

## University of Baltimore – 2008 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.

Last year, I celebrated my fifth anniversary as UB's president, and I looked back on UB's many accomplishments during these past five years. None of our achievements would have been possible—or sustainable—without the ongoing interest and support of the General Assembly and this subcommittee. I speak for every member of the University of Baltimore community when I say how grateful we are for your continued support.

The five-year mark is also an apropos occasion to look forward and to envision UB's future. The UB community's increased energy is propelling us forward to achieve new goals and objectives during the next five years. Enthusiasm is high on our campus, and we are excited about our future.

As we are a public institution, state financial support is critical to meeting our future goals. To supplement this support, UB is also working hard to develop additional revenue streams through aggressive fundraising and other creative ventures. As a result of these funds, UB is doing more every day to provide quality education, excellent teaching and renewed community engagement. We are an urban institution with city streets defining our campus, so improvement to UB necessarily means positive growth and development for our surrounding community. We have a major presence in midtown Baltimore, which provides us with an exceptional opportunity to impact positively the daily lives of city residents. We are proud that our academic programs, accessible facilities and customer-oriented services help meet state and city needs.

Along with my comments on the budget today, I will also share examples of UB initiatives that help meet state and city needs in three key areas: student access, workforce development programs and campus accountability measures.



## The State's Historic Dedicated Funding

The UB community wishes to thank Governor Martin O'Malley and the Maryland General Assembly for establishing the first-ever dedicated funding source for higher education. The November 2007 Special Session yielded the creation of the Higher Education Investment Fund, which contributes to the ability of the University System of Maryland and its member institutions to meet the state's needs of workforce development, economic competitiveness and high quality of life—without increasing tuition.

UB supports revenue enhancements dedicated to higher education. The \$1.7 million provided by the fund will be used to support UB's initiatives in the three key areas I mentioned previously. Student access will be supported by an increase of \$210,000 in scholarships. Campus accountability measures will benefit by \$737,000 in additional funding to support faculty hiring, development and support and \$290,000 in additional moneys for instructional and library equipment and supplies. An additional \$500,000 will contribute to facility enhancements to support the students and faculty at UB.

State officials—and all of us—face the difficult task of remedying the state's structural deficit while ensuring that key priorities, higher education among them, are supported.

The actions taken during the Special Session show that our state leaders recognize that access to public higher education must be a right available to all, not a privilege reserved for the few.

With the General Assembly's support, Maryland's universities have combated the budget challenges of the last several years. UB in particular has faced significant challenges attributed to a long history of underfunding. UB's chronic funding deficiencies, which date back at least to the early 1990s, were exacerbated further with the adoption of the Maryland Higher Education Commission funding guidelines in fiscal year 2001. The issue stems from UB's unique student population, which is not at all comparable to those of its peer institutions as defined by the commission. Unlike UB's peer institutions, which have predominantly undergraduate student populations, more than 55 percent of UB's student population consists of law and graduate students. The funding guidelines have not recognized that UB's law and graduate programs are more costly to operate and therefore deserving of higher funding levels. The University System of Maryland Board of Regents, however, acknowledged that the current funding guidelines have significantly disadvantaged the University of Baltimore. We remain confident that a more appropriate funding formulation that recognizes the unique composition of our student population and the characteristics of our academic programs will be applied to UB in the future.

Throughout these budget challenges, our campus has been steadfast in its commitment to collaborate with our sister institutions to reduce costs while maintaining the highest standards for

quality teaching and services, keeping education affordable for our students. The process has been difficult, yet UB has been able to grow considerably because we have challenged ourselves to think creatively and to identify funding opportunities to support critical campus priorities and to meet campus needs without additional expenditures. For example, UB will break ground this year for the Fitzgerald at UB Midtown, a \$75 million development project bringing 280 new apartment units, 14,000 square feet of retail space and 1,250 structured parking spaces to midtown Baltimore. This project will meet the University's need for additional parking spaces and enhance the immediate Mount Vernon neighborhood with mixed-use residential and retail development. The project will be fully funded with private capital, and UB will meet its goals with no dollar cost to the University. Through public-private partnerships and a record year in external funding, the successes that we have had with creative revenue-generating initiatives inspire us to continue to think innovatively about alternative sources of revenue for our campus.

## I. Access, Enrollment and Retention

UB's presence in Baltimore has afforded us the opportunity to meet the needs of area students through our law, liberal arts and business schools. Access remains the central focus of UB's mission. We provide innovative and 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 30, but UB's student population is becoming increasingly younger.

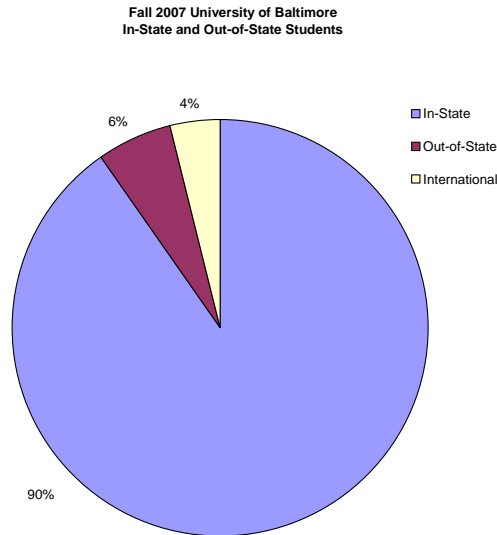


### (A) UB's Access Mission Leads to Outstanding Student Diversity

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. The faculty and administrators do all they can to support our students as they work to earn a college degree. UB students are diverse, determined, dedicated and smart:

- ✚ Our student population is 48 percent part time and more than 58 percent female.
- ✚ As of fall 2007, 44.5 percent of our students are undergraduates—including 3 percent who are first-year students—and 55.5 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 2007, 33 percent of UB's student population is minority.

- ✚ Of our undergraduate students, 41.5 percent is minority and 34.9 percent is African-American.
- ✚ Four percent of UB students are international students, including 41 in our China M.P.A. program and 13 in our LL.M. in Law of the United States program.
- ✚ Ninety percent of UB students are Maryland residents.



**(B) UB First-Year Students—Meeting State Access Needs**

UB’s mission of access is in line with statewide higher-education goals, as the state’s higher-education community examines means for efficiently accommodating the expected increase in student demand for college admission.

Since 1975—when UB was last a four-year institution—the need for access to affordable, public higher education for Maryland residents has increased significantly and has become more important than ever. 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.

In 2007, UB met the challenge of accommodating demand for college access by initiating its First and Second Year Program. With strong liberal arts programs and day-time classroom space available for use, UB welcomed 151 first-year students last fall. For the first time in 32 years, first-year students took general education courses and began to think about choosing majors from among

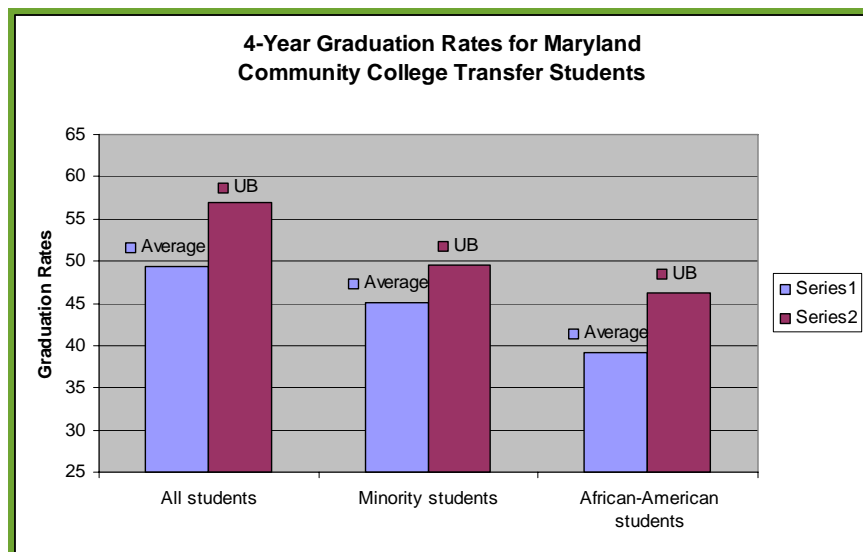
UB's existing degree programs, advancing the Maryland State Plan for Postsecondary Education and marking UB's return to four-year status. No new programs were created to serve these first-year students; instead, we are offering coursework that guides students through thematically linked humanities, social sciences and skills courses taught by teams of interdisciplinary faculty members. These learning communities are the centerpiece of the first-year curriculum and are designed to ease students' transitions from high school to college by promoting cooperation, intellectual development, and reading and writing skills. The size of our first class of first-year students is modest, but we would be proud to offer even one first-year student seeking a quality education the opportunity to attend UB to receive a college degree and enjoy expanded job opportunities after graduation. With a first semester retention rate of more than 90 percent, UB's first-year students are off to a great start.

Profile of UB's First-Year Class Fall 2007		
Gender		Percent
	Female	53.6
	Male	46.4
Race/Ethnicity		
	African American	35.1
	Asian	4
	Hispanic	2.6
	White	35.1
	International	0.7
	Unknown	22.5
Residency		
	Maryland	97.4
	Out of State	2.6

### (C) UB Committed to Closing the Achievement Gap

The University of Baltimore's midtown location provided the perfect venue for the University System of Maryland symposium "The Compelling Reasons for Closing the Achievement Gap: State and Institutional Considerations." National statistics show that first-generation, minority and low-income students are finding it harder to afford and to complete a college degree, limiting their chances for success in the expanding global knowledge economy. The USM has made "closing the achievement gap" a priority. In November 2007, the USM brought together K-16 education and policy leaders to share perspectives and to discuss strategies that can help reverse the declining trend in minority student college achievement and instead offer all Marylanders the opportunity, skills and knowledge to succeed. Information shared at the symposium is being used to develop action plans and guide policy as the USM and its institutions work to close the achievement gap.

As an access-oriented institution, the University of Baltimore takes this issue seriously. We have convened a workgroup to develop an action plan to address the achievement gap and retention rates. Several activities are already in progress, including our Retention Calling Project, a developmental-education program that involves free tutoring and an intrusive advising system as well as expanded counseling services and an early-warning system established for first-year students. MHEC's most recent data (2002-03) shows that UB's four-year graduation rates for students who transferred from a community college to a Maryland public, four-year institution are well above the state average.



#### (D) UB Enrollment and Retention Efforts

In fall 2007, UB experienced the largest percentage enrollment increase its history and led University System of Maryland institutions in percentage increase. Total enrollment for fall 2007 was up 9.4 percent from the previous fall's census figures and was more than double our target. UB's current student population is 5,415— 623 more students than in 2002. The new first-year class represents only a portion of this growth. In fact, UB would have achieved its enrollment targets even without the new First and Second Year Program, as both transfer and graduate numbers rose significantly:

- Transfer student applications increased by 5 percent.
- New transfer enrollment grew by 16 percent.
- Graduate student applications increased by 19 percent.
- New graduate enrollment grew by 11.7 percent.

Our 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 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 these students to provide support. For example, if these prospective 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 makes about 1,500 calls and e-mails, and results have been positive. We typically see 6 percent decline in enrollment between the fall and spring semesters; between fall 2007 and spring 2008, the decline was only 4 percent. The Retention Calling Project played a significant role in this percentage decrease.

UB has also worked hard to improve the services and programming we provide to our transfer student population. Several community college articulation agreements were signed last year, bringing the total to 62, with twelve more agreements in development. Our Office of Community College Relations has also launched a dual-admission program with Baltimore City Community College, hosted another very successful Maryland Institute for Transfer Success and expanded transfer offerings to include the Simulation and Digital Entertainment bachelor's degree program at the Universities at Shady Grove. More than 100 students are now enrolled in UB's programs at the Universities at Shady Grove, all of which are offered through the Yale Gordon College of Liberal Arts. In addition to simulation and digital entertainment, these programs include undergraduate health systems management, graduate publications design and both graduate and doctoral public administration.

To support our transfer students further, UB makes college affordability a high priority, as does the state of Maryland. UB strives to reach diverse populations while nurturing the success of each student. The Transfer Scholars Program, which we launched in fall 2006, continues to be an effective tool in assisting us to achieve this goal. The University has awarded merit-based scholarships to more than 400 students this past year; more than half of these students received need-based aid as well. In total, the University has awarded \$672,848 to help these students move closer to their career aspirations.

Most recently, UB has designated an additional \$200,000 to scholarship monies for first-year students entering in fall 2008. We have expanded our current scholarship program to include students who have cumulative grade point averages from 2.50-2.99, and we have added a need-based

component to the program. This places the University at the forefront of helping students in Maryland afford their college education.

## II. Initiatives to Help Meet State and City Needs



### (A) UB Offers Solutions to Help Baltimore K-12 Education

UB has been privileged to call central Baltimore home since 1925, when we first opened our doors. The institution has a long history of providing services to the Baltimore community, and we have accelerated these efforts during the last five 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.

#### **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 judicial and public school 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 children in Baltimore. Since the initiation of the Truancy Court Program, we have seen a 75 percent increase in participating students’ attendance 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.

#### **Inspiring Baltimore High School Students to Become Entrepreneurs**

A new partnership between the Entrepreneurial Opportunity Center within the Merrick School of Business and the Baltimore office of the National Foundation for Teaching Entrepreneurship aims to empower many of Baltimore's at-risk communities by offering entrepreneurship education to self-starting Baltimore city high school students and by providing a pipeline to college. Through this initiative, the University hosts and facilitates “Certified Entrepreneurship Teacher” training, in which instructors from the foundation train Baltimore city teachers to teach the foundation’s nationally renowned entrepreneurship curriculum to city high school students. This foundation curriculum is currently taught in

nearly 20 Baltimore city high schools. Once the high school students graduate from this program, they are eligible to enter the Alumni Club, which is hosted by the Entrepreneurial Opportunity Center in an effort to keep students engaged in entrepreneurial activities. Additionally, the partners are developing a plan to improve the academic portfolios of participating students by providing SAT preparatory classes and overseeing high school course choices to increase these students' chances of getting into college.

## **(B) UB Promotes Workforce Development in Cutting-Edge Areas**

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 UB Merrick School of Business now offers an undergraduate Real Estate and Economic Development program that prepares students for careers in real estate investment, commercial property development and/or management, mortgage banking, commercial lending and related fields and is the only bachelor's degree program of its kind in Maryland. The program includes general education requirements and courses in key real estate subjects integrated with a comprehensive set of business skills courses.
- ✚ The business school also has begun to offer coaching and consulting to companies through its Entrepreneurial Opportunity Center. Statistics prove that start-up companies that receive dedicated assistance are three times more likely to survive and thrive. Through the EOC's innovative student consulting services, UB students (supervised by faculty and staff) provide technical assistance in a variety of areas, including finance, operations, marketing and more, to Baltimore entrepreneurs.
- ✚ 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. In fact, a partnership with Baltimore-based company Juxtopia, a leader in the national game development market, allows program students and faculty to collaborate with Juxtopia staff. 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.

### **(C) UB Initiatives Support Baltimore Communities and Neighborhoods**

A long-standing UB priority was officially recognized last year. UB became one of 62 universities in the nation to receive the **Carnegie Foundation's "community engaged" classification**. The new classification denotes colleges and universities with proven track records of extensive involvement in their communities with regard to service, partnerships and scholarly activity.

In addition, just last week the U.S. Department of Education named the University of Baltimore to the **President's Higher Education Community Service Honor Roll** for exemplary service efforts and, in particular, service to disadvantaged youth. The department's Corporation for National and Community Service selected UB as one of six institutions nationally to receive the distinction from the highest levels of government.

Our commitment to community engagement is exemplified through numerous campus initiatives, activities and programs that we have stepped up during the past few years. Each year, these initiatives positively affect our community. Recent initiatives include:

- ✚ The UB Schaefer Center for Public Policy is managing the Harry and Jeanette Weinberg Fellows Program, a leadership development program for executive directors of nonprofit organizations that serve disadvantaged individuals in the Baltimore metropolitan area. Through this program, which is funded by The Harry and Jeanette Weinberg Foundation, the Schaefer Center is able to enhance the capacity of Maryland's nonprofit sector.

- ✚ This spring, the University will sponsor a public conference to recognize the 40th anniversary of Martin Luther King, Jr.'s assassination in 1968 and to examine the subsequent unrest and civic healing in Baltimore. The "Baltimore '68: Riots and Rebirth" conference will highlight the work of national scholars, community leaders, UB students and faculty, and Baltimore high school students on the topics of race relations, civic engagement and 20th-century history.

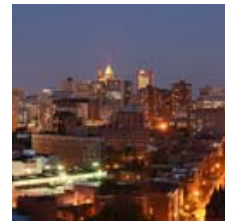


- ✚ The University intends to increase its environmentally conscious practices in energy consumption, recycling, transportation, and building construction and renovation. Our plans will contribute to city and state goals for energy efficiency and environmental awareness. To help meet these goals, we will implement an energy-performance contract to upgrade

campus energy efficiency, strengthen the campus recycling program and managing facility usage to reduce unnecessary energy consumption.

Recently, UB's School of Law hosted a major symposium, "The Bay in Crisis: Saving the Chesapeake," to examine in a legal context the serious environmental issues surrounding the Chesapeake Bay. The symposium, the first annual such event hosted by the school, focused on the legislative and regulatory means by which the bay's health and productivity could be restored and featured a series of panel discussions by local, state and federal officials as well as policy specialists, private citizens, opinion leaders and the public.

As Baltimore prepares to welcome thousands of new residents to new area jobs due to the federal government's Base Realignment and Closure project, the city administration is preparing to manage the associated growth in traffic. At Mayor Sheila Dixon's request, a UB representative is serving on the Baltimore City Transportation Investment Commission. UB is pleased to be a participant in developing Baltimore's strategy for maximizing state and federal transportation funding and for identifying appropriate funding mechanisms to broaden and diversity sources for the city's capital transportation program.



### III. Administrative and Academic Accountability

Our campus accountability measures are a significant component of our institution's progress, but they are also important in meeting the state's goals of greater effectiveness and efficiency. The University is committed to aligning available resources to the central goals and objectives of its strategic plan and to reinforcing a culture of ongoing assessment. The University is experiencing many exciting operating and capital funding developments in a short period of time, and it has taken the initiative to update its master plan to reflect the University's present attributes and attitudes. This master plan will evolve and change as we do, but it will serve as a guide to assessing our needs and to creating a vision for the future. Recent assessment measures focused on three areas: the campus re-accreditation process, a comprehensive academic plan and the campus report card.

Last year, we successfully completed the Middle States Commission on Higher Education **re-accreditation process**. In its final report, the commission noted that the UB campus is characterized by an "exciting energy," and it praised the institution for its "committed faculty, energetic staff and wonderful student body." The report pointed to UB's centers, institutes and clinics as particular strengths in the University's ability to maintain its ties to the greater community. The commission's report noted that:

*UB is successfully growing and changing to meet the new demands of Maryland's college-going populations, while also preserving its "strong and proud" history of serving the state, and, in particular, the City of Baltimore.*

This culture of assessment was evidenced again last year when the University completed a comprehensive **academic plan** that built upon the strategic plans of the University's three schools, library and e-Learning Center. The academic plan takes into account changes within the University (e.g., the First and Second Year Program) and considers challenges and opportunities presented by the greater UB community. The academic plan provides a summarized analysis of the University's academic programs and academic support units. The plan also offers recommendations to address:

- ✚ strengthening and improving current academic programs and proposing new programs
- ✚ enhancing the role of academic support units in assisting the faculty in teaching and research, and
- ✚ organizing changes that will encourage continued assessment of existing and proposed programs, given UB's mission and resources.

Additionally, UB supplements the University System of Maryland assessment process with an annual campus **report card**, established in 2005. The report card reinforces several important planning principles at UB, including our commitment to reviewing our performance, our objectives and our shared vision. We self-assess our performance based on a series of key indicators. By linking our budget to our goals and regularly measuring outcomes, the University is assured of sustaining a dynamic planning culture.

## Conclusion

When I first arrived at UB in 2002, the first major campus-wide initiative was to create a strategic plan for the University. That plan, "Positioning for the Future: Creating a Shared Vision, the University of Baltimore Strategic Plan 2004-07," was a great success and helped initiate transformational changes at UB.

This first strategic plan expired last year, and we are in the process of updating it. The updated plan, "Expanding the Vision: the University of Baltimore Strategic Plan 2008-12," will help guide UB's continued transformation while remaining rooted in the University's historic educational mission. The plan is consistent with the goals and objectives outlined in "The USM in 2010: An Update of the USM Strategic Plan."

With the updated strategic plan, the University of Baltimore is continuously moving forward, led by the talent and commitment of our students, faculty and staff. In the year ahead, we will focus on addressing the priorities outlined in our updated strategic plan, improving our campus facilities and maintaining the excellence of our educational programs and services.

We are 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. Just last month, UB received an Alfred P. Sloan Award for Faculty Career Flexibility from the American Council on Education. UB is one of six institutions nationally to receive this two-year award to expand and enhance flexible career paths for its faculty. The award recognizes master's colleges and universities for their leadership and accomplishments in implementing groundbreaking policies and practices supporting career flexibility for tenured and tenure-track faculty.

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 and social responsibility as well as for leadership. We do all we can to combine theory and practice to create meaningful, real-world solutions to 21st-century urban and regional problems that meet 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" being the most prominent part.

Robert L. Bogomolny