded a Benjamin A. Gilman International Scholarship. The scholarship will support their study abroad experiences for travel during spring or summer 2021.

Martinez and Pierce will study in Leuven, Belgium; Shelley will study in Athens, Greece; Walker will study in Newcastle Upon Tyne, England; and Tignor and Wilson will study in Rome, Italy.

Martinez, who is originally from Hampton Bays, N.Y., is a political science major and writing minor.

"Receiving the Gilman Scholarship is an honor in itself," said Martinez, who is the music director of WLOY Radio. "Studying abroad would be a transformative experience, and I look forward to learning about other cultures."

Pierce hopes to use her Gilman Scholarship to study abroad in spring 2021. She is an English and secondary education major from Hingham, Mass.

"I've never left the continent, so I'm excited to experience another culture in an immersive way," said Pierce. "I have ambitions of becoming a teacher, and I think it's important for everyone to consider other world views, particularly when you're helping other people learn."

Shelley, who is from Roxbury, N.J., is a speech-language-hearing sciences major with a minor in special education.

"While studying abroad, I am most looking forward to immersing myself in a new culture and meeting new people," said Shelley, who is a member of the National Student Speech Language Hearing Association (NSSLHA) and the Together for Down Syndrome Club (TFDS). "Having this opportunity will help me in my future career as an auditory verbal therapist. Being able to immerse myself in a different culture will help me become more competent and qualified to work with diverse groups of people as well as help widen my understanding of the world."

Tignor is a speech-language-hearing sciences major with a minor in business administration from Sykesville, Md.

"My goal is to immerse myself fully into my abroad experience and, as Father Linnane says, 'squeeze the sponge dry' during my time abroad," said Tignor, who is a member of the National Student Speech-Language-Hearing Association (NSSLHA). "As a future healthcare worker, I believe it is critical to have an appreciation of others' cultures, so my goal is to immerse myself into Italy's culture to help shape myself into a more well-rounded individual."

Continued on page 10



Pictured above top left to bottom right: Alejandra Martinez, '22, Fiona Pierce, '22, Mackenzie Shelley, '22, Anna Tignor, '22, Joy Walker, '22, and Erin Wilson, '22

Source: Loyola University Maryland



**Maryland Independent College
and University Association**

MICUA Matters is published by the
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Walker hopes to use her Gilman Scholarship to study abroad in spring 2021. She is a comparative cultures and literary studies major from Charlottesville, Va.

"I'm looking forward to the inexhaustibility of perspective while studying abroad," said Walker. "This experience in another country will allow me to learn about different cultures and prepare me for my future career."

Wilson, who is in the Pi Epsilon Pi national writing honors program, is a marketing major with a writing minor from Haddon Heights, N.J.

"This award will open up my options and enrich my experiences while abroad and allow me to make even more of my time there," said Wilson, who hopes to travel abroad during the summer of 2021.

"Studying abroad has always been a dream of mine, because it combines my love of traveling, my fascination with Europe, and my education in marketing."

Loyola's National Fellowships Committee mentors and supports students through the application process for opportunities such as the Fulbright and Gilman scholarships.

Meet the MICUA Staff

What was your favorite extracurricular club/activity during your college experience?

***Sara Fidler
President***

"During my sophomore year in college, I was the Director of Student Services in the Duke Student Government, which meant that I was also the Head Line Monitor. At Duke, in addition to waiting in line for entrance to the men's basketball games, students set up tents and camp out in front of Cameron Indoor Stadium to start the "waiting" process days (or weeks) in advance. There are/were no pre-purchased tickets for undergraduate students. The Head Line Monitor deployed a group of student line monitors to monitor this line. On game days, I always seemed to have 150 brand new best friends."

***Stephanie Thomas
Director of Communications***

"During my junior year in college, I enrolled in an 8 month yoga teacher certification program through a local yoga studio. My goal was to be able to teach yoga to students at Notre Dame of Maryland University. The Director of Athletics provided me with a wonderful opportunity to teach classes three times per week. I loved connecting with my fellow classmates in a different way, and teaching them wellness techniques that have worked well for me. It was a wonderful experience and I had so much fun doing it."

***Ashley Swift
Manager of Business Operations***

"During my college experience at McDaniel College, I served on the Hospitality Committee, eventually taking over as Chair, on the College Activities Program Board, more commonly known as CAPBoard. The Board planned out and hosted events for the students throughout the academic year. With my role on the Hospitality Committee, I ensured the visiting talent's rider list was accommodated. Every year, we had at least one or two nationally known musical acts perform at our school. It was always kind of interesting to see what type of requests they would make of the Board. Usually it was just a list of foods and beverages they required in their dressing room! Nothing crazy, but fun to see nonetheless."

***Katie Flynn
Executive Assistant***

"It's so hard to choose just one when you graduate from an awesome liberal arts college with an emphasis on developing soft skills but ultimately Student Government was my favorite activity! From lobbying in DC with the National Campus Leadership Council to planning conferences with other independent colleges, SGA helped me to develop skills I use every day in my professional career. If you are a student who is trying to grow as a leader, get involved in your SGA! You won't regret it."