

MICUA Matters

VOLUME 6, ISSUE 2

SPRING 2011

Economic Impact of MICUA Colleges, Universities Tops \$6.4 Billion

Fifteen private, nonprofit colleges and universities in Maryland have a profound impact on the State's economic vitality, according to an independent analysis conducted by Appleseed and released in February by MICUA. The findings quantify a \$6.4 billion industry, which directly and indirectly supports 63,780 jobs. Together, these 15 colleges and universities attract billions of dollars in federal and private revenues, which fuel the region's economic engine. The MICUA member institutions directly employ almost 32,000 Marylanders with a combined payroll of \$2 billion.

"Most of us do not think of higher education as a major industry. In reality, independent higher education is an economic powerhouse and the largest private employer in the State," said Tina Bjarekull, President of MICUA.



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Loyola Receives National Community Engagement Classification

Loyola University Maryland has been named among the colleges and universities receiving the 2010 Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. The classification recognizes institutions demonstrating a significant commitment to their communities through service, curricular engagement, partnerships, and other forms of outreach. Loyola is one of 115 institutions receiving the classification this year, and the only one in Maryland.



"Loyola's thriving relationships with local neighbors and partners throughout the country and around the world are a critical component of our Jesuit identity and of our successful pursuit of our mission, and I am delighted our efforts have been recognized on a national level," said Rev. Brian Linnane, S.J., the University's president. "We will build upon our experience completing this application to identify ways to strengthen and deepen our community engagement in the years to come." ■

MICUA thanks Governor Martin O'Malley for supporting the Sellinger Program. See page two to read the Governor's guest column on higher education in Maryland.

Working Together for Success in the New Economy

By Governor Martin O'Malley

We live in a very different world than the one we inherited from our parents and grandparents. Technology and innovation are changing every aspect of our lives, revolutionizing the way we work, the way we interact, the way we learn, and the way we heal the world around us. Times are changing and as we make the turn into the new economy—an economy built on the clean-tech, green-tech, high-tech jobs of tomorrow—states must adapt to win. Innovation is the key and the foundation of innovation is education.

Here in Maryland, if we are going to win in this new economy, every segment of our higher education system must work together. If we are going to continue to have one of the country's most educated and highly skilled workforces, our public and private institutions must share the same goals and priorities. We are partners in the fight for our children's future and in the vision we all share to create a stronger, smarter Maryland for future generations.

To expand opportunity to more people rather than fewer, we made the tough choices in tough times to keep college affordable for working families. Alone among the 50 states, we chose to freeze in-state tuition at our public colleges and universities for four years in a row. And for our private colleges and universities, we are fighting to continue our investments in the Sellinger Program, proposing to maintain the same level of funding as the previous fiscal year. As we face the reality of a \$1.4 billion gap between expenditures and our recession-battered revenues, the best option for our most important priorities is to defend them by level-funding them.



Making college more affordable is only one battle in the fight to win the future. We must also ensure our students have the tools and resources they need to succeed once they get in the door. We are working together to develop curriculum and assessments based on the Common Core standards to better prepare students for college. And we are partnering with our higher education institutions to provide our students with the critical thinking skills and support they need to earn a degree in a timely manner. Recognizing the importance of college completion to our overarching goals, we have set a goal that by 2025 at least 55% of the State's residents age 25-64 will hold at least one postsecondary degree.

MICUA institutions are already at the cutting edge of innovation as we continue to move Maryland forward into the new economy.

Last fall, John Hopkins University attracted a \$1.2 million grant from the U.S. Department of Education to support graduate students in an innovative special education leadership program. For the past decade, *U.S. News and World Report* has named Loyola University Maryland one of the region's Top Ten institutions. Washington College has been recognized by *The Princeton Review* as one of the best Mid-Atlantic colleges.

The choices we are making today will allow us to provide our students with the foundation they need to succeed and win. As President Obama recently said, "We know what it takes to compete for the jobs and industries of our time. We need to out-innovate, out-educate, and out-build the rest of the world." Here in Maryland, working together with our public and private universities, we are leading the way as we turn the corner into the new Innovation Economy. ■

MICUA CAPITAL PROJECTS:

Building Today, Investing in Tomorrow

MICUA is requesting \$13 million in capital improvement grants from the State to support construction and renovation projects on four member campuses for fiscal 2012. The MICUA member institutions will use the State grants to leverage more than \$44 million in private capital investments. As part of a



MICUA initiative to reach out to the minority contracting community, all of the MICUA institutions have set goals for minority and local business enterprise participation for these projects. The MICUA colleges and universities have all made energy efficiency a priority in these projects as well. Two of the projects will meet LEED Silver requirements.

“These are excellent academic projects that are well-aligned with the State’s needs,” says MICUA President Tina Bjarekull. “With the State’s support, MICUA member institutions are better able to accommodate enrollment growth, address workforce needs, support a vibrant economy, and provide choice and opportunity for Maryland’s citizens.”

The Johns Hopkins University is seeking a State matching grant of \$4 million in order to construct the Brody Learning Commons, a new 42,500 square foot addition to the Milton S. Eisenhower Library (MSEL). The MSEL is the University’s principal research library and the largest in a network of four main libraries at Johns Hopkins. The MSEL collection numbers over 2.6 million volumes and is heavily used by both students and faculty.

The MSEL operates seven days a week, 24 hours a day, and had an entrance count in 2008–2009 of 970,000 people. It is also open to all current faculty and students from other academic institutions. In 2008–2009 approximately 18,400 people from 15 Maryland institutions of higher education used the MSEL. The library is also frequently utilized by local government departments, such as the Governor’s Office of Crime Control and Prevention and the Mayor’s Office of People with Disabilities, as well as federal agencies, such as the National Institutes of Health and the U.S. Department of Veterans Affairs.



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Johns Hopkins University’s addition to the Milton S. Eisenhower Library will provide space for group study, teaching, and research.

The MICA Studio Center is the primary anchor in the Station North Arts & Entertainment District, and its inviting new public face and public spaces will be an even greater draw to the district.

“The existing facility is overcrowded and provides very little space for students and faculty to collaborate,” says Johns Hopkins President Ronald Daniels. “Students have requested additional and more comfortable spaces that support diverse styles of learning in a flexible way.”

The new facility will provide space for group study, teaching, and research areas for all of the Schools on the Homewood Campus, including the Krieger School of Arts and Sciences, Whiting School of Engineering, Carey Business School, and School of Education. The new five-story facility will be attached to the MSEL on several floors underground, but will appear as a separate structure for the one level above grade. The total cost for the facility will be \$30 million.

The Johns Hopkins Libraries are among the premier academic libraries in Maryland, supporting the broad range of research and teaching that makes Johns Hopkins the largest private employer in the State. The Library’s unique Entrepreneurial Library Program, which will be housed in this new building, generates new business for the State and creates new jobs for librarians and researchers.

Maryland Institute College of Art (MICA) plans to renovate the six-story 120,000 square foot Studio Center located at 113-131 West North Avenue in the Station North Arts & Entertainment District. The Studio Center is the primary anchor in the Station North Arts & Entertainment District, and its inviting new

public face and public spaces will be an even greater draw to the district.



The Center operates throughout the year, including the summer, when programs such as the MFA in Studio Practice, MA in Teaching, and other teacher preparation programs take place. The proposed renovation will require \$16.3 million. Maryland Institute College of Art is requesting a \$4 million capital improvement grant. The renovation of the building entails half the cost of a new building of similar size.

Age and wear have taken a toll on the Studio Center. Severe water damage to the roof and masonry, insufficient insulation, and old, drafty windows contribute to its energy inefficiency. Both the primary HVAC system and the fire safety system were installed over 40 years ago and must be replaced in order to meet today’s code requirements. Accessibility for the disabled is inadequate and must be corrected.

“Now over 100 years old, the former warehouse is the centerpiece of MICA’s plan for advancement and expansion of our graduate programs, which is essential to our continued development as one of the leading

(Continued on page 5)



Maryland Institute College of Art will renovate the Studio Center to expand its graduate programs.



visual arts schools in the United States, to our ability to contribute to the State's professional workforce, and to enhance the economy of Baltimore and the State of Maryland," says MICA President Fred Lazarus.

MICA's graduate programs and enrollment have grown at a steady pace since 2000, and are projected to increase by 50 percent over the next seven years. The renovated facility will address workforce shortages in such fields as technology, arts and design, and arts education.

Mount St. Mary's University is seeking a State matching grant of \$2 million to completely renovate the fourth floor of Bradley Hall and a portion of the attic into usable academic support space. Additional classroom and office space is needed, especially in popular disciplines like communications and English—both of which will be housed in Bradley Hall following the renovation. The total project cost will be approximately \$5 million.

"The goal is to relocate two academic departments, as well as the University Archives, to the renovated fourth floor of Bradley Hall," says Mount St. Mary's President Thomas Powell. "We see this solution as 'green' in the sense that we are repurposing current space as opposed to building new space. We potentially plan to convert a portion of unused attic space into space that directly supports our academic mission. This project will also help us to update and improve ADA access for all who use Bradley Hall."

This historic building—a 72,975 square foot, five-story structure built in 1915—currently houses approximately 60 percent of the University's offices on its first three floors. The fourth floor has been used as residential space for students. In May 2010, all students were moved to a renovated residence hall, allowing the space to be repurposed.

Academic expansion at the University has created the need for additional classrooms and faculty offices. In order to maximize classroom spaces, the Mount has offered more evening classes in the last five years. Still, the Mount's participation in Division I athletics makes it difficult to offer additional evening classes because of practice and game times.



Academic expansion at Mount St. Mary's University has created the need for additional classrooms and faculty offices.

Mount St. Mary's University will renovate two floors of an academic building to provide additional classrooms and faculty offices, and provide accessible space for the University's archives.

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With budgetary pressure on public libraries, the Washington College Miller Library is an increasingly important resource for the County and Eastern Shore.



Washington College will renovate the Clifton M. Miller Library to provide space for group study, instructional technology, and the College's archives.

According to the National Association of Colleges and Employers, the top two skills that employers are looking for are communications skills and research and analytical skills. The Mount's departments of communications and English address these skills in their major course offerings and in their contributions to the Mount's core curriculum.

Washington College is requesting a State matching grant of \$3 million for the renovation of the 40,000 square foot Clifton M. Miller Library, which attracts 175,000 visitors per year. The College will redesign part of the second floor to create collaborative study areas, in part by moving some books to compact shelving or off-site storage. The total estimated cost for the renovation—which will take place within the building's existing footprint—is \$6.3 million.

With budgetary pressure on public libraries, Miller Library is an increasingly important resource for the County and Eastern Shore. Miller Library is the only Federal Deposit Library for U.S. Government documents between Annapolis and Salisbury University. The Library also has the best genealogy and newspaper collections on early Eastern Shore history and culture.

The renovation follows the College's success in adapting the layout of the first floor for contemporary student study: a minor renovation in 2005–2007 introduced compact shelving on



the ground floor and developed a popular “information commons” on the first floor. Students have requested additional space for group study and this project will provide five new areas for collaborative work. Furthermore, the renovation will bring into the library the full team of experts in Instructional Technology that supports the existing Multimedia Production Center and the Beck Instructional Lab.

“The Library is very heavily used and is the most important facility for studying and engaging students in those aspects of academic work that take place outside of the classroom,” says Washington College President Mitchell Reiss. “On average there are 800 visits to the library each day. It is the premier study and gathering place on campus.”

The Clifton Library was built in 1969 and has had only cosmetic renovations over its lifetime. The renovation will help the environment by replacing an outdated, inefficient HVAC system with a state-of-the-art, environmentally sound geothermal climate control system. The new system will result in substantial energy reduction for the Miller Library at approximately 40 percent and reduce CO₂ emissions by 54 percent. ■

Economic Impact (continued from page 1)

The Appleseed report analyzes the impact these 15 colleges and universities have on the State's economic activity, human capital, business and research developments, and service to community. From an economic perspective, independent higher education is a major purchaser of goods and services from businesses throughout the State. Last year, MICUA member institutions spent \$798 million on purchasing and construction-related activities.

In addition, MICUA member institutions spent about \$2.4 billion on research and related programs—almost all of which was funded by the federal government or other sources outside of Maryland. According to the report, “external research funding directly and indirectly supports tens of thousands of jobs in Maryland today—and is a vital source of the new knowledge, new technologies, and new business ventures on which the State's future growth depends.” College and university research helps address pressing problems such as environmental sustainability, disease prevention, business development, neighborhood revitalization, and quality schools.

Spending by visitors and students also impacts Maryland's economy. Last year, 179,074 out-of-state visitors to MICUA campuses spent more than \$41 million on food, lodging, recreation, shopping, and gasoline. In addition, students generated \$500 million in economic activity through off-campus spending.

Consistent with their educational mission, Maryland's independent colleges and universities play a

central role in the development of the human resources that the State needs to succeed in an increasingly knowledge-intensive economy. Last year, the 15 institutions conferred 14,071 degrees and certificates, including 5,980 bachelor's degrees, 7,132 graduate and professional degrees, 114 associate's degrees, and 791 certificates. The degrees awarded by independent colleges and universities help prepare students for careers in areas that are critical to the future of the State's economy, such as the life sciences, information technology and security, engineering, health care, and international business.

Along with developing the State's human capital, MICUA's 15 independent colleges and universities are deeply engaged in the life of the communities in which they operate. The future of Maryland's economy depends on the strength of its communities and neighborhoods. The Appleseed report documents the participation of MICUA institutions in efforts to strengthen elementary and secondary schools, the role of colleges and universities as cultural resources for their communities, and student involvement in community services. It is estimated that students from MICUA institutions volunteered more than 300,000 hours with community organizations during 2009-2010.

A full copy of the report compiled by the New York consulting firm, Appleseed, is available on the homepage of the MICUA website at www.micua.org. ■

MICUA Announces Launch of Twitter Account

MICUA is pleased to announce its presence on Twitter. MICUA joined the social media service in October 2010, under the handle “MICUAtweets.” The association has launched its social media presence as a way to communicate directly with constituents.

If you are interested in receiving the latest MICUA announcements between newsletters, we invite you to follow the MICUA Twitter account to stay informed of new developments. To sign up, visit the homepage of the MICUA website at www.micua.org and click on the Twitter icon. ■



GOOD NEIGHBORS: Capitol College and Prince George's County

By Michael Wood, President of Capitol College

Situated in Laurel, Md., midway between Baltimore and Washington, DC, **Capitol College** is positioned perfectly to serve multiple communities and organizations. With a close proximity to Ft. Meade, NSA, NASA's Goddard Space Flight Center, and the future homes of the Defense Information Systems Agency and US Cyber Command (CYBERCOM), Capitol students, alumni, and faculty thrive in the immediate community. Capitol also works closely with the city of Laurel, Prince George's County, various other Maryland counties, and the State of Maryland.

Nearly 1,110 students come to Capitol College (physically or virtually) each year and are provided a dynamic, practical, and career-minded education. As the only independent institution in the state focusing exclusively on engineering, information technology, computer sciences, and business, Capitol offers associate through doctoral degrees, and training for professional certifications.

Community matters at Capitol. Just as we educate future leaders to protect and serve their local communities and organizations, we continually reach out to educational partners in Maryland to further the interest, education, and success of young students in the science, technology, engineering, and math (STEM) fields. Through the College Preparation and Intervention Program, the Capitol Scholars program, our Space Science Education and Public Outreach Center, Space Operations Institute, and the Innovation and Leadership Institute, we are constantly engaging the youth of the surrounding communities and fostering their academic growth.

We are also proud to offer our 300-seat auditorium, classrooms, laboratories, residence halls, and campus grounds to community groups on a regular basis. FIRST Robotics holds its annual Chesapeake Region Kickoff Event at Capitol, and the Prince George's County Public School system holds in-service training days on our campus. Even the U.S.

Secret Service uses our buildings for training in executive protection! The diverse and dynamic groups visiting and engaging with our faculty, students, and campus keep Capitol life lively and vibrant, and reinforce our stance on community outreach.

What good is having an expertise if you don't share it? One of the ways we share our strengths with the community is through our Cyber Battle Lab (CBL). With six National Centers of Academic Excellence in Information Assurance Education in our State (as designated by the NSA and DHS), and many corporations working in the cyber arena, the CBL is now a community-wide service.

Confidential, sensitive, and personal data maintained in information systems are constantly under attack from cyber terrorists searching for government, business, and critical infrastructure intelligence. Skilled professionals in information assurance are essential for mitigating these cyber risks and are highly sought after in today's workforce.



In March 2010, the National Initiative for Cybersecurity Education was released by the Obama Administration to raise public awareness and enhance cybersecurity education in academia.

Capitol College has been answering the cybersecurity call for almost a decade. In August 2001, Capitol College anticipated these workforce needs and pledged its resources to educate future information assurance leaders by offering the nation's first full degree program in network security. In 2010 the college launched its first doctoral program, the Doctor of Science in Information Assurance.

Part of the Capitol College mission is to prepare students to thrive in a changing world. Thriving means understanding and influencing that changing world through participation in its communities. Just as the College serves our communities, we expect our graduates will do the same, and more. ■

Johns Hopkins, UB Form New Center for Medicine and Law

The Johns Hopkins University and the University of Baltimore School of Law will jointly launch what is believed to be the nation's first academic center for medicine and law that focuses on the health care provider. The center will foster meaningful collaboration between the two professions, so that doctors will better understand the legal issues that affect their daily practice while lawyers will gain a greater appreciation for the real-world issues involved in the practice of medicine.

Frederick Levy, a Johns Hopkins emergency doctor who also holds a law degree, will serve as the senior co-director of the new center. Gregory Dolin, also a physician and attorney, will serve as the other co-director. Dolin will join the faculty

of the University of Baltimore School of Law this year. The center is expected to open in July.

“The new center’s goal will be to promote more understanding between the two professions. In today’s world, doctors and lawyers are used to facing each other in a courtroom,” says Levy, an associate professor at Johns Hopkins. “This center will be aimed at shifting some of the focus from the courtroom to the classroom.”

Initiatives that the center expects to develop include: graduate-level training and educational programs in legal medicine for attorneys and physicians; a set of core competencies in law and medicine for health care providers; the nation’s first peer-reviewed journal in law and medicine; and health law policy and position statements. ■

Baltimore International College Students meet President of Ireland

Students from **Baltimore International College**—the region’s leading institution for culinary arts and hospitality management—had the privilege of meeting the President of the Republic of Ireland, the Honorable Mary McAleese and her husband, Dr. Martin McAleese, late last year. President McAleese’s title in Irish is “Uachtarán na hÉireann.” The meeting took place during a luncheon visit to the Park Hotel, located at BIC’s Virginia Park Campus in Virginia, County Cavan, Ireland.

To learn the art of European cuisine and hospitality, all BIC degree students participate in a five-week, tuition-inclusive practicum at the Park Hotel. The Ireland campus practicum serves to broaden students’ knowledge through hands-on experience working with professionals in the industry. Culinary arts students learn from seasoned chefs in the hotel’s kitchen, and hospitality students learn different aspects of managing a resort by working with the administrative staff. ■



The Mount Recruits Associate's Degree-Holders, Increases Transfers

Over the past couple years, **Mount St. Mary's University** in Emmitsburg has increased its commitment to recruiting community college students and the efforts have gotten results: in the past year, the number of transfer applications doubled.

The Mount's Associate Director of Admissions, Mary Catherine James, has been visiting colleges in the area for the past 10 years and working with transfer students. "The Mount is a great place to complete your four-year degree because of the different benefits we offer students who have their associate's degree. We recognize their achievement by purchasing their textbooks for the four semesters they are at the Mount completing their bachelor's degree. We also reward the hard work of honor students with a Phi Theta Kappa scholarship."



Mount St. Mary's Associate Director of Admissions Mary Catherine James, transfer student Daniel Kelly, and Dean Michael Post

hopes transfers continue to look at the Mount as a viable place to earn their four-year degree and eventually their graduate degree. ■

The Mount admitted 50 new transfer students during fall 2010, bringing the total number of transfer students to 150. Total enrollment for the Mount is 2,100, including 1,600 undergraduates. Despite the growing number of transfer students, there is still room for more, according to the Mount's Dean of Admissions and Enrollment Management, Michael Post. "The increase is showing students that we mean business. We truly are a transfer-friendly university. We realize that students spent two great years at a community college nearby, but we want them to finish that education here." Dean Post

Cutting Spending, Shortchanging the Future

By Yash Gupta, Dean of The Johns Hopkins Carey Business School

President Barack Obama's heart was in the right place when he made his Valentine's Day visit to a technology middle school in Parkville. Yet even as the president sought to encourage investment in education, the new spending plans of both the administration and House Republicans spell bad news for America's role as a knowledge and innovation leader.

Maybe the word hasn't reached everyone in Washington, but the global innovation sweepstakes is definitely on, and the competition is brutal. Our

foreign (primarily Asian) rivals are in furious catch-up mode. They invest huge sums in research and development. They graduate astounding numbers of students with advanced degrees in science and engineering. And it was just announced that China's economy has become the world's second-largest. While it still trails the U.S. economy, its rate of growth far outpaces ours.

Our competitors can be found not just in China and India. Two years ago, the King Abdullah

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University of Science and Technology opened in Saudi Arabia, with a \$10 billion endowment. It evidently aspires to be the MIT of the Middle East, and with an endowment of that size, it stands a good chance of success. (The actual MIT, founded more than 140 years ago in Massachusetts, would have to add about \$2 billion to its endowment to equal that of the Saudi school.)

America in the 19th century made the conscious decision to invest greatly in higher education. By the arrival of the 20th century, the U.S. university system had surpassed the European model, thanks in no small part to the pioneering example set by The Johns Hopkins University. But, as University of Iowa President Sally Mason has warned, “Without a sea-change in [America's] support of its universities, a similar pattern will play itself out in today’s world, with Asia eclipsing the United States.”



Faced with such challenges, then, how do our government leaders respond? By proposing a budgetary approach that might well be titled “Race to the Bottom.”

Consider the cuts to Pell Grants that the president and House Republicans have suggested. These grants help our neediest students earn the college degrees so essential to success in today’s global knowledge economy. As U.S. Department of Education figures show, college students from families earning \$45,000 or less are twice as likely to drop out as students from families that earn \$70,000 or more. Cost can be a decisive factor—increasingly so as tuitions climb.

The United States’ college graduation rate was once the world’s highest, but the latest figures from the College Board show that the U.S. ranks 12th internationally in the percentage of 25-to-34-year-olds who hold at least an associate’s degree.

President Obama has set the ambitious goal of putting the U.S. back atop that list by 2020. Can we do it? Not by putting obstacles on the pathway to college. Besides the Pell cuts, a proposal from the White House would cause graduate students’ loans to start accruing interest immediately, rather than after graduation. This extra financial burden would only discourage more American students from pursuing advanced degrees, just when we need to be encouraging them.

The GOP has suggested additional—and equally shortsighted—reductions to the funding for two of our greatest engines of research and discovery, the National Institutes of Health and the National Science Foundation. An unwise move, given that scientists in China have been cranking out reams of research for the past 15 years, lifting that country from 14th place internationally to second, behind the U.S., in published research articles.

Discretionary spending on items related to education and research must be viewed as a crucial investment in our future. Our overseas counterparts apparently get it. For years, they have been busy emphasizing subjects such as math and science, producing armies of knowledge workers, and creating hothouses of research and innovation, while we seem to have lost much of the focus and energy that characterized the “American Century” of the 1900s.

Certainly, our financial house needs to be put in order, but there are better ways—for instance, trimming fat from defense spending and from other discretionary items—rather than the suggestions coming from both ends of Pennsylvania Avenue that pose risks to our long-term ability to innovate and compete.

This is a shortened version of an op-ed that appeared in the Baltimore Sun on Feb. 21, 2011. ■

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Goucher Earns an A- on Sustainability Report Card

Goucher College is getting greener, according to the Sustainable Endowments Institute. The institute raised Goucher's grade for sustainability efforts to an A- in its annual College Sustainability Report Card. Goucher earned As in five categories. The University of Maryland, College Park was the only other institution in Maryland to receive the report card's highest grade.

Now in its fifth year, the report card examines the sustainability of each participant's environmental practices, policies, academics, and endowment. The 2011 report card assessed the efforts of 322 colleges and universities in the United States and Canada based on 52 indicators that fall within nine main categories—Administration,

Climate Change and Energy, Food and Recycling, Green Building, Student Involvement, Transportation, Endowment Transparency, Investment Priorities, and Shareholder Engagement.

Since signing the American College and University President's Climate Commitment in 2007, the Goucher College community has made important strides in efforts to become more environmentally sustainable. The College has completed a campus-wide greenhouse gas emissions inventory, partnered with Zipcar, purchased Renewable Energy Certificates, began composting all the food waste in the dining halls, and started a new major in environmental studies, among other initiatives. ■