



Maryland Independent College
and University Association

Support with Amendments

**House Appropriations Committee
Capital Budget Subcommittee**

March 15, 2023

Matt Power, President
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Thank you for the opportunity to provide written testimony regarding [HB 201 Creation of a State Debt - Maryland Consolidated Capital Bond Loan of 2023](#). I write in support of four proposed renovation projects at MICUA member institutions. The Governor's fiscal 2024 capital budget provides a total of \$13.5 million to be divided among projects at Capitol Technology University (\$1.5 million), Johns Hopkins University (\$5.0 million), Loyola University Maryland (\$5.0 million), and Washington College (\$2.0 million). **MICUA respectfully requests an additional \$6 million, for a total of \$19.5 million, to allow these projects to move forward.** These projects have all been endorsed by the MICUA Board of Trustees, are well-aligned with the goals identified in the *2022 Maryland State Plan for Higher Education*, and are directly related to the academic priorities and missions of each institution. These facilities will be designed and renovated to maximize opportunities for student and faculty collaboration and to promote and facilitate interdisciplinary teaching, learning, and research. Further, these projects will help meet or exceed the postsecondary expectations of a Maryland K-12 population that is increasingly trained to expect state-of-the-art facilities.

Collectively, these projects will leverage over \$50 million in private resources to increase student enrollment, address workforce needs, attract research dollars, and support a vibrant economy. During the construction phase, the projects will support over 450 construction jobs.

Fiscal 2024 MICUA Capital Project Requests

Capitol Technology University requests **\$3.0 million** to support a \$4.1 million renovation project involving 6,800 gross square feet of space. The newly renovated laboratory spaces will have a modern design that provides flexibility, adds capability, promotes greater student-student and student-faculty interactions, and increases conformance with Occupational Safety and Health Administration (OSHA) standards and Americans with Disabilities Act (ADA) accessibility guidelines.

Johns Hopkins University requests **\$6.5 million** for renovation of the School of Education (SOE) to support a \$21.1 million renovation project. This project will revitalize a former girls' high school built in 1908 by renovating approximately 80,000 GSF of existing space. This renovation will consolidate

previously separated programs within the School into one facility and create space for the School to grow in number of students, faculty, and centers.

Loyola University Maryland requests **\$6.5 million** for the renovation of Donnelly Science Center to support a \$35.9 million renovation project. The grant will enable the University to renovate a building that is critical to the STEM programs at the University.

Washington College requests **\$3.5 million** for renovation projects in four academic buildings with an estimated total cost of \$4.7 million. This project focuses on renovating instructional spaces to be more dynamic and accessible in four buildings that form the core of student life and learning on the campus.

Thank you for your ongoing support of the MICUA Capital Grant Program and your consideration of our fiscal 2024 request for an additional \$6 million. We sincerely appreciate our partnership with the State of Maryland and value your leadership on this issue.



**House Appropriations Committee
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Dr. Brad Sims, President

On behalf of Capitol Technology University, thank you for investing in the infrastructure of Maryland's independent colleges and universities. We are grateful for Maryland General Assembly's support of the MICUA capital grant program, which in turn accommodates enrollment growth and addresses workforce needs in our State. Capitol Technology University, with the endorsement of MICUA, seeks a **\$3 million** State capital grant in fiscal year 2024 in support of an estimated \$4.1 million renovation of academic labs in MCI Hall, M/A Com Hall, and Telecommunications Hall.

The buildings where the majority of renovation will occur are the original structures on the campus and hold historical significance to the Capitol Tech Community. The University plans to renovate laboratory spaces that have not been renovated since their construction in the early 1980's. These reimagined labs will provide safe, inspiring, fully accessible, reconfigurable experiential learning spaces with plug-and-play research equipment, moveable workstations, and multiple access points. The laboratory spaces to be renovated include the Computer Science Laboratory, Electronics Laboratory, Physics Laboratory, Robotics Laboratory and the Unmanned/Autonomous Systems Laboratory. The functions of the spaces have guided the preliminary designs. First and foremost, the accessibility for those with mobility impairments will be improved which will expand educational inclusion. The spaces will be designed to be flexible. While the spaces will have a primary designation for use, the planned flexibility will allow the spaces to be multipurpose to support the ever evolving interdisciplinary nature of engineering and technology's front lines. The practice and study of engineering and technology have evolved significantly since the labs were built. Today, teams collaborate to solve real world problems. These reimagined laboratories will provide space where collaboration is encouraged by the design and layout. The spaces will also benefit from technical upgrades to support electrical loads, cooling for high tech equipment, and smart classroom technology to support learning. The physical spaces themselves have many positive attributes which the project will enhance.

The Robotics Laboratory will support the BS Mechatronics Engineering and BS Mechatronics and Robotics Engineering Technology programs. In addition to the shared accessibility and flexible elements this laboratory will include a robotics "arena" which supports the testing of projects and competitive activities. Robotics competitions are frequently a student's first entry into the field; this arena will provide opportunities to expand outreach to future engineers. The Physics Laboratory will provide space which better supports modern laboratory practices in a setting conducive to learning and collaboration.

The Engineering Laboratory supports both upper level Electrical Engineering and Electronics Engineering Technology courses and lower level courses in Astronautical and Computer Engineering as well as topics related to cyber physical systems. The renovated laboratory will support precision soldering, circuit design, testing, instrumentation, and the evaluation of parts and components. Additionally, this new space will lend itself toward the development of projects related to smart manufacturing, remote sensing, RF circuit design, and PC board design.

The Computer Laboratory supports students studying computer science, information technology, data science, and cyber. The laboratory will support emerging topics in artificial intelligence, edge computing, quantum computing, robotics and cybersecurity. While much of the computing will happen in the cloud the computer laboratory will provide a space dedicated to collaborative problem solving where the solutions use computing in a variety of forms.

Renovations are an important component of the University's Campus Master Plan. The Plan reflects the University's commitment to an integrated, multidisciplinary, environmentally-sensitive, and pedestrian-oriented campus while retaining its legacy appearance and structure. Over the last two years the University has focused on the renovation or replacement of systems that improve the overall campus facilities. At this time the University has no plans for new construction and the master plan focuses on renovating the buildings to serve the University's current and future needs for undergraduate educational purposes.

Without these new laboratory facilities, the University's ability to continue expanding academic program offerings and remain competitive in its market will be compromised. Capitol Technology University is Maryland's only independent exclusively STEM-focused institution of higher education, providing associates through doctoral degrees in engineering, information sciences, and technology leadership. Capitol Tech's undergraduates are in high demand by Maryland-based government agencies and their corporate partners due to the hands-on training they receive. Employers recognize that our graduates usually require limited training when they start employment and are able to contribute as valuable employees from day one. This is because of the practical skills our students acquire through extensive lab use. It is imperative that our labs remain up-to-date, flexible and adaptable to respond to emerging workforce needs.

Capitol Technology University serves primarily Maryland citizens:

75% of our current undergraduates are Maryland citizens

54% of students in our Masters programs are Maryland citizens

27% of students in our Doctoral programs are Maryland citizens

The vast majority of our graduates remain in Maryland serving local and federal agencies and technical support companies that are based throughout the State.

We sincerely appreciate the past support of the State of Maryland. Thank you for your consideration of this project, which will have a positive impact on the institution and the State.

TO: The Honorable Mark Chang, Chair
Capital Budget Subcommittee

FROM: Michael Huber, Director, State Affairs

DATE: March 15, 2023

RE: MICUA Capital Grant Program

On behalf of Johns Hopkins University, thank you for recognizing that the State's investment in Higher Education benefits all of Maryland. Thank you especially for the steadfast support of Maryland independent colleges and universities (MICUA). We respectfully urge your favorable report on the requested \$19.5M for the MICUA capital grant program in the FY24 capital budget to help mitigate the escalation of construction costs all projects are experiencing.

Johns Hopkins respectfully requests a \$6.5M MICUA-sponsored grant to support an estimated \$21M project to substantially renovate approximately 80GSF of existing space in the School of Education (SOE) building. The balance of the project cost will be funded through internal debt and operating cash. Built in 1908 to serve as a girl's high school, this building has undergone few renovations since acquired by Johns Hopkins in 2003. As a result, the building desperately needs significant upgrades to serve the many and diverse users for the next 50 years.

Pre-COVID, the SOE program space was split between two geographically disparate facilities; one in Baltimore and one in Columbia, MD. A study in 2020 deemed the Columbia space obsolete. Therefore, consolidating all programs in the School's main building at 2800 North Charles Street was the best option and is central to the School's ability to collaborate more effectively across academic programs and to integrate the work of their research centers and academic programs. Rather than construct a new building, the planned project will revitalize and renovate an existing building. Preceding this interior renovation, SOE is undertaking an infrastructure enabling project which will replace the building's outdated mechanical system and aged building envelope components, including roof systems.

Currently the facility supports 1,800 students and 110 faculty and researchers. Because of outdated building systems, teaching spaces not commensurate with current pedagogy, limited research spaces, inefficient work spaces, and nonexistent collaboration spaces, the existing facility is disproportionate with JHU's mission to "educate its students and cultivate their capacity for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world." In addition, some current building systems are deficient and past their intended life expectancy.

The facility needs life safety and accessibility upgrades, bringing it into ADA compliance and removing hazardous materials. Critical infrastructure systems are at risk of failing, which will result in costly repairs. Improvements will repurpose the building into one that is accessible, flexible, and welcoming study space supportive of the academic rigor of the University. Renovation and redesign will assure ample space dedicated to 21st century scholarly activity is offered to positively enrich the campus community. 13 existing classrooms will be redesigned to better accommodate larger class sizes, growing programs and different learning styles. Redesign allows for two additional classrooms to welcome growth and support research events hosted by SOE's research centers. Room for research centers and faculty growth which is foundational to quality graduate-level education and PhD research and aligns with SOE's goal to increase current research funding by 40% in the next few years.

Johns Hopkins has been developing education leaders for more than 100 years, but 2007 marks the year SOE was founded as a stand-alone school. With faculty expertise spanning whole-school reform, education policy, school safety, alternative teacher preparation, counseling, digital age learning, and more, the SOE's research and initiatives have improved educational trajectories for millions of students in thousands of schools. We develop leaders for today's diverse educational contexts and create practical tools to tackle education's defining issues as we address social determinants of education, support diverse learners, and advance equity and social justice.

SOE is accredited by the Middle States Commission on Higher Education (MSCHE) and all programs leading to licensure are approved by the Maryland State Department of Education, a participant in the National Association of State Directors of Teacher Education and Certification (NASDTEC). Our reputation attracts world-class talent to the SOE also has numerous programs which serve the State of Maryland:

- ***Teach For America*** collaboration produces approximately 40 teachers per year and results in intense preparation and ongoing development to serve in high need PK-12 students in Baltimore schools.
- ***Mind, Brain, and Teaching programs*** expand support for research and partnerships of the 2017-21 Maryland State Plan for Higher Education (Strategy #10).
- ***Instructional Leadership*** graduates qualify as lead teachers, content coaches, and instructional support teachers in high demand STEM fields.
- ***Counseling programs*** graduate much-needed school counselors and clinical mental health counselors who work in Maryland school systems and throughout Maryland communities.

The SOE's research centers add value and expertise to Maryland:

- ***Everyone Graduates Center***: keeps students on the path to graduate high school and builds student pathways to post-secondary and workforce success.
- ***Institute for Education Policy***: adviser to Maryland's Board of Education and Kirwan Commission, and developer of The Knowledge Map and other tools to improve teacher prep, instructional materials, assessment, and culture.
- ***Center for Safe and Healthy Schools***: supports communities and policymakers in school risk management, racial equity, and student well-being.
- ***IDEALS Institute***: creator of Maryland EXCELS, which enrolls 78% of the state's licensed and operating childcare and early education programs—the highest voluntary participation rate in the nation.
- ***Baltimore Education Research Consortium***: a BCPS/higher ed partnership to improve literacy, career choices, and air quality in school buildings.
- ***Center for Technology in Education***: creator of the Kindergarten Readiness Assessment, used by 61,545 kindergarteners (1,043 schools) last year.

Top-tier schools of education across the country are being asked to increase the number of educators they graduate, including master's and doctoral students, in order to provide the necessary teachers, instructors, and administrative leaders needed. And, increasingly, top-tier schools of education are responding with facilities that are better equipped to educate students in the 21st century. Renovation of the SOE building is vital to our ability to attract the best and brightest future educators to Maryland.

The SOE is renowned for its groundbreaking work, like the Best-Evidence Encyclopedia, a handbook of research and reviews of education practices. The school also runs six research centers and institutes including the Center for Safe and Healthy Schools and the Center for Research and Reform in Education, which aims to improve poverty-stricken school districts across Maryland and the country. Sponsored research accounts for 46% of the school's total revenues. The SOE's estimated sponsored award income for FY23 is \$36.2M and this is a 31.6% increase from the FY22 total of \$27.5M.

Lastly, this project will provide hundreds of construction jobs during the anticipated 12-month construction phase. As part of Johns Hopkins' commitment to economic inclusion, and the HopkinsLocal program, this project has an established goal of a minimum of twenty percent (20%) participation by Minority and Women-owned businesses (MBEs) and thirteen percent (13%) participation with Local Business Enterprises that have offices within the limits of Baltimore City.

Thank you for your continued commitment to independent higher education in the State of Maryland, and for the steadfast support of MICUA and Johns Hopkins University. We respectfully urge your support of the \$19.5M for MICUA projects in the FY24 capital budget.



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Vice President for Finance and Administration

Testimony to the House Appropriations Committee, Capital Budget Subcommittee March 15, 2023

John C. Coppola, Vice President for Finance and Administration, Treasurer

On behalf of Loyola University Maryland, thank you for recognizing that capital support for the State's independent colleges and universities is a wise investment that benefits all of Maryland. We are grateful for the Maryland General Assembly's steadfast support of the MICUA capital grant program.

Loyola University Maryland's FY2024 request of **\$6.5 million** is for the renovation of Donnelly Science Center. With this grant, the University will be able to renovate this building that is critical to the STEM programs at the University. The renovation is estimated to cost \$35.9 million. When complete, this project will create 5,622 NASF of renovated classroom space and 19,643 NASF of renovated laboratory space with 13,376 NASF of this space dedicated to class laboratory and the balance for research and non-class laboratory space. The newly renovated spaces will better serve the needs of the departments by providing flexibility, new equipment, and more efficient use of the existing building footprint.

Donnelly Science Center was constructed in 1979 and has not been renovated since its construction. Two additions have been made to the building through the years—one in 2000 to support Biology with teaching and research labs and another in 2011 to provide teaching and research labs for several of the sciences. These programmatic enhancements have enabled the University to support expanded program needs in the sciences. This grant will support much needed infrastructure improvements to the building as well as provide updated science facilities.

Donnelly Science Center houses the academic departments of Biology, Chemistry, Computer Science, and Engineering Science. Renovation of the Donnelly Science Center is necessary to satisfy outstanding academic space needs, to accommodate new technologies in modern classrooms, and to ensure code compliance. The academic space needs include updating research facilities, improving laboratory spaces, and modernizing teaching spaces. All classrooms will be renovated to support the University's initiative of high impact teaching practices that require flexible furniture and the latest in classroom technology. A 2021 feasibility study for Donnelly Science Center identified the opportunity to reallocate space to better support the programmatic needs of the sciences, create more collaboration spaces for students and faculty and to achieve a LEED certified building renovation project.

Receipt of this grant will enable the University to proceed with this project. Without the State grant, Loyola will not be able to attract first rate scientists due to lack of adequate and modern

laboratory space and could actually lose some of our most productive scientists. Additionally, the University would be forced to continue to use inadequate teaching laboratory spaces and outdated classroom spaces. Loyola must improve its teaching spaces to accommodate a growing, gifted student body and the addition of scientific scholars eager to teach and research in their chosen fields. Not having up-to-date facilities will affect the University's academic competitiveness in preparing students for the workplace of today and tomorrow. This project will enable them to continue making significant contributions to the local, national, and global communities of which they are a part, most notably, the State of Maryland.

More than 31,000 Loyola alumni continue to make Maryland their home, and a significant portion of each graduating class-including those originally from other states-continue to live and work in Maryland after their graduation. The University has significantly increased its enrollment of transfer students, who often hail from Maryland, in recent years, as well as its enrollment of students of color.

The University is committed to strengthening Maryland's workforce, particularly in the critical areas of science, technology, and engineering, a commitment that can be seen in the recent projects including the Fernandez Center (recently funded in part by a previous State grant) which focuses on education and training for providers of mental health and health care services. The State's support of this new project will make it possible for the University to continue making important strides in supporting the sciences.

Thank you for your continued efforts on behalf of Loyola University Maryland. We are grateful for your steadfast support.



Testimony to the House Appropriations Committee, Capital Budget Subcommittee

March 15, 2023

Edward Patrick, Vice President for Finance & Administration

On behalf of Washington College, thank you for the recognition that investing in the infrastructure of our campus directly benefits the citizens of Maryland and assists in meeting the needs of our State's workforce. The College is grateful for the Maryland General Assembly's support of the MICUA capital grant program. With the endorsement of MICUA, Washington College seeks a State grant of **\$3.5 million** for fiscal 2024 to renovate four buildings—William Smith Hall, the Miller Library, the Toll Science Center, and the Casey Academic Center. The total project estimated cost is \$4.7 million.

Preparing students for the challenges of the 21st century requires that faculty and staff have access to the cutting-edge technology and facilities necessary to support engaged learning within and beyond the classroom. But on a campus like Washington College's, we are also compelled to preserve its historic character. Many of the College's academic buildings were built at the turn of the 20th century and were designed prior to a pedagogy emphasizing a strong inquiry basis requiring more dynamic learning spaces. The challenge of adapting our instructional space cannot be solely addressed through new construction, which often takes place at the periphery of campus. At the heart of the campus are the most heavily used older structures which are a vital part of our master plan for moving the whole campus forward. The stately look of our largely brick buildings adds to our curb appeal and creates the inimitable feel of a college campus. However, the student experience in the classroom as facilitated by technology, comfortable and accessible spaces, and courses grounded in inquiry and collaboration is even more fundamental. This request is a means for us to meet our dual obligations of historic preservation and educational excellence.

Supported by State capital grants, the College has previously invested in new buildings which provide structurally sound and flexible learning spaces. These include the recently built Barbara and George Cromwell Hall and the Semans-Griswold Environmental Hall. The Cromwell academic spaces have provided an effective model for the design of inquiry based instructional space and we have seen the difference in engagement of students using this space. As our student body evolves and teaching and learning needs become more dynamic, we need to replicate these

environments in our existing academic buildings and also ensure that our 20th century buildings are safe and accessible in the 21st century. These renovations focus on four buildings that form the core of student life and learning on campus and are the most recognizable and architecturally striking structures—William Smith Hall, the Miller Library, the Toll Science Center, and the Casey Academic Center. They are also buildings that have pressing needs for renovation and infrastructure upgrades.

The primary renovation of instructional space will take place in William Smith Hall, named in honor of the College's founder. Smith Hall is an early 20th classroom building that houses seminar rooms and larger classrooms, faculty offices, and the Norman James Theatre. The Theatre, at the heart of the building, is a 164-seat auditorium has fallen out of use due to general disrepair, decrepit seating, and poor sound and lighting. Given its location and size, the Theatre is positioned to be a premium meeting, learning, and presentation space, but it will require a full refurbishment and technology upgrade. The stage will be redesigned to be fully accessible to all members of our community, and the Theatre will be re-envisioned as a site for state-of-the-art virtual and hybrid participation. The elevator in Smith Hall has also exceeded its service life and needs to be replaced.

The terrace of the Miller Library, shaded by a large beech tree, has been transformed in the last two years from a study space to an indispensable outdoor classroom. It is in the College's strategic interest to ensure outdoor classroom space for the foreseeable future. However, the terrace's thousands of tiles are disintegrating, which poses a safety risk and limits maneuverability of seating and accessibility to all participants. In addition, the impermeable tiles intensify the runoff of rainwater toward the Chester River, and a renovation of this space could look at more environmentally sustainable options like water permeable concrete. In addition to the exterior terrace renovation, interior Miller Library renovations include replacement of the elevator and eight ground source heat pumps.

The Toll Science Center is a 45,000 square foot, state-of-the-art classroom, office, and laboratory complex, which houses chemistry and biology labs, an environmental classroom, seminar rooms, a penthouse greenhouse, and a dramatic three-story glass atrium. A 94-seat lecture hall within the Center does not require the full renovation of the Norman James Theatre but does need new seating. The Building Automation System is outdated, lacks desired functionality, and is no longer supported by the manufacturer. This project would result in energy savings for heating and cooling. Other needs in Toll include replacement of the chiller well roof, repair of greenhouse leaks, upgrade of lab hoods, and installation of permanent flashing on the intake gable ledge cap.

The Casey Academic Center is a grand Georgian-style brick building with a ground floor concourse that opens onto the College's bookstore, student post office, and conference rooms for classes, speakers, and faculty and student meetings. However, its elevator has exceeded its service life and requires modernization. In addition, the wood trim surrounding the arched windows in its cupola is rotting and needs to be replaced.

The local community and region benefit from Washington College's financial stability and reputation for excellence. The College is an anchor in the region and the largest private employer in Kent County, a county whose unemployment rate chronically exceeds the State average. Our

critical economic position is premised on recruiting and retaining students, which is in turn premised on a transformative educational experience.

We truly appreciate the State of Maryland's continued support of Washington College. Thank you for your consideration of these important projects, which will have a positive impact on the institution and the State.