

University of Baltimore – 2009 Operating Budget Testimony

By Robert L. Bogomolny, President

Introduction

Good afternoon, Mr. Chairman and members of the subcommittee. On behalf of the University of Baltimore's administration, faculty, staff, students and alumni, I am very pleased to address you today.

Today's economy has posed significant challenges for all of us. During these very difficult financial times for our country and our state, I want to thank the members of the General Assembly, Gov. Martin O'Malley and his administrative team for demonstrating once again that Maryland's higher education system and an educated workforce are top priorities for our state. I applaud your leadership and recognize your enormous responsibility to balance the state's budget. I understand the difficulty of making certain decisions to move our state forward with extremely limited funds.

It is important that we all do what we can to help the state rebound from this national downturn. For the University of Baltimore, this financial dilemma means confronting fiscal challenges while maintaining quality education and services for our students. I am pleased to report that through thoughtful and proactive resource management, the University of Baltimore is striving to operate efficiently and to think creatively about alternative funding sources. Our efforts include joining state agencies in implementing a hiring freeze last fall—no position will be filled unless specifically approved by me; implementing furloughs for University employees—two to five days each by the end of fy 2009, and I have volunteered, along with several of my senior administrators, to take an additional day; and the University has not laid off employees or canceled classes.

The governor's 2009 operating budget proposal, which proposes a fourth year of undergraduate tuition freezes, acknowledges his commitment to supporting Maryland higher education as the pipeline to a knowledgeable workforce and, ultimately, as a robust stimulus to Maryland's economy. The University of Baltimore supports the governor's proposed budget for the University System of Maryland; state financial support is critical to meeting our future goals.

UB is working diligently to supplement its state funding by developing alternate revenue streams through aggressive fundraising and public-private partnerships. This kind of creative thinking allows us to continue to provide our students with a quality education, first-class facilities and a deep-seated commitment to community engagement. We are proud that our academic programs, accessible facilities and customer-oriented services help meet state and city needs. I will share with you today a few examples of UB's impact on Maryland's economy and of our initiatives that help meet state and



city needs in key areas: campus improvement and sustainability measures, student access and workforce development.

UB Students and Graduates Impact Maryland's Economy

The University of Baltimore remains deeply committed to providing access and quality educational opportunities for Maryland workers. Even as personal budgets tighten for Maryland residents, UB's professionally oriented academic programs, personalized teaching and convenient location attract Maryland residents in all stages of education. Today, our total enrollment is 5,874. With the addition of first-year students as of fall 2007, our enrollment is at an all-time high. Most importantly, we use existing resources to provide services and facilities to meet student needs. I will provide an update on our undergraduate programs in a moment.

This year, I feel it is important to share with you the impact of our institution on Maryland's economy. This impression begins with our students and graduates. A UB education allows Maryland workers to make incredible contributions to the state's economy. As you know, UB alumni fill the ranks of nearly every level of state government, including nearly half of Maryland state's attorneys, 16 Maryland county commissioners and 18 Maryland General Assembly members.

Our alumni also have a direct impact on student enrollment and on the lives of hundreds of UB students every year. Their generous scholarships help part-time students realize career dreams, such as the part-time father of two studying to become a certified public accountant and the single mother of five who earned her accounting degree at UB and is now the proud parent of a UB freshman. These alumni contributions are part of an overall effort among UB community members to continue providing opportunities for higher education, even during this economically challenging period.

The University continues to seek new ways to accommodate our student population more efficiently. For example, the University of Baltimore continues to make major strides in contributing to the smart development of our midtown Baltimore neighborhood. During the nation's worst week in banking in nearly 80 years, the Bozzuto/Gould partnership closed on its \$50 million project loan and proceeded to break ground on the Fitzgerald at UB Midtown. The project will provide a much-needed parking facility for our students and community. Parking is a valuable commodity in midtown Baltimore and we have found a means to provide additional spaces to meet student needs at no cost to the state or to Maryland tax payers. The total project cost of \$75 million has immediate direct and indirect impacts on Maryland's economy. The construction alone accounts for \$2 million in sales taxes on purchased materials, the creation of 536 full-time equivalent construction-related jobs, \$26.8 million in direct wages paid, and \$1.4 million in state and local income taxes paid. The



Maryland Department of Business and Economic Development's economic benefit calculator estimates that the total positive economic impact of the Fitzgerald at UB Midtown is more than \$200 million—all without the use of state funds; and this is merely the impact of a single project at the University of Baltimore. Within the next three years, we aim to conduct a study of the University's financial impact on our midtown neighborhood.

Sustainability Efforts

UB's effectiveness and efficiency efforts span our campus in several areas, including sustainability, which we hope will help relieve Maryland's economy in the future. A complete discussion of our contributions to helping the state recover efficiently from the current economic downturn must include the importance of focusing on environmental sustainability. The University of Baltimore is working at every level to explore ways to make our campus more environmentally active and aware.

Last year, I signed the American College and University Presidents Climate Commitment, pledging that the University of Baltimore will become fully engaged in the pursuit of climate neutrality. We are pleased to announce that we have laid a foundation to advance a culture of sustainability for our community. All of UB's physical expansion and renovation will focus on both quality and environmental sustainability. Additionally, through our system of shared governance, the UB University Council created the Sustainability Task Force to ensure full participation of the UB community in the development of an action plan and the promotion of ongoing efforts to achieve climate neutrality. The task force has established a Recycling Workgroup for the purpose of reducing our overall waste stream both on campus and in our communities.

The University embarked on a campus-wide Energy Performance Contract that will reduce UB's energy consumption by 30 percent by 2010, exceeding the governor's Empower Maryland goal of a 15 percent reduction by 2015. During the next 14 years, UB's aggregate guaranteed energy savings of \$11 million will finance \$8 million in major utility system upgrades and replacements. We will employ sustainable technologies such as a green roof, daylight harvesting and electricity generated by photovoltaic panels to reduce emissions by 3,500 metric tons of carbon dioxide.

We are taking additional steps to integrate sustainability into our campus community. The University recently selected Stefan Behnisch, an architect renowned for his cutting-edge sustainable designs, to enter contract negotiations to design the new John and Frances Angelos Law Center. If approved, Behnisch will team with the Baltimore firm of Ayers/Saint/Gross to design a facility that will strive for LEED Gold



certification—one of the most selective certifications of the Leadership in Energy and Environmental Design Green Building Rating System—by incorporating green roofs and terraces, natural light and fresh-air ventilation.

The University's streetscape master plan prescribes a greening of our campus, by dramatically increasing the number of trees and shrubs to both soften the hardscape and increase fresh air through oxygen-producing plants.

Finally, integration of sustainability into our curriculum and other educational experiences is a high priority. In November, the Merrick School of Business approved a specialization in sustainability, initiating a nexus between environmental practices and traditional academic programs.

I. Providing Access to Maryland Students

The University of Baltimore works hard to meet the needs of area students through our law, liberal arts and business schools. Access is the central focus of UB's mission. We provide innovative, quality education in law, business and the applied liberal arts to serve the needs of a diverse student population. Our student body generally comprises older, returning students with an average age of 29.5, but UB's student population is becoming increasingly younger.

(A) UB Enrollment, Retention and Affordability Efforts

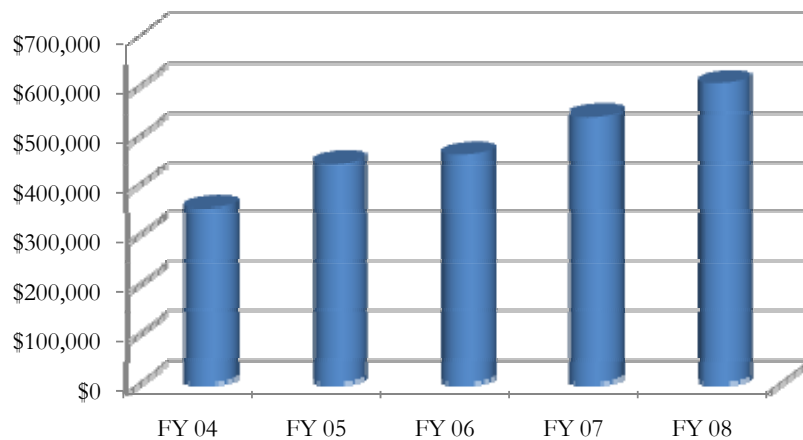
To those outside the UB community, it may sometimes be unclear how much growth is occurring here. We are one of the only University System of Maryland institutions projected to grow, and last year, we had the largest percentage of enrollment growth in the state. UB saw a 19.2 percent increase in full-time undergraduate enrollment between fall 2007 and fall 2008 and a 42.5 percent increase over five years between fall 2003 and fall 2008. This past fall, UB's official headcount was 5,874; our full-time equivalent count of 4,085 was the highest in the University's history. This growth is distributed across the University, with approximately an 11 percent increase in undergraduate enrollments, a 10 percent increase in graduate enrollments and law school enrollment purposely remaining constant. This would be significant and impressive growth for any institution, but I believe it is unprecedented for UB.

While recruitment is a top priority for the University, retaining current students is just as important. The University's transfer and graduate student populations are composed primarily of working adults juggling personal and professional responsibilities. The demands on their time often necessitate that they stop out or leave the University, making retention a crucial part of our enrollment strategy.

As part of our **Retention Calling Project**, we e-mail and telephone all students eligible to enroll in classes who have not yet enrolled. We determine if there are barriers to their enrollment that we can remove, and if so, we have relevant offices on campus follow up with them to provide support. For example, if the students relay that they have financial difficulties, UB's director of financial aid calls them to offer assistance. If they have academic issues, an academic adviser calls them. We offer support from a variety of offices, including Counseling Services. UB staff has now made more than 3,000 calls and e-mails since the project launched in 2007, and results have been positive.

UB makes college affordability a high priority, as does the state of Maryland. I sent a letter to all UB students this past fall, assuring them tuition would remain the same for the spring semester. UB's financial aid office also reached out, offering to review students' financial aid packages if their circumstances had changed due to job loss, loss of tuition benefits or a host of other variables that could make returning to college difficult. The University strives to reach diverse populations while nurturing the success of each student. Currently, five out of eight University students are economically disadvantaged, and UB will continue to identify and provide these students with new funding sources, particularly through increased financial aid. In fact, since fy 2004, the University of Baltimore has increased its need-based financial aid by an astounding 72.6 percent.

Need-Based Financial Aid: 5-Year Report



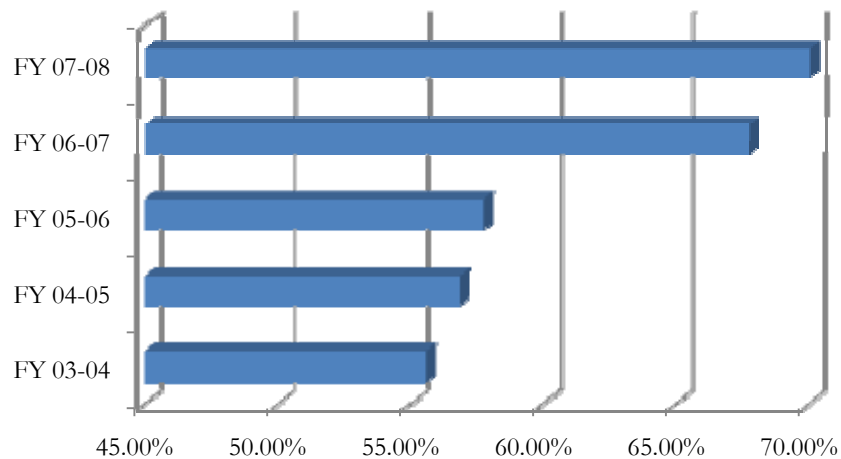
To provide the highest level of support to our students during these trying economic times, UB:

- ✓ has enhanced financial awareness by updating our Web site to provide information and links to resources on college affordability, money management, debt reduction, personal and family financial planning and student loan counseling



- ✓ has provided all undergraduate students entering in fall 2008 with Federal Work-Study opportunities, if desired
- ✓ made additional loan funds available to students when annual and aggregate loan limits were increased by the federal government late last summer; this particularly benefited students who wanted to enroll in summer session
- ✓ was particularly proactive last summer, when private lenders withdrew from the student loan market, in helping students avoid last-minute crises by connecting them with available lenders; UB extended deadlines for payments and did not penalize students while they awaited delayed funding
- ✓ provided lines of credit at the UB bookstore and additional loan funds to help students with increased parking and transportation costs they may have experienced during the period of high gas prices last summer;
- ✓ has worked diligently to increase continually the percent of need met for every UB student awarded need-based aid.

Average Percent of Need Met



The addition of the First and Second Year Program has expanded UB’s service to the economically disadvantaged community significantly. Minority student enrollment remains a key objective for UB—one that has met with success. The First and Second Year Program provides greater opportunities for us to reach out to area high school minority students, thereby increasing the percentage of undergraduate minority students enrolled at the University from 38.0 to 41.7 percent. UB has the highest percentage of minority enrollment among non-HBCU public universities in Maryland. I will speak more about the First and Second Year Program in a moment. First, I will share general information about UB’s commitment to providing college access.



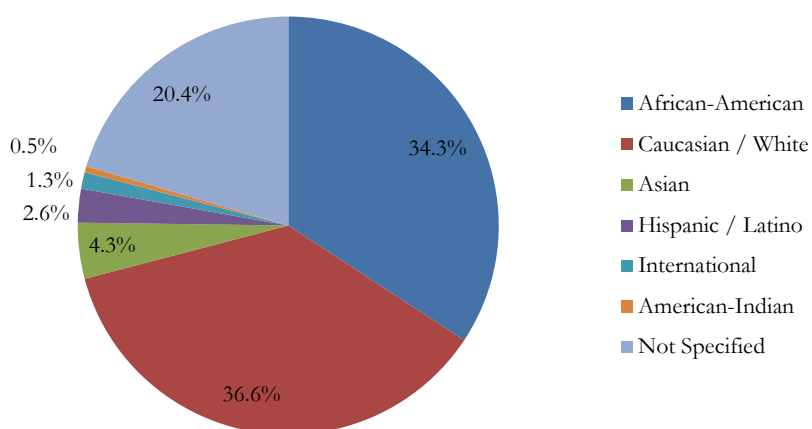
(B) UB Committed to Providing Accessible Higher Education

✚ UB's Access Mission Leads to Outstanding Student Diversity

With many of our students attending classes part time and balancing the responsibilities of family and careers, our student population is motivated to work hard and focus on learning. Faculty and administrators do everything they can to support students as they work to earn a college degree. UB students are diverse, determined, dedicated and smart:

- ✓ Our student population is 47 percent part time and more than 59 percent female.
- ✓ As of fall 2008, 45.9 percent of our students are undergraduates—including 2.9 percent who are freshman, and 54.1 percent are working toward graduate and law degrees.
- ✓ Most of UB's undergraduate students are transfer students who primarily come to us from Baltimore-area community colleges.
- ✓ As of fall 2008, 34.3 percent of UB's student population is minority.
- ✓ Of our undergraduate students, 41.7 percent is minority and 34.3 percent is African American.
- ✓ 3.9 percent of UB students are international students.
- ✓ 87.2 percent of UB students are Maryland residents.

Fall 2008 Undergraduate Enrollment
by Ethnicity / Race



✚ UB First and Second Year Program—Meeting State Access Needs

The University of Baltimore's mission of access is in line with statewide higher-education goals, as the state's higher-education community explores means for efficiently accommodating increased student demand for college admission. The state's higher-education institutions are challenged to meet the projected future enrollment demands of

high school graduates. UB is pleased to help accommodate enrollment demands and to provide an accessible option for attending a University System of Maryland institution.

“The University of Baltimore has given me a positive attitude towards college and learning; I have the opportunities of a large university and the benefits of a small college. UB strives to help every student succeed. I made an excellent choice when I chose to attend UB.”

Mandee Simmons, Class of 2012

You may remember that in 2007, UB met the challenge of accommodating demand for college access by initiating its First and Second Year Program and for the 2007-08 academic year, UB admitted the most diverse class of freshmen in the system.

Ethnic Diversity of FSP Students – AY 07-08

Group	Rate
Caucasian	40%
African-American	37%
Other / no response	15%
Hispanic	4%
Asian American	4%
Native American	0%

In fall 2008, UB welcomed its second class of freshmen—another remarkably diverse class. It is 52 percent female, nearly 41 percent African American and more than 50 percent minority. Also, 99.4 percent are from Maryland.

Profile of UB’s Freshman Class Fall 2008		
Gender		Percent
	Female	52%
	Male	48%
Race/Ethnicity		
	African American	40.7%
	Asian	7.0%
	Hispanic	3.5%
	White	28.5%
	International	1.7%
	Unknown	18.6%
Residency		
	Maryland	99.4%
	Out of State	0.6%

As we move through our second year as a four-year undergraduate institution, we continuously monitor student performance and use those findings to strengthen our First and Second Year Program. Among other methods of assessment, we employ benchmarking against national standards for retention, assessing learning outcomes for regional accreditation and according to Code of Maryland Agency Regulations standards, tracking student retention semester to semester and year to year, tracking student academic success semester to semester and year to year, tracking progress through lower-division courses to upper-division courses, gathering student feedback on learning experiences (via surveys and conversations) and tracking course-level grade-distribution and pass rates.

One of the most important measures of success is student retention. UB is proud to have met its retention goal of 70 percent between the first and second years of the program. That means 70 percent of the students from our initial freshman class came back for their sophomore year; even more impressive is our **77 percent retention rate for African-American males, well above the national average**. For the current freshman class of 2012, an outstanding 93 percent of students were retained from the fall to the spring semesters

Although these results are strong, we are constantly improving our retention efforts. For instance, to accommodate the schedules of even more students, the University is creating a part-time structure that will retain the support for student success developed for the full-time program while allowing students to balance work and school more easily. We are also redesigning developmental mathematics courses to improve passing rates and to reduce times for degree completion. In January, we held a winter term, when freshmen and sophomores could complete their “gateway” requirements and developmental courses for a fresh start in the spring semester.

“UB has provided me with tremendous opportunities to explore a new intellectual world. With the help of my professors, classmates and the support systems at UB, I am able to challenge myself and overcome the fear of the unknown. I appreciate UB for raising me professionally, socially and intellectually, and I am proud to be a UB student.” **Irene Kim, class of 2011, recently selected to pursue UB’s Law School Early Entry Option after maintaining a 4.0 grade point average**

(C) UB Committed to Closing the Achievement Gap

As an access-focused institution, the University of Baltimore takes the issue of closing the achievement gap seriously. In fall 2008, the University completed its Achievement Gap Plan, which stipulates the actions we will take to help close the achievement gap, with several of those items already underway. Last year, UB joined the Council for Adult and Experiential Learning and will soon become an Adult Learning Focused Institution. We analyzed data to identify “gate keeper” courses, or courses in which 40-50 percent of students received grades of D or F, and found that UB has no such courses. The University has also begun exploring the development of a virtual Working Adult Center, using PeopleSoft, that could be maintained until funds are available to create a physical center, again finding creative means of moving forward in difficult economic times. In the coming months, the University will be training faculty and staff on retention matters and will create and implement a longitudinal tracking system.

Additionally, I am so pleased to share an example of how our campus community is thinking creatively and going beyond assigned duties to help Baltimore close its achievement gap. In fall 2008, a group of UB staff members developed and launched an innovative initiative that draws upon our University employees as a source of inspiration for youngsters to believe that college is



accessible to them. As a new element of its staff volunteerism programming, the University of Baltimore’s Coordinated Community Outreach Group hosted its first **"HEROES—or Higher Education Readiness and Orientation for Exceptional Students—Academy"** high school mentoring day in

October. This on-campus activity offered UB staff, on a volunteer basis, an opportunity to meet Baltimore city sophomore students and form mentoring relationships with them as they begin making decisions about their college. CCOG identified three high schools in Baltimore City to participate in the HEROES Academy. Approximately 80 sophomore students from Baltimore City College, Baltimore Polytechnic Institute, and Western High School came to campus for a day of special programming that gave them a taste of college courses. The HEROES Academy was such a success that an expanded version—to include returning juniors and a small cohort of middle-school students—will be an annual UB event.

II. Excelling in Teaching and Learning

The University of Baltimore is proud to offer excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic

research and public service. Student learning is always at the forefront of what we do and we make every effort to ensure that our students are taught by faculty who not only are experts in their fields and top-notch researchers, but who truly know how to teach.

UB recently created the **Bank of America Center for Excellence in Learning and Teaching** to support faculty in developing pedagogy and assessing student learning. The goals of the center include providing resources to enhance teaching effectiveness while facilitating the development of the faculty as “educators” and coordinating the assessment of student learning outcomes. The center also provides training in instructional technology and online learning; enhances collegiality by providing forums to involve UB community members in a continuing dialogue about effective teaching and learning; supports the University’s strong initiatives and pedagogical approaches and builds upon them; and encourages the scholarship of teaching and learning.

UB was one of six higher-education institutions nationwide—and the only Maryland institution—to receive a \$200,000 **Alfred P. Sloan Award for Faculty Career Flexibility** from the American Council on Education, which recognizes universities for their leadership and accomplishments in supporting career flexibility for tenured and tenure-track faculty. Of the 250 institutions that applied for the grant, UB had the highest faculty rate of participation, 77 percent, in the work-life survey. UB’s winning proposal focused on how to attract, engage and retain faculty during the span of their careers. As a leader in faculty work-life, we expect to share our programs, policies and findings with the entire University System of Maryland.

Jeffrey K. Sawyer, professor and director of the master’s degree program in Legal and Ethical Studies in the Yale Gordon College of Liberal Arts, has been named the first recipient of the H. Mebane Turner Professorship in Early American and American Constitutional History. The professorship recognizes Sawyer as an expert in early American legal and constitutional history. The funds may be used to pay for research, research assistants and research-based travel or may serve as a salary enhancement.



A group of Maryland’s most elite attorneys recently chose University of Baltimore School of Law Associate Professor **Byron L. Warnken**, J.D. ’77, for the prestigious Leadership in Law Award. The award, which is sponsored by *The Daily Record*, was created in 2000 to honor the many Maryland attorneys and judges who deserve particular recognition for service to their communities.



- ✚ The University System of Maryland Board of Regents honored **Edward Kemery**, associate professor of management in the Merrick School of Business, with the 2008 Regents Award for his work in public service. Kemery was recognized for his actions during the post-Hurricane Katrina relief efforts, when he spent several months in Louisiana and Washington, D.C. assisting the Red Cross.



III. Meeting State and City Needs

UB has called midtown Baltimore home since opening its doors in 1925. The institution has a long history of providing services to the Baltimore community, and we have accelerated these efforts during the past six years. We apply the expertise of our University centers and the passion of our students, faculty and staff to making a difference in Baltimore businesses, nonprofit organizations, neighborhoods and schools. Most importantly, we have developed initiatives that meet current and future needs of the state and the city and that positively impact Maryland’s workforce.

(A) UB Impacting Maryland’s Workforce

UB’s three colleges serve the city and state by producing graduates who work in professions that range from state judges, lawyers and legal aid professionals to business leaders in cutting-edge developing fields to city forensic laboratory technicians and hard-working government professionals. Recent examples of excellence in our programs include:

- ✚ The University of Baltimore provides excellence and innovation in online learning; in fact, UB offered the first **fully online M.B.A. program**, accredited by AACSB—the Association to Advance Collegiate Schools of Business, in the country. During the past three years, we have seen a 30 percent increase in the number of students who enroll in online courses. Because of this remarkable rise, the University is committed to providing the highest-quality online learning experience. UB’s Merrick School of Business and the eLearning Center are excited to implement Quality Matters, a faculty-centered, peer-review process designed to certify the quality of online courses and online components. The University has been working to adopt this peer-based approach to quality assurance in improving its webMBA offerings. Beginning with a few courses this semester and expanding to the MBA core over the next several semesters, the University is excited to implement the Quality Matters rubric to maintain UB’s level of excellence in online instruction.
- ✚ Despite the recent economic downturn the University’s **Entrepreneurial Opportunity Center**, now in its fourth year of operation, continued to grow in 2008. The center reached

out to more than 2,000 aspiring entrepreneurs and established business owners through workshops, speaker series events, executive roundtables and hands-on entrepreneur coaching services. The center's Social Enterprise program also continues to assist scores of Baltimore nonprofits in developing sustainable income streams, lessening their dependency on donations and grants and expanding the important services they provide to the greater Baltimore community.

“The Entrepreneurial Opportunity Center has given me focus and a framework to build my company. The coaching committee has been invaluable in helping me refine my ideas and clarify what is truly important to my business. The tremendous dedication and experience of the center coaches and staff have catapulted The Original Handyjamm® from passing idea to reality.” **Patrick Hurley, student, B.S. in business administration with a specialization in entrepreneurship, and founder, The Original Handyjamm®**

✚ While some UB students deliver services, others study cutting-edge fields that impact national and international markets. The Yale Gordon College of Liberal Arts' undergraduate **Simulation and Digital Entertainment program** offers innovative courses in video simulation and game development as part of a curriculum that teaches students to design and develop computer games. Maryland is home to the country's second-largest number of video game and simulation companies, many of which are located in Baltimore and Montgomery counties. UB is directly involved in developing the workforce to support this new industry. The game development and simulation fields are considered areas of economic growth for the state of Maryland, and UB's Simulation and Digital Entertainment program graduates help cultivate that growth.



“Simulation and Digital Entertainment students’ ideas are fresh and exciting. Their products are innovative and well considered. Students work with cutting-edge development tools such as Microsoft XNA Game Studio. Their focus on their goal of working in the computer game industry is unwavering, and we are thrilled that our graduates have found work at Big Huge Games, Electronic Arts, Bethesda Softworks, Firaxis and other game companies in the Baltimore area.” **Kathleen Harmeyer, senior lecturer and program director, B.S. in Simulation and Digital Entertainment, School of Information Arts and Technologies**

✚ The Yale Gordon College of Liberal Arts' **Interaction Design and Information Architecture program** combines aspects of computer science with liberal arts perspectives, blending theoretical work with practical application. Students focus on designing and developing information technologies to satisfy human needs and desires while acquiring skills to develop new applications for information technology to become proficient in

understanding how humans interact with technology. The approach is forward-looking, anticipating the technologies of tomorrow and how they will affect our lives.

“The most effective part of the IDLA program is its balance of theory and practice. The faculty kept us immersed in the big ideas that shape technology adoption and use, and they supplied challenging design problems to build our skills. As a result, I’ve become both a stronger designer and a more observant technology user.” **Randy Souza, manager of technical services, Center for Community Technology Services, University of Baltimore**



- ✚ The Yale Gordon College of Liberal Arts’ **Forensic Studies program** was developed and is delivered in partnership with the Baltimore Police Department, bringing students as close to real-world forensic studies as possible. Students study the theory of forensics and practice its applications through rigorous lab- and coursework. UB’s new state-of-the-art forensics laboratory serves as a backup crime lab for city police. This experiential learning opportunity provides students with the background and forensic experience needed to become forensic science specialists or criminal investigators.

“UB’s Forensic Studies program is one of the best in Maryland. It taught me life-long lessons that I will carry with me wherever I go. It also gave me the opportunity to develop career relationships with professionals in the field and provided an exceptional foundation essential for my current graduate studies. I know without a doubt that UB’s undergraduate program will help me succeed in the forensics profession.”



Kelisha Kelly, B.S. '08, laboratory assistant, University of Baltimore

- ✚ The Yale Gordon College of Liberal Arts’ **Doctor of Public Administration program** provides senior-level public managers with the substantive skills, knowledge and values necessary in this era. Students in the program develop a thorough knowledge of the legal, ethical and political environments of public administrators. They delve into the administrative functions of governmental agencies and gain expertise in strategic planning, advanced management techniques, program implementation and results-based leadership.

“My dream was fulfilled at age 50 when I walked across the stage to receive my doctorate in public administration. The opportunity to attend weekend classes; the encouragement and support of the program director; the expertise, professionalism and respect of my professors; the support and camaraderie of my fellow students and the library resources are but a few of the reasons I was able to make my dream come true. If I can do it, so can you!” **Patricia Quintero-Hall, D.P.A. '08, judicial affairs advocate, Community College of Baltimore County**



(B) UB Impacting Baltimore City

- ✚ **Combating Middle-School Student Truancy in Baltimore City:** The University of Baltimore School of Law’s Center for Families, Children and the Courts—in partnership with the public school and judicial systems and the city government—focuses on the development and implementation of family court planning and reform efforts. The center’s Truancy Court Program brings together judges, counselors and education specialists with truant students, their parents, teachers and principals in an effort to improve overall school attendance. The partnership has helped more than 700 truant students in Baltimore. Since the initiation of the Truancy Court Program, participating students’ attendance has increased by 75 percent during and after the program. The program addresses one of the most pressing problems that the city faces; provides UB law students with practical, hands-on learning experiences; and serves as a model for city school systems nationwide.
- ✚ **UB Debuts ‘Visionary’ Entrepreneurial Business Center:** In response to the increasing demand for coaching and mentoring services, the Entrepreneurial Opportunity Center opened the doors of its new 2,000-square-foot business incubation center on Nov. 13. In addition to housing incubator clients and center staff, the new space boasts cutting-edge conference rooms equipped with state-of-art technology for client meetings and brain storming sessions. The new location allows the center to continue to expand its work in Baltimore: providing strategic and general assistance to area entrepreneurs and improving their businesses’ chances of success. The momentous event was celebrated with a VIP ribbon cutting featuring many of Baltimore’s business and civic leaders.
- ✚ **UB’s Schaefer Center for Public Policy Designs Citizen Survey:** The center won a contract to conduct Baltimore city’s first-ever Citizen Survey, a telephone survey of city residents to assess their priorities for city government and their level of satisfaction with city services and city life. Findings from the approximately 1,800 randomly-dialed phone calls will be available to the Mayor’s Office in April and will be used in part to inform the allocation of funds and help set priorities for city services.
- ✚ **Providing Quality Research and Analysis to Baltimore Decision-Makers:** The Baltimore Neighborhood Indicators Alliance within UB’s Jacob France Institute is working on several projects that examine home foreclosures in Baltimore City. With its partners, it will examine the secondary effects of foreclosure on children and families. The alliance is also working with various partners, including Social Compact, the Baltimore Development Corp., the Baltimore City Department of Planning and the Annie E. Casey Foundation, to create an alternative market analysis for Baltimore; it is the first local partner to house the

data and have the methodology to create local market analyses on an ongoing basis, making it a national leader.

(C) UB Impacting Community Engagement

UB's commitment to community engagement is exemplified through numerous campus initiatives, activities and programs that positively affect our community each year. Examples of many recent initiatives include:

- ✚ **One Mosaic: Many Voices**, an exhibition celebrating a new work of art to commemorate the legacy of Martin Luther King Jr. and the 1968 Baltimore unrest that followed his assassination, took place on UB's campus in January. The event featured the unveiling of a large mosaic monument whose design was led by UB's community artist in residence. The artist worked with several witnesses of the 1968 disturbances to design and construct the work over the past year and a half. It consists of a number of intricate ceramic tiles signifying the witnesses' memories of the unrest—glimpses of the Baltimore they knew before, during and after the riots. The unveiling was the latest in a series of public initiatives by the University, called Baltimore '68: Riots and Rebirth, to explore, understand and remember the events of 1968.



- ✚ The University of Baltimore School of Law's **Community Development Clinic** provides a wide variety of transactional legal services to and advocacy for historically under-served communities in Baltimore city. Students assist community associations, non-profit organizations, and small-business owners with the legal aspects of formation, operations and financing, land use, real-estate acquisition and other matters. Current projects include representing the community association for a neighborhood facing redevelopment via eminent domain in negotiating a just redevelopment plan; forming a limited-liability-company that will operate as a mail-order business and counseling the owner and operator on business formation and corporate maintenance; drafting form documents, including the customer contract and subcontractor agreement, for a small business to use with its clients and vendors; conducting due diligence and other legal representation for a nonprofit organization acquiring vacant land from the mayor and Baltimore City Council; and incorporating and seeking IRS recognition of tax-exempt status for a charitable organization that collects donated formal dresses to provide female high school students with prom dresses.

✚ The University of Baltimore's Center for Community Technology Services will launch the **LATCH program** this spring. LATCH will enable local schools to offer home computers to families who otherwise could not afford them. The goal of this program is to find new ways to connect home and school to support student success. An added benefit is that parents must attend computer workshops to be eligible for the computers, providing them an opportunity to learn or improve technology skills, a requirement in today's job market.

✚ The UB Coordinated Community Outreach Group hosted its second annual **UB Staff Spirit at Work: Neighbors in Need Winter Holiday Giving Drive** during the 2008 holiday season. This activity offered UB staff a voluntary opportunity to help less fortunate people in our Baltimore neighborhood during the holiday season. The drive was once again a great success that spread joy to many Baltimore city families and shelters. More than 400 UB staff and faculty volunteered for the program.

(D) UB Impacting Maryland

University of Baltimore students and alumni live and work in every county of the state and in all sectors of the workforce. That, along with the work that our centers do for state agencies, creates a lasting impact on the state of Maryland.

✚ Under a **Help America Vote Grant** from the U.S. Election Commission, the University of Baltimore Schaefer Center for Public Policy's student election judge recruiters trained more than 500 students to serve as election judges. The students' names were forwarded to the local boards of elections for inclusion in their election judge and Election Day programs.

✚ The University of Baltimore School of Law hosted its second annual symposium on **The Bay in Crisis: Saving the Chesapeake Bay** in November. The daylong event focused on the impact of agricultural runoff on Chesapeake Bay water quality, a topic especially cogent in the broadening debate over environmental sustainability and economics. The annual event is free and open to the public.



✚ The **Economic and Community Development Group** within UB's Jacob France Institute continues to work with public and private entities in the city, in the state and throughout the nation on community, economic and workforce development issues. The group is currently supporting the development of two biotechnology research parks in Baltimore, and it has assisted in the development of Harford County's technology development strategy and

assessed the impact of all colleges and universities in the Baltimore area for the Baltimore Collegetown Network.

- ✚ Through a four-year, \$780,000 **Transportation Education Development Pilot Program Grant** from the U.S. Department of Transportation, the Schaefer Center will be assisting the Maryland State Highway Administration to transform its SHA University into a competency-based professional development program tied to the organization's workforce needs. The work will initially focus on the functions of highway maintenance, real estate and financial management. This project builds upon the Schaefer Center's prior work with the state administration to document its workforce planning needs.

Conclusion

Through difficult economic times, the University of Baltimore continues to move forward, thanks to the dedication of talented students, faculty and staff. In the years ahead, we will focus on maintaining and enhancing the excellence of our educational programs and services and improving our campus facilities. We will continue to join the state in finding and developing ways to strengthen Maryland's economy and to foster innovation, creativity and progress in the midst of uncertainty.

But with great uncertainty comes great potential; this period in our state's history offers us an opportunity to think in new ways and to find solutions where others may see only problems. This credo is evidenced by The Fitzgerald at UB Midtown, the public-private partnership that will bring more than \$200 million to the state's economy without the need for state investment, and the University-hosted design competition that found a world-class architect to design the University's new law center, which will bring a forward-looking and environmentally responsible design to midtown Baltimore. These are just a few initiatives that demonstrate UB's ability to find alternative methods for meeting state needs and our own goals toward progress.

UB has undergone incredible change and growth during the past six years. I consider it highly important to increase accountability measures, and when I first arrived at the University, I set out to create its first-ever strategic plan. Six year later, we are implementing the goals and objectives that are set forth in our updated plan, "Expanding the Vision: the University of Baltimore Strategic Plan 2008-12," which will help guide UB's continued transformation while remaining rooted in the University's historic educational mission. The six overarching goals in the updated plan are ambitious, but I believe they are completely possible with hard work and University-wide effort. As an added advantage, we are setting quantifiable targets for each goal and will publicly report on our progress every year at the University's Convocation.

The University makes excellent education accessible to all students motivated by professional advancement and civic awareness. Our campus environment gives students a foundation for lifelong learning, personal development, social responsibility and leadership. We do all we can to combine theory and practice to create meaningful, real-world solutions to 21st-century urban and regional problems while meeting the needs of our state and the city of Baltimore.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Robert L. Bogomolny". The signature is fluid and cursive, with the first name "Robert" and last name "Bogomolny" clearly distinguishable.

Robert L. Bogomolny
President