The State of Maryland established the MICUA Capital Grant Program in 1976 to create a formal process to prioritize State grants for capital construction and renovation projects at independent colleges and universities. Since that time, the State has provided matching capital grants to support 129 capital projects at MICUA member institutions. Projects funded through the Program have included new academic buildings, renovations and additions to existing academic buildings, and construction projects involving libraries, laboratories, classrooms, studios, recital halls, and makerspaces.

Each year, the MICUA Capital Projects Committee reviews all capital budget requests proposed by member institutions to determine project readiness, the institution’s ability to meet the State’s matching requirement, and overall compliance with State and MICUA rules. Following selection and endorsement by the Committee, the projects are submitted to the MICUA Board of Trustees for approval before they enter the State’s capital application process.

“State matching capital grants help MICUA institutions build and renovate academic facilities needed to increase enrollment, address workforce needs, attract research dollars, support a vibrant economy, and provide choice and opportunity for Maryland’s citizens,” said Tina Bjarekull, President of MICUA. “The State’s partnership with its independent colleges and universities has proven to be highly effective and efficient.”

During the 2018 Legislative Session, MICUA is requesting $12 million in State matching capital grants to support construction and renovation projects at Johns Hopkins University, Loyola University Maryland, and Washington College.

An Architectural Design student in MICA’s new Dolphin Design Center, which was partially funded through a fiscal 2017 State capital grant.
**Loyola Students Use Microfinance to Help Local Entrepreneurs**

*Loyola University Maryland* undergraduate students have been working on the York Road Microfinance Initiative, which provides business consulting services and encourages microfinancing options in the local community.

The program—made possible through the financial support of OneMain Financial and a strategic partnership with Kiva, a nonprofit micro-lending website—allows students to partner with local business owners along Baltimore’s York Road corridor to offer consulting services in business strategy and underwrite microloans to those businesses.

Tasked with forming and nurturing partnerships with business owners to address problems these owners face, Loyola students developed digital inventory systems, arranged launch parties, and helped to spread awareness about the businesses. Students also helped the businesses obtain microloans, typically small amounts of money lent for relatively short terms. Loyola facilitated the loan program through Kiva Baltimore with OneMain Financial’s grant.

“Contemporary business schools must develop true partnerships with the business community to promote positive social impact,” said Kathleen Getz, Ph.D., Dean of the Sellinger School of Business and Management. The collaboration among our faculty, students, and businesses on York Road, the vision and support of OneMain Financial, and organizations like Kiva are what lead to sustainable economic and social development in our city.”

Members of the student team working on the pilot project are seniors Aaron Davis, Alexis Fox, Tommy Gensinger, Joseph Patron, and Zach Russo. The student team is advised by J.P. Krahel, Ph.D., Assistant Professor of Accounting, and Srikanth Ramamurthy, Ph.D., Associate Professor of Economics.
Citing its “preeminent” leadership in environmental education, the Chesapeake Bay Foundation (CBF) has tapped Washington College to receive its Conservationist of the Year Award. CBF President Will Baker will present the award to Kurt Landgraf, President of Washington College, on February 26 at the third annual DC on the Half Shell gala.

A longtime leader in innovative environmental instruction, Washington College in recent months has announced several major expansions to its environmental programs. These include the launch of the 4,700-acre River and Field Campus, a new dual-degree program for environmental science and environmental studies majors with Duke University’s Nicholas School of the Environment, groundbreaking for Semans-Griswold Environmental Hall, and a $500,000 grant from the National Fish and Wildlife Foundation to expand a project that motivates landowners to reduce polluted runoff into the Chesapeake.

Located on the Chester River, Washington College uses the Chesapeake Bay region as a learning laboratory. The College’s River and Field Campus (RAFC) is home to the only bird banding station and observatory on Maryland’s Eastern Shore, an innovative native grassland restoration project, and part of the Chester River Watershed Observatory. The College’s Center for Environment and Society, which focuses on the relationship between human communities and natural systems, oversees RAFC and also manages the school’s two research vessels. Its Chesapeake Semester immerses a small group of students each fall in studies that examine the challenges facing the Chesapeake through the lenses of the Bay’s economy, culture, history, environment, ecology, and politics.

Bryson S. Barksdale, a psychology major at Stevenson University, says he has lived by a quote from Mark Twain during his four years at Stevenson: “Whenever you find yourself on the side of the majority, it is time to pause and reflect.” Barksdale has shown his commitment to this philosophy through his active participation in varied extracurricular activities, including serving as president of the Male Initiative of Leadership and Excellence (M.I.L.E.), a Senior Resident Assistant, Stevenson University Hearing Board Member, and Stevenson University Greek Life Committee member. Most recently he was appointed by Governor Larry Hogan as the lone student member of the Maryland Higher Education Commission (MHEC) to represent not only Stevenson, but all college and university students in Maryland. His one-year term as Student Commissioner for MHEC began on July 1, 2017.

— This is Bryson’s story —

It has always been a passion of mine to stand out from the crowd and push the envelope.

I have been working since my freshman year to improve fellow students’ collegiate experiences by voicing their concerns and thoughts and working to implement the changes on campus that students ask for. Now I will have the opportunity to voice these concerns on a larger scale and see what other institutions may be experiencing. This is only the start of my professional career towards education as I plan to work to increase engagement for all students at Maryland universities which in return will increase retention and graduation rates.

One of the aspects of Stevenson University that I’ve enjoyed the most is the opportunity to create a legacy for yourself rather than just be a number. There is an opportunity here at Stevenson for all students to become leaders but it calls for us to go that extra MILE to make it happen.
MICUA Capital Projects
Academic Initiatives to Progress the State

During the 2018 Legislative Session, MICUA is requesting $12 million in State matching capital grants to support over $77 million worth of construction and renovation projects at Johns Hopkins University, Loyola University Maryland, and Washington College.

These fiscal 2019 projects address strategic academic initiatives on each campus including nursing education, teacher preparation, computer science, the behavioral sciences, and high enrollment growth programs. These 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 2019 will leverage over $65 million in private resources and support over 550 new jobs during the construction phase of these three projects.

Johns Hopkins University (JHU) is requesting a $4 million State capital matching grant to support a $45 million renovation and addition to the Anne M. Pinkard Building, which houses the JHU School of Nursing (JHUSON). The building no longer provides the capacity, functionality, or quality of space required now that the JHUSON’s enrollment has expanded and the School has transitioned solely to a graduate-level nursing education model. Pinkard, located at 525 North Wolfe Street in East Baltimore, is situated in the heart of the Johns Hopkins Medical Institutions campus. Six floors of the existing building, spanning 25,000 square feet, will be renovated and seamlessly integrated into a five-floor, 41,000 square foot addition. This project will create the capacity, functionality, and quality of space required for JHUSON’s new graduate-level nursing education model.

After the renovation and addition, the first floor of the Pinkard Building will feature a new entry, a double height collaboration hub, a public café, and a special event and conference space that will be available to the East Baltimore campus and community. The second floor will consolidate enrollment management and student services into one location and will be connected to the SON Simulation Lab. The third and fourth floors will visually and functionally connect collaborative student and faculty space, featuring flexible classrooms of various sizes, including smaller classrooms and small group rooms. Classrooms will be flat-floor, flexible, and adaptable to promote student and faculty engagement and interactivity. The fifth floor will be home to an inter-professional research hub that will house research faculty and staff focused on nursing and healthcare science.
In 2016, the JHUSON obtained its first time ever sole No. 1 position in the *U.S. News & World Report* rankings and in 2017, ranked second, while retaining its first place rankings for administration and the nurse practitioner program. In addition, the School rose to first place for adult, gerontology acute care, and family care. This reputation attracts world-class talent to the State as well as millions of dollars in annual research funding. In federal fiscal year 2016, the JHUSON led the nation in sponsored research funding against all other nursing schools, with $35 million awarded. The renovation of the Pinkard Building will continue to further JHU’s reputation and the State’s position as leaders in nursing education, research, scholarship, practice, and service.

Loyola University Maryland is requesting a $4 million State capital matching grant to construct a new 30,000 square foot academic building adjacent to Beatty Hall on Loyola’s historic academic quadrangle. Loyola will also renovate Beatty Hall, which was built in 1922. This new building, the “Center for Innovation and Collaborative Learning,” will house several academic departments in the social sciences including Psychology, Speech Language Hearing Sciences, Sociology, and the School of Education. The project will address space deficits due to enrollment growth and will create flexible and efficient spaces for innovative teaching and learning in these departments, including new classrooms, labs, study and meeting rooms, and faculty offices. Additionally, Loyola will relocate Career Services to the new Center. The total cost of the new building is $21.6 million.

The University completed a comprehensive space utilization study in 2012, which identified a large deficit in classrooms with fewer than 25 seats. Since the space utilization study was completed, the University’s student enrollment has continued to grow, creating further demands on academic space. As a result, the University has had to rearrange and displace existing offices and classrooms to try to support the needs of growing academic programs. When complete, Loyola’s Center for Innovation and Collaborative Learning will help alleviate classroom shortages and enable the University to be more efficient in its use of space. Classrooms will be configured to current class sizes and more appropriately designed for pedagogy that includes interactive, inquiry-based teaching and learning.
The new building will allow for the co-location of several academic departments. As Loyola’s School of Education has grown and continues to evolve to meet the needs of both current and future teachers, the University needs more space to support its needs. The Department of School Counseling in the School of Education will move to the Baltimore campus, which furthers the integration of the social sciences into one location and encourages interdisciplinary exchange among faculty and students. The project will enable the Department of Psychology to consolidate space from three buildings across campus and move faculty from the University’s Columbia campus to Baltimore. With the Department of Speech Language Hearing Sciences moving to the new building from its current space in a student residence hall, the residence hall space can be converted to its intended use as a student living space.

The State’s support of this new Center will help make it possible for Loyola to continue its significant contributions to these social sciences fields to benefit the lives of individuals and communities in Baltimore City, the State of Maryland, and beyond. More than 35,000 Loyola alumni make Maryland their home, and significant portions of each graduating class—including students originally from other states—continue to live and work in Maryland after graduation.

Washington College is requesting a $4 million State capital matching grant to construct a new 21,317 square foot academic building that will house the Departments of Education and Mathematics & Computer Science. The new building will incorporate a variety of teaching and learning spaces, including classrooms, labs, offices, a makerspace, and student and faculty meeting spaces. The project will complete the second phase an academic complex at the site of the former Kent County Board of Education Building on Route 213/Washington Avenue Scenic Byway, the main artery through Chestertown and Kent County. The first phase of the complex, The Barbara and George Cromwell Hall, houses the College’s Departments of Anthropology and Environmental Studies and was also supported by a State capital grant. The total cost of the second phase of the project is $10.7 million.

This new academic building will enable the College to keep pace with increased demand for academic space presented by student and faculty growth. Over the past nine years, the student population has grown by 21%, to almost 1,500 students. Over this same time period, the number of faculty has grown by 18%. The existing space for the Departments of Education and Mathematics & Computer Science is insufficient and does not promote interdisciplinary teaching and learning.
Capitol Technology University hosted an online virtual career fair for graduate students in STEM-focused programs on January 23, 2018. The online fair, held in partnership with the National Association of Colleges and Employers (NACE) STEM coalition, was designed to increase the connections between graduate students and potential employers in STEM. The NACE STEM coalition consists of eight other universities with a focus on STEM programming.

“Because there are eight other universities, with 15,000 graduate students between us, we can bring bigger name companies that are willing to spend the time,” said Sarah Alspaw, Director of Career Development and Student Success. “We’re really trying to figure out ways we can, in addition to our regular undergraduate career conference, bring unique and innovative opportunities to our students to make sure that they and our employers get face to face contact.”

Attendees were given the chance to both interact with potential employers on an individual level and to learn more about the companies looking to hire students with their educational background.
Notre Dame of Maryland University Partners with University of Baltimore

Notre Dame of Maryland University (NDMU) has partnered with the University of Baltimore School of Law to create a new dual degree program that will allow qualifying NDMU students to start attending law school after their junior year.

The two universities signed a matriculation agreement where NDMU students will be able to obtain both an undergraduate degree and a Juris Doctor (J.D.) in six years, as opposed to the typical seven, saving students both cost and time.

Under the program, Notre Dame students of any major will receive automatic acceptance to the UB Law if they have a GPA of at least 3.35 and an LSAT score of 150 (or a GPA of at least 2.75 and an LSAT score of 152). Students who do not meet the criteria can still be considered through the UB Law’s general admission pool.

“Through this agreement NDMU is offering our students and prospective students more options in their education experience and options for ways to accomplish their academic goals,” said NDMU President, Marylou Yam.

Notre Dame students enrolled in the program must have already completed a certain portion of their undergraduate degree, as their first year of law school will also be their last year as an undergraduate.

“This is about staying true to the University’s mission of helping students achieve intellectual and professional excellence, while at the same time creating a solid connection with a highly-respected law school,” said Debra Franklin, Dean of NDMU School of Arts, Sciences and Business.

The credits students take during their first year of law school will transfer back to Notre Dame to complete their requirements for an undergraduate degree.

Hood College Partners to Increase Women in STEM Professions

Hood College is partnering with Frederick Community College, Woman to Woman Mentoring, Inc., and the Frederick National Laboratory for Cancer Research (operated by Leidos Biomedical Research, Inc.) to bring the Million Women Mentors (MWM) movement to Frederick County. The goal of this movement is to attract and retain girls and women in STEM professions.

As a precursor to the program, these four organizations have coordinated a smaller, pilot version, which is running now through September. The pilot workshop schedule includes:
- a meet and greet in which mentees and mentors will get to know each other
- a panel discussion by professional women in STEM
- personal development plans and goal setting for mentee participants
- assessment of personal strengths and how to use them to achieve goals
- tips for being assertive and standing out
- training for networking and making personal connections with professionals in the STEM field
- reflection and wrap up

The one-on-one mentoring relationships will continue in the months after the workshops are complete.

The MWM movement supports the engagement of millions of both male and female science, technology, engineering, and math mentors to increase the interest and confidence of girls and women to persist and succeed in STEM programs and careers by 2020.
Johns Hopkins University Engineering Students Help Maryland Family

Johns Hopkins University engineering students answered a call to help a Maryland family, designing a walker to help the family’s smallest member learn to get around on her own.

RoseLynn Lidy was born with Cornelia de Lange Syndrome, a rare genetic disorder that causes physical, cognitive, and medical challenges. At 2, she is 24 inches tall and weighs just over 11 pounds—far too small for commercially available walkers.

"I don’t think you all know how much this means to us and to our daughter," RoseLynn’s mother, Annetta, said when the students set up the walker at the family home in Cecil County. “Since Rosie was born, we’ve been hearing what kids with this syndrome can’t do. But we’ve chosen to concentrate on what our daughter can do. With this walker, we believe Rosie can learn to walk.”

Rosie’s physical therapist had recommended she practice bearing weight on her legs. V-LINC, a Baltimore nonprofit that matches people with challenges to volunteers who can help, brought in the Johns Hopkins student chapter of the American Society of Mechanical Engineers. A five-member team met Rosie and her family, took measurements, and got to work. They used a water-jet cutter in the University machine shop to fabricate components from strong, lightweight plastic. Wheels, brackets, braces, and a folding mechanism were added in the Whiting School of Engineering MakerSpace. Freshman Charlotte Quinn painted the walker green, yellow, and red, with Rosie’s name in white script.

Meeting Rosie had inspired team members to get the walker “just right,” sophomore Caterina Esposito said. "Honestly, at times, it was a little frightening knowing the ... effect this project would have on this child and family. In the end, it inspired us to do the best job possible so that Rosie can live her best life."

Washington Adventist U. Partners to Help Students Earn Doctorates

In October 2017, Washington Adventist University (WAU) President Weymouth Spence, and The Chicago School of Professional Psychology (TCSPP) President Michele Nealon, signed an agreement that will make it easier for WAU graduate psychology students to earn a doctoral degree.

Beginning last fall, WAU students who earn their master’s degree in counseling psychology or clinical mental health counseling and who meet TCSPP acceptance criteria, will be guaranteed acceptance into the Clinical Psy.D. Program at the Washington, D.C. Campus, and will be able to seamlessly transfer four required courses as long as they earned a grade of “B” or higher. In addition, tuition costs will be discounted.

“It is exciting to offer students at Washington Adventist University a new career path in the field of mental health,” said Heather Sheets, TCSPP Washington, D.C. Campus Dean. “Our practitioner-model of education and training is intended to give graduates immediate access to jobs and help fill the gap in mental health care facing the nation.”

The WAU School of Graduate and Professional Studies offers evening graduate degree programs in Counseling Psychology (M.A.) and Clinical Mental Health Counseling (M.A.), as well as an evening undergraduate Counseling Psychology program (B.S.). One of more than 20 degree programs TCSPP offers across its four campuses, the Washington, D.C. Clinical Psy.D. Program is American Psychological Association (APA) accredited and offers students a broad knowledge of scientific and theoretical psychology principles.
Secretary Mike Gill Visits Mount St. Mary’s University

Maryland Secretary of Commerce Mike Gill visited Mount St. Mary’s University on December 18 for a morning focused on two of the Mount's newest majors that offer students experiential education and excellent job prospects upon graduation: cybersecurity and entrepreneurship.

The programs allow students to pursue studies in the most cutting-edge fields of the day while still benefiting from a liberal arts tradition that teaches them to be critical thinkers and creative problem solvers.

While visiting Mount St. Mary’s, Secretary Gill met with President Timothy E. Trainor, Ph.D., and toured the Palmieri Center for Entrepreneurship and the Computer Science, Cybersecurity and Data (CSCD) suite. At the Palmieri Center for Entrepreneurship, Christine Adamow, Director of the Center, described the new undergraduate major and minor in entrepreneurship, which is being offered in the spring 2018 semester. The interdisciplinary curriculum combines in-class activities with experiential, hands-on problem solving. Among the immersive ideas being considered to give students the opportunity to actualize ideas are a coffee shop, a brewery with hops grown on land adjacent to campus, and a makerspace.

Secretary Gill, who founded AMERICOM, a provider of cellular products and services to businesses in the Baltimore area, discussed the importance of having partners for entrepreneurial initiatives on campus. “The purpose of an entrepreneurship center is to bring ideas to the surface,” he said. “Partnerships allow the ideas to become reality.” He also stressed the importance of encouragement, enthusiasm, and engagement.

McDaniel College Offers New Education Specialist Program

In January, McDaniel College began offering the Gifted and Talented Education Specialist (GATES) post-baccalaureate graduate certificate. This program, available entirely online, leads to a Maryland State endorsement in gifted and talented education.

This five-course online program, plus three-credit internship for gifted and talented specialists, is geared towards educators in PK-12 schools who already hold a master’s degree. Course topics focus on social and emotional needs of gifted learners; critical and creative thinking strategies; and differentiated curriculum, instruction, and assessment.

Students can take one or more GATES courses, complete the entire GATES sequence and apply for state endorsement, or apply to earn a master’s degree in curriculum and instruction with GATES certification. GATES is one of four graduate certificate programs at McDaniel offered exclusively online and is among eight graduate programs available 100 percent online.

“Our State’s focus on equity and excellence has made teacher professional development in gifted education a priority in its just-released ‘Every Student Succeeds Act’ plan. The teachers I work with know they have these diverse students in their classrooms, but they don’t feel well-prepared to meet their needs. Our GATES program takes theory into practice with highly relevant course assignments,” said Jeanne Paynter, former State specialist for gifted and talented education at the Maryland State Department of Education, who serves as an area coordinator in McDaniel’s graduate and professional studies program.

Along with Paynter, who was one of the GATES program designers, faculty in the curriculum and instruction graduate program at McDaniel and gifted and talented specialists from the Carroll County, Baltimore County, and Prince George’s County public school systems developed the program.
**St. John's College Students' Project for Peace**

Over 100 students attending a special-needs school in Kathmandu, Nepal’s capital city, now receive their education in a more modern setting thanks to upgrades provided by St. John’s College students, Himanshu Thapa and Nano Liklikadze.

During a summer project, Thapa and Liklikadze used a $10,000 Projects for Peace grant to improve the Special Education and Rehabilitation Center for Disabled Children, and provide a renovated classroom, 2,000 books, an elliptical trainer, computers, vocational equipment, and a new physiotherapy and multimedia room, among other items.

“The project, for us, was very rewarding,” says Thapa, who hails from Kathmandu. “But what was even more rewarding was what we went through: trying to complete the project, making relationships with the teachers and the students. It’s an experience that’s difficult to forget.”

The seed for the project was planted during the summer of 2016, when Thapa returned home to teach as part of the Hodson Internship Program. He saw people with disabilities living on the streets, as well as a need for additional resources for children with disabilities. That fall, Thapa and Liklikadze developed a plan, applied for the grant, and found out in March that their project was one of 100 that would receive funding.

Work on the school took two months, and used a combination of grant funding and donated items, to complete. “We visited them afterward and saw how the things we gave them were being used,” Liklikadze says. “The most rewarding thing was the children were happy.”

St. John’s has a long history with Projects for Peace, with students completing projects nearly every year since the program began in 2007.

**MICA Welcomes Five Art Students from Puerto Rico**

The Maryland Institute College of Art (MICA) is sponsoring five students from Puerto Rico for the spring 2018 semester, covering the students’ tuition and housing costs, as well as providing support to cover meals.

As current students of the School of Visual Arts and Design (Escuela de Artes Plásticas y Diseño de Puerto Rico), a public art college in San Juan accredited by the National Association of Schools of Art and Design (NASAD), their educations were interrupted by the devastation of Hurricanes Irma and Maria last year, which caused widespread infrastructure damage throughout the island and temporarily closed the school.

While the school rebuilds—it plans to reopen later in 2018—MICA and other member institutions of the Association of Independent Colleges of Art & Design (AICAD) banded together to provide students of the School of Visual Arts and Design a chance to continue their art and design educations without further delay.

The students, already on the MICA campus, have diverse majors that include painting, printmaking, animation, and digital art. They will be fully integrated into student life at MICA, and will receive mentorship from MICA graduate students.

“What’s most important is for these students to be able to continue their educations uninterrupted here at MICA and in Baltimore. We are incredibly grateful to be able to host them, and are working to make them feel at home here while they restart their studies,” said David Bogen, MICA’s Vice President for Academic Affairs and Provost.
Stevenson University’s Theatre and Nursing Students Collaborate for Unique Experience

In fall 2017, Stevenson University’s Theatre and Media Performance program and Nursing program teamed up for a unique educational experience for their students.

Through a series of simulations, nursing students were tasked with delivering news about terminally ill patients to their families, as role-played by the theatre students.

“This collaboration was one of the most exciting of my career as a theatre educator,” says Ryan Clark, M.F.A., Program Coordinator, Theatre and Media Performance. “Theatre students worked on character development in a way that transcended traditional ‘scene study’ work to create real characters dealing with end-of-life in a very realistic way. This kind of actor training is unique and Stevenson is leading the way.”