

University of Baltimore – 2007 Operating Budget Testimony

By Robert L. Bogomolny, president

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.

This is an exciting time for our university. We have a new look. We have a beautiful new student center. Substantial facilities renovations are also underway. And there are many other important developments, which I look forward to sharing with you.

Perhaps the most significant of these developments is that we are now ready to welcome our first class of freshmen next fall as the University of Baltimore once again becomes a four-year undergraduate institution. This achievement is the result of extraordinary work by many, many people at all levels of the university. It is especially notable that we have developed the "**UB First Scholars**" program that offers all first-year students full tuition and fees for the 2007-2008 academic year. The program has been made possible by a generous gift from an anonymous donor.

The University of Baltimore's new tagline is "Knowledge that Works." This really says it all. Our undergraduate and graduate programs in business and liberal arts—and our law school—enable students to successfully launch, change, or enhance their careers.

On our new Web site, we promise that students will find that classes are engaging, the energy level is high, and our urban setting is a catalyst for creativity. We work as hard as we possibly can to deliver on that promise every day.

What isn't new—and what remains central to our mission—is access. We are dedicated to serving a diverse population of students who are motivated to learn and who work hard. Many of our students who attend on a part-time basis are also balancing the responsibilities of family and careers.

Needless to say, none of these achievements would be possible--or sustainable—without the ongoing interest of the Governor, General Assembly and this subcommittee. I know I speak for everyone in the University of Baltimore community when I say how grateful we are for our state's continuing financial support.

Nonetheless, the strict fiscal limits of the past few years gave the University of Baltimore a driving goal to come up with creative sources of funding to meet campus needs *without* using state dollars. **UB Midtown** – a mixed-use development project in the heart of Baltimore's Mt. Vernon neighborhood – and the **Mt. Washington Lease Agreement** – the leasing of 45-acres of University-owned

land to the city – are two great examples of finding innovative revenue streams to keep the campus moving forward.

Each year, the people of Maryland make a significant investment in the University of Baltimore. Our task is to see that this investment is repaid handsomely. We believe we have been—and will continue to be—successful. Nearly 90 percent of our students are Maryland residents, and most of our graduates tend to remain in Maryland. The skills and knowledge these graduates have acquired at the University of Baltimore have a powerful and positive impact on Maryland’s work force and economic development. And of course, we are dedicated to playing a significant role in the ongoing revitalization of Baltimore City.

In fact, the Carnegie Foundation recently designated the University of Baltimore as a “**Community Engaged University**,” a new selective classification. No other institution in Maryland has received this distinction, which has been awarded to only 76 colleges and universities nationwide.

The University of Baltimore’s commitment to the city of Baltimore is further evidenced by our work with local non-profit organizations. Through a competitive selection process, which included the consideration of more than a dozen colleges and universities in the area, the University of Baltimore’s Schaefer Center for Public Policy was selected to manage the **Weinberg Fellows Program**; a leadership development program for executive directors of community-based nonprofit agencies that serve disadvantaged individuals.

So let me once again thank the members of this subcommittee and the General Assembly for continuing to make state funding of higher education a top priority. Now I would like to take the opportunity to tell you more about the University of Baltimore...our history, our exciting present, and our even more promising future.

I. Access UB

Even with the recent changes on our campus, the University of Baltimore’s core mission remains the same: to provide innovative education in law, business and the applied liberal arts to serve the needs of a diverse student population. Providing Maryland residents with access to quality higher education is our goal.

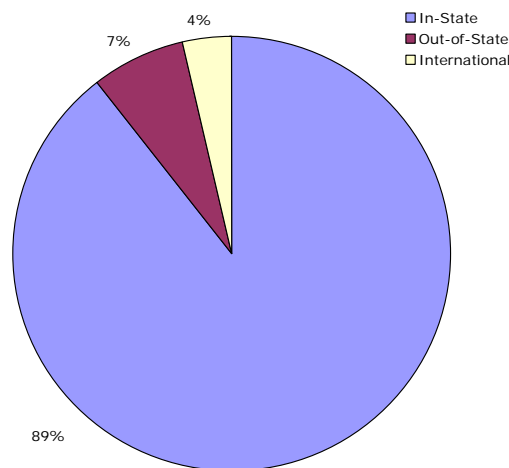
The University of Baltimore has a distinct population of students. Our current student body generally comprises older, returning students with an average age of approximately 30 and increasingly younger. Currently, the University of Baltimore’s undergraduate program is limited to serving students in the junior and senior years of study. Forty-three percent of our current students are undergraduate juniors and seniors, and 57 percent are pursuing graduate and law education. Therefore, all of UB’s undergraduate students are transfer students who primarily come to us from Baltimore-area community colleges.

UB students come from every corner of the state and represent several countries. We are 50 percent part-time and more than 50 percent female, and graduate and law students represent more than 50 percent of the student population. Our university, once a private institution with a predominately white student body, is today a public institution and, proudly, one of the most diverse institutions in the University System of Maryland. As of fall 2006, UB's minority student population is now 31 percent overall. Our undergraduate students are 36 percent minority and 30 percent African-American.

Fall 2006 UB Students by Maryland County of Residence and Origin			
County	Students	County	Students
Allegany	6	Harford	293
Anne Arundel	436	Howard	289
Baltimore City	1,495	Kent	7
Baltimore County	1,218	Montgomery	216
Calvert	13	Prince George's	170
Caroline	6	Queen Anne's	12
Carroll	107	Saint Mary's	27
Cecil	28	Somerset	2
Charles	18	Talbot	14
Dorchester	1	Washington	13
Frederick	49	Wicomico	11
Garrett	2	Worcester	9

UB has always had a dominant Maryland resident-based student body; in-state residents comprise 89 percent of the student body.

Fall 2006 University of Baltimore
In-State and Out-of-State Students



We continue to serve hard-working students who are motivated to learn. Many of our students who attend on a part-time basis are also balancing the responsibilities of families and careers. Our students are diverse, determined, dedicated and smart.

I-A. Supporting Student Enrollment

The UB student population is made up primarily of working adults who are juggling many personal and professional responsibilities. Because of the demands on their time, our students often stop out to attend to these other demands, making retention a crucial part of our enrollment strategy. The **Retention Calling Project** is a new retention program that we initiated, in which we email and telephone all students eligible to enroll in classes but who have not yet enrolled. We determine if there are barriers to 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 someone expresses that they have financial difficulties, the director of financial aid calls the student to offer assistance. If it is an academic issue, they are called by an academic advisor. We offer support from a variety of offices including personal counseling if there is a personal issue that is getting in the way of the student's enrollment. We make about 1,200 calls each semester and have seen good success. We typically see a decline of 6% between fall and spring enrollment. This year for spring 2007, the decline was only 4%. The Retention Calling Project played a significant role in this decrease.

1. Premiere Transfer University

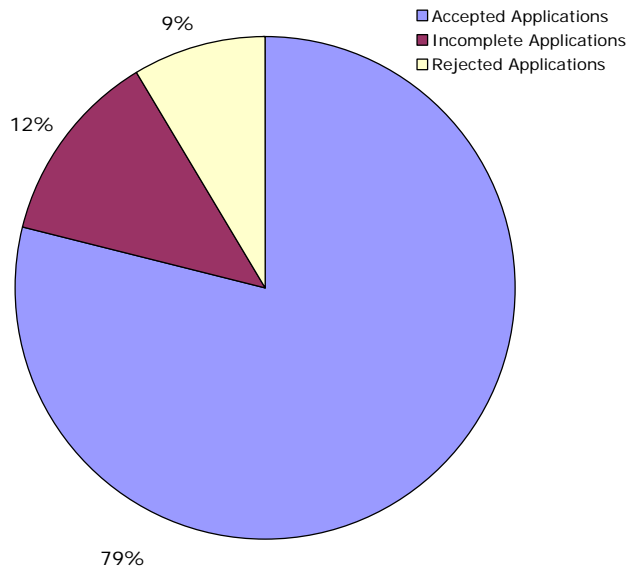
UB continues to strengthen its long-standing commitment to serving Maryland's transfer population. In 2005 we hired a director for community college relations to strengthen our collaboration with community colleges. We have since doubled our number of articulation agreements, and we have 25 new agreements being signed this academic year. Dual admission programs are in development with community colleges, and we expect some of these programs to be available in fall, 2007.

UB works hard to maintain a strong partnership with area community colleges that helps facilitate students' access to a UB education. In addition to a monthly newsletter, each community college receives UB recruitment materials on a regular basis; data is also being shared to improve marketing and recruitment opportunities. UB has developed and added individual community-college Web pages to the main University Web site, providing prospective students with important information and resources at the click of a mouse. The University has also increased the frequency of its on-campus community-college recruitment events for transfer students by 20 percent, often visiting a community college three or four times a semester.

UB engages in outreach to student affairs professionals at the community colleges and creates plans cross-institutional programming. We have also continued to take an active role in offering and hosting the **Maryland**

Institute for Transfer Success, an annual conference sponsored by the University System of Maryland (USM) and the Maryland Association of Community Colleges (MACC). The conference is an outcome of the USM/MACC articulation and transfer committee's recommendations. UB's director for community college relations took the lead in developing and organizing the conference last year, serving as chairperson. UB served as the conference's host institution and will do so again in fall 2007.

Fall 2006 Maryland Community College
Transfer Applications to UB



2. Faculty, Staff and Student Involvement

A concerted effort has been made to help UB faculty, staff and students become more actively engaged in the recruitment process. Student ambassadors accompany our recruiters on transfer visits and to speak with prospective students when they visit our campus. We are also working with UB faculty to identify opportunities for them to visit community-college classes.

3. Meeting the Needs of Students With Disabilities

UB's Office of Disabilities Support Services (DSS) seeks to improve accessibility to students with disabilities by offering a variety of services, including priority registration, academic support, testing accommodations, audio-format class materials, parking and building access. *Petersen's Guide to Colleges with Learning Disabilities Programs* touted the University of Baltimore as one of the best colleges for this type of program. Also, *Peterson's* mentioned that UB's Office of Disability Support Services

consistently provided a high quality of service in assisting students with disabilities.

I–B. Re-opening UB’s Doors to Freshman Students

UB, established in 1925 as a private institution, was originally a full-service undergraduate institution. When the University converted to a public institution in 1975, access to the institution was limited to junior and seniors. The campus was restricted to functioning as an upper-division institution for undergraduate education, serving undergraduate juniors and seniors as well as graduate and professional students. Since 1975—when UB was a four-year campus—access to higher education for Maryland residents has become more important than ever.

To help meet the state’s significant future enrollment projections and the need to provide accessible, affordable and cost-effective options for Maryland students, the University System of Maryland (USM) considered and approved a proposal to allow UB to admit freshman students. The proposal, called the “Lower Division Initiative,” is part of the USM’s Effectiveness and Efficiency Initiative to help alleviate the state’s expected enrollment growth, provide increased access to college-going students, and make best use of UB’s day-time space capacity at the same time. The Maryland Higher Education Commission approved a proposal in February 2006.

The University of Baltimore is well positioned to be an important contributor to the USM’s Effectiveness and Efficiency Initiative. We are pleased to respond to the state’s need to accommodate enrollment demand and student access to quality higher education through our lower-division initiative, which is entirely consistent with Maryland’s State Plan for Higher Education and advances the State Plan’s goals.

Beginning in fall 2007, UB will return to its former status as a four-year university and will serve approximately 105 freshman students each year. These freshman students will take general education courses and enroll in UB’s existing degree programs. No new programs have been created, but rather a newly designed coursework structure will guide students to build social and intellectual connections -- from what they know when they come to UB to what they learn in their major areas of study.

This new coursework structure of **learning communities** is the centerpiece of the lower-division curriculum. The learning communities are thematically linked humanities, social sciences and skills courses taught by a team of interdisciplinary faculty members, which will support UB’s goals for student retention, success, engagement and learning. These communities will ease students’ transition from high school to college by promoting cooperation and intellectual development through a focus on critical thinking, reading and writing skills. For example, learning communities planned for fall 2007 include: Baltimore Identity in the 20th Century – a look at selected Baltimore communities in historical context and an analysis of how Baltimore identity has

been portrayed in mass media; Peace and Conflict in the American Mind– an examination of how social conflict has had an influence on the history and development of U.S. history; Citizenship in America– a study of the economics, philosophy, history and ethics that shape citizenship and of how to apply concepts of citizenship to one’s own life; The Work of Art, the Art of Work– explores the creative connections between individual imagination, artistic creation, and entrepreneurship; The Individual and Society – examines the influence of business on the individual, society, culture, and the environment from the dual perspectives of the organization and the self.

I–C. Making Access Affordable

The re-introduction of freshman students to UB presents an opportunity for the University to make access to higher education more affordable. Thanks to the generosity of a donor’s contribution, UB will offer scholarships covering the full costs of tuition and fees to its first class of freshman students enrolled in fall 2007. The “UB First Scholars” is a groundbreaking approach to helping students better afford their college education.

With college affordability as a priority for UB, along with the UB Scholars Initiative, we have established the **Transfer Scholars Program**. This program, introduced in fall 2006, has both need- and merit-based components and provides awards to undergraduate transfer students ranging from \$750 to \$3,500 based on a student’s academic performance and financial need. The awards are guaranteed for everyone meeting the GPA cut-off, and no application is required. No new funds were committed for this program; instead, we used monies that were dedicated to other scholarship programs. The advantage to this program is that we expanded the number of individuals who were eligible for a scholarship.

II. Quality and Excellence

The University’s commitment to excellence and quality education can be seen in every corner—from our dedicated and innovative faculty, who constantly make strides in their fields, to the administration of our academic programs.

II–A. Commitment to Quality

(1) Our campus commitment to quality includes active participation in the **Middle States Reaccreditation** process. The accreditation process is one of the key methods used to assure the public that institutions of higher education fulfill their mandate. The Middle States Commission on Higher Education (MSCHE) will review the mission and educational effectiveness of the University. The process provides an opportunity for self-reflection that affirms what we do well and helps us identify where we need to change.

(2) UB recently instituted a program of **Teaching and Learning Grants** to encourage faculty to develop new teaching methods, share experiences, and bring in outside experts to enhance their teaching. In the first two rounds, 20 faculty members received grants. We are pleased with the high level of faculty interest, as it demonstrates the faculty's commitment to continuous improvement.

(3) A University-wide committee has developed a process to assess **learning outcomes**. This process is now being implemented and includes the development of specific learning goals for each degree program; regular collection of data on learning outcomes; and review of these outcomes by the University committee to provide feedback to faculty.

II–B. Enhancing Classroom Learning

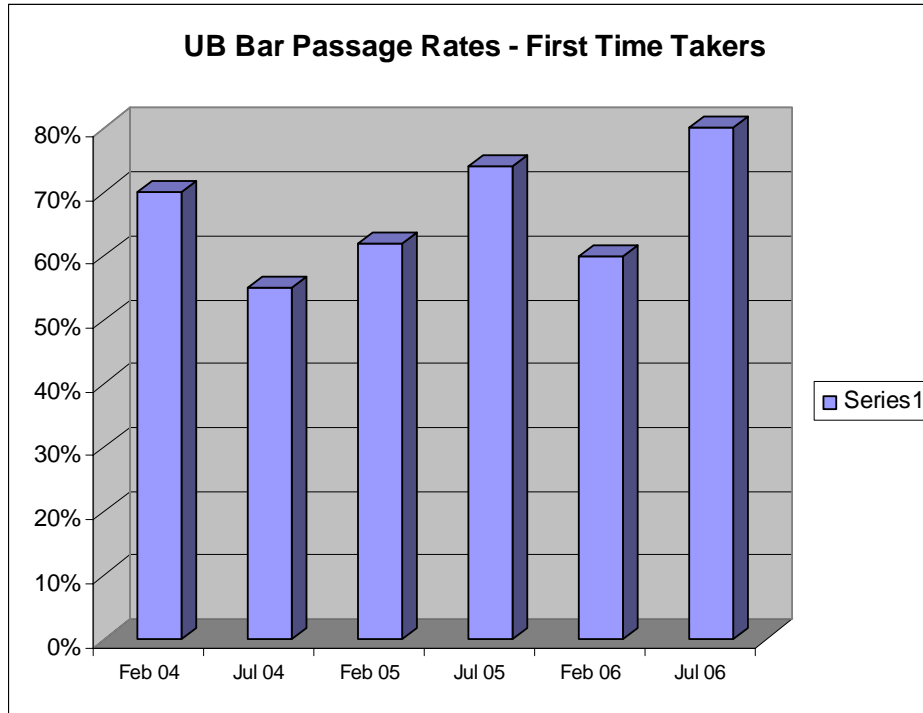
(1) UB continues to improve the quality of its classrooms, particularly in regard to its technological capabilities. At present, 77 percent of UB's classrooms qualify as "**e-classrooms**", and 78 percent of the campus is wireless. These advancements in the classroom allow our students access to state-of-the-art learning environments.

For several UB students, classroom instruction takes place online. UB offers three exceptional fully **online programs**, including a bachelor's degree in business, a graduate degree in business (webMBA) and a graduate degree in public administration (webMPA). UB was the first business school in the country accredited by the Association to Advance Collegiate Schools of Business (AACSB) International to provide full online course offerings. In addition, the UB College of Liberal Arts webMPA program is available to educate public and non-profit managers in the skills they need at a time in which the public demands increasing accountability for the spending of public money. Notably, UB was among the first universities to offer a NASPAA-accredited, fully online MPA program.

The convenience of online classes is rooted in their ability to increase accessibility, reduce scheduling conflicts, reduce time to degree, and alleviate pressure on limited classroom and parking space at high-usage periods. Student evaluations show similar student satisfaction with online classes as they do with in-classroom experience.

(2) The University of Baltimore School of Law's **Skills for Success Program** was created in an attempt to reinforce writing and analytical skills taught throughout the law school curriculum and to enhance our students' prospects of passing the bar exam. We have instituted a number of courses, workshops and seminars under the rubric of our Bar Pass Taskforce. These include a semester-long "Writing for the Bar Exam" course, a "Pre-Bar Writing Workshop" the week before the bar exam, a two day "Bar Exam Workshop" offered during the semester, primarily for the students who were unable to take the "Writing for

the Bar” course, and an “Introduction to the Bar Exam” discussion for first-year students during the second semester as they prepare to select courses for their second year. Since the introduction of these programs, we have seen significant improvement in the bar pass rate of our students.



III. UB Meets State and Baltimore City Needs

The University of Baltimore chooses to be an active contributor to the vitality of Baltimore City. The University is located in central Baltimore City in the Mt. Vernon neighborhood. We firmly believe that campus activities and facilities improvements help to grow and enhance our neighborhood and surrounding community. Central to the University's future is a renewed commitment to serve the surrounding city, state and region as Baltimore's engaged urban university. For years, the University of Baltimore has provided educational opportunities for students that include "real world" experience, and the University embraces its role as the region's engaged urban university.

Reaching out to our urban community is a major focus of the University of Baltimore's strategic plan. The Carnegie Foundation recently designated UB as a "Community Engaged University," a new selective classification. No other institution in Maryland has received this distinction, which has been awarded to only 76 colleges and universities nationwide. The foundation cited UB's "demonstrated excellent alignment between mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement." We look forward

to strengthening this engagement in the coming years and highlighting how the city and state and their new administrations can assist in these efforts. While there are many UB projects focused on our community, city and region, the following initiatives demonstrate the University's commitment to key areas of state and city need.

III-A. UB – Enriching Baltimore's Neighborhoods

(1) Last year, UB welcomed the new ***UB Student Center, reviving a community corner in Mt. Vernon, Baltimore.*** This new signature building—the University's first-ever student center—features a performance center, coffee bar, cafe, convenience store and a multipurpose room. The new facility has brought new vibrancy to the intersection of Mt. Royal and Maryland avenues in midtown Baltimore, contributing to a safer, more brightly lit Mount Vernon neighborhood environment. Members of the UB community and area residents now have a new location in the neighborhood to relax, dine, study and socialize. The facility houses a 200-seat theater that has hosted numerous public-access cultural events in the past year, including local arts groups, to bring free and inexpensive family-oriented programming.

The building, designed by Murphy & Dittenhafer, appeared in *Mid-Atlantic Construction's* "Best of 2006" issue; a panel of jurors described the structure as an "architectural landmark for the ... neighborhood." Most recently, *Baltimore* magazine named the facility one of the top five best buildings constructed in the city in the past decade, praising its "ultramodern" features and noting that it was the newest structure on the best-of list published in the July edition of the magazine.



(2) The ***UB Center for Regional and Baltimore Studies*** works with residents, staff and board members of the new Station North Arts and Entertainment District to enrich neighborhoods from the north end of UB's campus to 27th Street. The center has taken the lead in convening a neighborhood-university collaboration to assist the Station North District; this collaboration includes an innovative higher-education partnership that brings together UB, the Maryland Institute College of Art, Goucher College and the Station North organization to provide assistance in the areas of technology, community arts programming, job training, community history and property assessment for the state-designated Station North Arts and Entertainment District. This initiative demonstrates best practices in community-university partnerships.

(3) The **Baltimore Neighborhood Indicators Alliance (BNIA)** is a research organization located within UB's Jacob France Institute that is supported and affiliated with a diverse group of foundations, city agencies, and community groups. The alliance is committed to promoting, supporting and helping people make better decisions using accurate, reliable, and accessible data and indicators to improve the quality of life in Baltimore City neighborhoods. BNIA designed its core functions based on the knowledge that Baltimore needed a common way of understanding how our neighborhoods and overall quality of life are changing over time. A core function of BNIA is to maintain, develop, and track the **Vital Signs**. The **Vital Signs** are a series of outcome-oriented indicators that "take the pulse" of Baltimore's neighborhoods to measure progress towards a shared vision for strong neighborhoods, improved quality of life, and a thriving city over time. BNIA tracks the **Vital Signs** each year, and helps groups and individuals use these indicators to enhance their work towards long-term change.

(4) The University of Baltimore's Yale Gordon College of Liberal Arts received a grant from the Maryland Humanities Council in support of a project **exploring the 1968 riots -- "Riots & Rebirth."** The funding will underwrite a public conference, to be held in April 2008, which will include cutting-edge scholarly presentations and round tables featuring witnesses to, and leaders of, the many efforts to repair Baltimore following the riots. UB will collaborate with Maryland Public Television, the Enoch Pratt Free Library, the Baltimore Jewish Museum and the Reginald Lewis Museum on this project.

III-B. Meeting Workforce Training and Education Needs

(1) Providing Access Throughout the State, Universities at Shady Grove —

UB provides accessible education to its students, and beginning last fall, UB began offering courses leading to a Bachelor of Science in Health Systems Management, a Master of Public Administration and a Doctor of Public Administration through the weekend programs at the Universities at Shady Grove (USG). Beginning this fall, UB will add two more programs. USG offers more than 40 undergraduate and graduate degree programs from eight respected institutions within the University System of Maryland, all at one central location in Montgomery County. USG provides daytime, part-time and full-time, evening and weekend programs to meet the needs of its students.

(2) Training Local Nonprofit Executives —

In a competition involving more than 12 universities, UB's Schaefer Center for Public Policy was chosen to manage and run the prestigious **Weinberg Fellows Program**. Funded by The Harry and Jeanette Weinberg Foundation, this leadership training program serves senior executives of Baltimore-area nonprofit organizations in the human services arena.

Furthermore, the UB's Merrick School of Business is supporting the work of the **Baltimore Social Enterprise Collaborative**. The collaborative, which includes the Annie E. Casey Foundation, the Open Society Institute, the Goldseker Foundation of Maryland and the Thalheimer Foundation, is supporting pioneering efforts in the city through a training and technical assistance program that assists nonprofits in launching and sustaining earned-income programs. In the spring, for-credit classes will be conducted for nonprofits seeking to establish a successful business model. This work will be augmented by an intense business-plan competition, in which nonprofit teams, working in consultation with UB students and professors, will work to create the best, most effective strategy for supporting their organization's long-term growth. By the end of next semester, UB will have "graduated" 25 nonprofits from the social enterprise program.

(3) Meeting Technology Needs of Area Non-profits —

The UB Center for Community Technology launched a strategic technology planning service for area nonprofits with the support of a grant from the Morris J. Goldseker Foundation. This service assists hundreds of small and medium-sized nonprofit organizations in the Baltimore region in improving program delivery and operational effectiveness through consistent, cost-effective and supportive technology planning. The center is dedicated to helping these agencies expand their abilities to manage and use technology to strengthen their impact on the communities they serve. The center is part of UB's mission to serve Baltimore City and the state of Maryland.

(4) Training State and Local Government Managers —

The **UB Schaefer Center for Public Policy**, which recently celebrated its 25th anniversary, brings UB's academic expertise to bear in solving problems faced by government and nonprofit organizations. The Center is the official provider of Managing for Results training for the state of Maryland, and has trained more than 4,000 state managers in MFR. The Center recently provided its Master Manager Training Program to 55 senior managers in the Baltimore City Public School System. In addition, the Center received associate member status in the National Certified Public Manager Consortium, allowing the Center to be the sole provider of Certified Public Manager programs in the state of Maryland.

(5) Training State Election Judges —

The September 2006 primary elections proved that the state needed to provide greater attention to the implementation of new electronic voting processes and instruments, in addition to increased training for election judges. In response to this state need and in preparation for the November 2006 elections, the **UB Schaefer Center for Public Policy** stepped in to evaluate and assess training procedures for state election judges and

provided training to more than 6,000 judges in precincts in Baltimore County and Baltimore City.

(6) Training Students to Assist Area Businesses —

The UB Entrepreneurial Opportunity Center (EOC) improves the likelihood of sustained success for entrepreneurial businesses in Baltimore. Direct assistance and support is provided to University of Baltimore students who are interested in building businesses. Students are able to gain practical experience in their chosen fields by providing technical assistance to Baltimore entrepreneurs, which, in turn, enhances existing academic programs at the University of Baltimore. The EOC also provides nonacademic educational programs to Baltimore businesspeople. By achieving its mission, the EOC will have a direct and measurable positive impact on the business environment in Baltimore and the state of Maryland.

(7) Training Forensic Laboratory Technicians —

The **Forensic Studies program** in UB's College of Liberal Arts is the first such program in the state. The program works in partnership with the Baltimore Police Department (BPD) to train students in forensics and criminal investigation and produces "field-ready" graduates at a time when Maryland's law enforcement agencies are experiencing a chronic shortage of trained forensic scientists.

(8) Training City Managers With Full Scholarships —

The University of Baltimore City Fellows Program offers full scholarships to Baltimore City employees who plan to pursue graduate degrees in the fields of business administration, criminal justice or public administration. In exchange for their coursework, these employees commit to continue working for the city government for at least two years after graduation. This program has been extended to include employees of the Baltimore City Public School System.

(9) Training the Workforce of a Growing State Industry —

The **University of Baltimore's Simulation and Digital Entertainment (SDE)** program, a recently introduced undergraduate degree program offering innovative courses in video simulation and game development for a wide range of applications, will work with the Baltimore-based firm Juxtopia to design and develop computer games. The partnership, formally known as the *Advanced Learning Games and Simulation Initiative*, is believed to be among the first of its kind in the nation. Maryland boasts the country's second-largest number of video game and simulation companies, many of which are located in the city and in Baltimore and Montgomery counties. Only California's Silicon Valley region has a greater concentration of companies in this growing field. The gaming and simulation field is considered to be an

area of economic growth for the state of Maryland, and UB's SDE graduates are a feeder for that growth.

III–C. Meeting Needs of Children and Families

Offering Solutions to Help Improve K-12 Education

(1) The **University of Baltimore School of Law's Center for Families, Children and the Courts**—in partnership with the judicial system, public school system and city government—focuses on the development and implementation of family court planning and reform efforts. The center's **Truancy Court Program** pairs judges, counselors and education specialists with truant students, service providers, their parents, teachers and principals in an enhanced effort to improve overall school attendance. The program addresses one of the most pressing problems facing Baltimore, provides UB law students with practical, hands-on learning experiences and serves as a model for city school systems nationwide.

(2) Led by one motivated and committed UB staff member, the UB community has partnered with the Baltimore Mayor's Office for Children, Youth and Families and other city organizations to institute the **Baltimore Rising** initiative. This youth mentoring program, now in its second year, aids troubled youth in Baltimore by pairing them with mentors who serve as positive role models. The Baltimore Rising program continues to cast a positive light on the lives of area youth.

(3) UB's **Rosenberg Center for Student Involvement** expanded its community outreach with a grant from the Baltimore City Office of the Mayor for initiatives focusing on middle-school youth. This includes a program for 25 students from both the Mt. Royal and Dunbar Middle Schools. The program consists of leadership workshops, field trips and college-readiness activities.

IV. Expanding Access - Partnerships in Higher Education

The University of Baltimore prides itself on providing accessible education to its students, and has recently developed partnerships with like-minded institutions to enhance students' educational experiences by providing flexible learning opportunities. As an urban institution with an adult student population, we believe in meeting student needs through collaborations; it's something we do very well here at UB. In addition to our trend-setting community-college articulation agreements and strong student-service-oriented relationships, the following are a few examples of our collaborative efforts with both public and private universities to better serve Maryland students:

Master's Degree With Coppin State University

The 36-credit Master of Science in Human Services Administration is a joint program between Coppin State University and the University of Baltimore. Students take courses on both campuses and receive a joint degree from both institutions.

Joint M.B.A./M.S. with UMB

UB's joint M.B.A./M.S. in Nursing Administration is offered in conjunction with the University of Maryland School of Nursing to students seeking advanced preparation in business administration and nursing administration.

Joint M.B.A./Pharm.D. With UMB

UB's joint M.B.A./Pharm.D. program is offered in conjunction with the University of Maryland School of Pharmacy. The program provides Doctor of Pharmacy students with management skills and teaches them how to develop entrepreneurial capabilities for a pharmacy career in a diverse range of health-care areas.

Joint M.B.A. With Towson University

The UB Merrick School of Business' M.B.A. program, established in 1971, has successfully served graduate business-school students for the last 36 years. The establishment of a joint Master of Business Administration (M.B.A.) degree with Towson University (TU) students supports the existing strengths at both institutions, including faculty expertise and physical resources. The Maryland Higher Education Commission approved a joint degree program in fall 2005, and the joint program enrolled its first students in summer 2006.

Collaboration With UMUC

UB is collaborating closely with the University of Maryland University College to use its WebTycho program for our online teaching, learning and technical support. We believe this is an excellent example of using technology and processes developed at one USM institution across the entire system. This collaboration will increase affordable online educational opportunities for all area students.

Collaboration With College of Southern Maryland

UB and the College of Southern Maryland (CSM) have partnered to offer our bachelor's degree in business to CSM students through a combination of online courses and on-site courses at CSM's Leonardtown campus. As the program grows, we will likely also offer courses in Prince Frederick. The Merrick School of Business is exploring partnership opportunities with other

community colleges in the state, and the Yale Gordon College of Liberal Arts is looking to expand academic programs to the Hagerstown Center, the Universities at Shady Grove and possibly the Arundel Mills Regional Center.

USM/MACC Pilot University

UB has applied to join the pilot program started by the University System of Maryland (USM) and Maryland Association of Community Colleges (MACC) Articulation and Transfer Committee. We have requested partnerships with Carroll Community College, Baltimore City Community College and Anne Arundel Community College. The committee will soon decide on institutional pairings.

University-Community Collaboration

The University of Baltimore, in partnership with the Baltimore Collegetown Network, is leading an effort to identify and implement new strategies to enhance collaboration between area universities and external partners, including their immediate neighborhoods, as well as business, civic, social and public entities. This effort focuses on programs that enhance the role of “universities as economic engines” and on university efforts to “make place matter.” The yearlong planning process involves representatives from all area institutions of higher education, as well as external partners. Recommendations for specific projects will be presented to the Baltimore Collegetown Network board in spring 2007, followed by implementation.

V. UB’s Budget

With the General Assembly’s support, Maryland’s universities have combated the budget challenges of the last several years. Throughout these budget challenges, our campus has been steadfast in its commitment to collaborate with our sister institutions on reducing costs, maintaining our highest standards for quality teaching and services and keeping education affordable for our students. While this process has been difficult, our students have been active supporters of our campus. As such, the University of Baltimore exists in an environment of considerable growth and opportunity.

The University of Baltimore has historically been under-funded in comparison with the support provided for other institutions in the University System of Maryland. The chronic funding deficiencies, which date back at least to the early 1990’s, have been exacerbated with the adoption of the Maryland Higher Education Commission (MHEC) funding guidelines in Fiscal Year 2001.

With more than 60% of its student population consisting of law and graduate students, and with the remainder being upper level undergraduate students, the University of Baltimore is very unique and not at all comparable to its peer



institutions selected by MHEC. Unlike peer institutions, whose student populations are predominantly undergraduates, the funding guidelines have not recognized that UB's law and graduate programs are by their very nature more costly to operate and therefore deserving of higher funding levels.

Recently the Board of Regents (BOR) acknowledged that the funding guidelines, as currently applied, have significantly disadvantaged the University of Baltimore. and The BOR have asked that the staff of the University System of Maryland (USM) revise the funding guidelines as they are applied to the University of Baltimore and develop a more appropriate formulation that recognizes the unique composition of our student population and the characteristics of our academic programs. We are confident that with the more equitable funding support that will result from the adjustment of the guidelines UB will be in a much better position to deliver high quality academic programs and strengthen its access mission that are in such great demand in the City of Baltimore.

As the funding guidelines are being reviewed, our campus decided to think creatively to identify funding opportunities that would support critical campus priorities and meet campus needs. To help the campus in this effort, I recruited a new senior vice president for Administration and Finance, Harry Schuckel. Mr. Schuckel comes to UB with more than 20 years of experience in higher education with a focus on finance and technology. He will play a key role in integrating administrative activities across the University.

As the percentage of state public higher education funding for our campus has reduced, and tuition held constant, campuses nationwide are challenged to think about alternative sources of funding. The University of Baltimore focused on creative ways to build campus revenue and meet campus needs without expending additional funding. Two recent examples of our creative funding models are:

UB Midtown —

The University is pursuing the development of three innovative, mixed-use developments in Baltimore's midtown cultural district. This more than \$60 million project, called "**UB Midtown**," is the result of a public/private partnership with The Bozzuto Group and Gould Property Company. The goals of this project include meeting the University's need for additional parking and enhancing 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.

Mt. Washington Lease Agreement —

The University recently entered into an agreement to lease 45 acres of University-owned land to Baltimore City. Currently, the University's Mt. Washington property is used as athletic fields for team sports programs. The city plans to preserve the land as a park and as open space for Baltimore

residents. The land, just off Northern Parkway near Greenspring Avenue in Baltimore, is a popular recreational spot for the neighborhood. This University partnership with the city and the Mt. Washington community will result in parkland for Baltimore City and open space for the community; and also provides much-needed financial support to the University. UB will use the revenues from the agreement to fund a planned renewal of its campus. The agreement has no dollar cost to the University.

These successful and creative revenue-generating initiatives inspire us to continue to think innovatively about alternative sources of revenue for our campus. As a result of initiatives like these, the University is in a new place today and experiencing many exciting operating and capital funding developments over a short time. As our direction changes, the campus has taken the initiative to spend time reviewing and updating its master plan to more accurately reflect the University that we have become today. The University's master plan is a guide and an ever-changing document, and the process of review provides the opportunity for the University to reflect upon its history and heritage, to assess its current condition and needs and to create a vision for the future.

VI. ACCOUNTABILITY

The University is committed to aligning available resources to the campus strategic plan's central goals and objectives and to reinforcing a culture of ongoing assessment. As a result, the University implemented its new budget model and process, developed in 2005, to allocate funds effectively and transparently. The University's new financial leadership is dedicated to making sure that we most effectively and responsibly manage our resources.

In addition, last year the University put in place an annual review of our progress in certain key areas related to our strategic plan. Nearly two years ago, we established a new tradition to issue an annual campus "report card," an assessment of University performance based on a series of key performance indicators. The campus report card supplements UB's participation in USM's assessment program. By linking the budget to goals and regularly measuring outcomes, the University is assured of sustaining a dynamic planning culture. In other words, the UB plan isn't a document that just sits on a shelf. The report card reinforces several important planning principles at UB; our commitment to reviewing our performance and our objectives, as well as our shared vision, which must be shaped by an informed community supplied with real knowledge.

VII. CONCLUSION

The University of Baltimore is clearly in transformation, led by the talent and commitment of our students, faculty and staff. We have many individual and collective accomplishments as a campus. In the year ahead, we will focus on launching our first freshman class at UB since 1975, improving our campus facilities, and maintaining excellence in 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. The University makes an 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 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,



Robert L. Bogomolny

**University of Baltimore
Request to Legislative Analysis
February 2007**

(1) The President should comment on the steady decline of graduates being employed one year after graduation. The President should also comment on students' declining satisfaction with education received for employment and if students are adequately prepared to enter the workforce.

The University of Baltimore closely monitors the employment rates of our recent graduates, as well as their satisfaction with their UB education as it relates to job preparation. UB's rates in both of these areas are consistently among the highest in the USM, according to MHEC's most recent survey of 2005.

When employment rates are consistently high – our satisfaction with education received for employment in 2005 was 100% - fluctuations are inevitable and may not necessarily indicate directional change. Changes in the economy also contribute to graduates' ability to secure employment in their field within the timeframe being measured.

UB continually updates its curriculum through feedback from employer advisory groups; by a judicious use of adjuncts who are also practitioners; and through feedback from our students, many of whom are already employed in their selected fields.

To ensure that the University of Baltimore continues to graduate students who are prepared to enter the workforce, we are in the process of restructuring various external advisory groups for some of our degree programs. In addition, an internship coordinator position was added to the university's Career Center at the start of the 2006-07 academic year to enhance the center's work in developing internships and job opportunities for graduates. By strengthening our connection to major employers in fields related to our academic offerings, we will continue to produce highly-qualified graduates who will meet the state's current and future workforce needs.

(2) The President should comment on the expected decrease in the number of minority students graduating from UB.

The number of minority students at UB actually rose 1.1% from 2005 to 2008; in addition, the percentage of undergraduate African American students rose 3.5% during that same period.

In 2006 the number of minority students graduating was very high, due to random fluctuations in enrollment patterns. We expect the number to return to more standard levels.

The University of Baltimore's commitment to diversity is evidenced by the demographics of its student body: UB's percentage of minority students is one of the highest in the USM outside of the state's historically black institutions. By that measure, UB is one of the most truly diverse institutions in Maryland.

(3) The President should comment on future plans to award more aid to students with greater financial need, whether it is need-based or merit.

Following the initial recommendations from the USM Financial Aid Task Force (December 2004) addressing the need for colleges and universities to look for immediate ways to decrease the debt burden for the neediest of all undergraduates, UB immediately took action and created a program to do just that. Beginning with the fall 2005, the Access UB grant was awarded to incoming full-time undergrads with an Expected Family Contribution (EFC) of \$0-3850 (Pell grant eligibility) and a transfer grade point average of 2.5. Students were awarded for the academic year and eligible for the renewable awards during their remaining years of study.

By maintaining the integrity and history associated with our Wilson scholarship program, we continued to partner with our area community colleges in the awarding of these strictly merit scholarships. However during this past year, UB revamped the remainder of its undergraduate merit scholarship program. We created the Transfer Scholars program. Merit awards were given through these new scholarships:

- UB Honors – 3.5+ gpa
- Dean's Merit – 3.0 – 3.49 gpa
- Academic Achievement – 2.5 – 2.99 gpa

All students receiving a merit award was also eligible to receive a need-based university grant which was based upon the Expected Family Contribution as determined by the Department of Education (\$0-7999). While UB was striving to maintain high academic standards for these new students, we recognized the importance of providing need-based assistance to our neediest students.

Currently we are looking at creating an innovative need-based scholarship/grant program for those students beginning at UB in fall 2008. We are seeking ways to provide access to students – those students who perhaps would not necessarily be able to attend UB without financial assistance. UB has made a commitment for the next few years to improving our grant assistance to these students.

While the immediate focus has been centered on undergraduate students, UB is currently looking for ways to assist graduate students as well. The Financial Aid Policy Committee has put this issue on its agenda for the upcoming year. Each of the last 4 years, the financial aid office has seen a significant increase in need-based institutional grant money to assist graduates students who historically fund their education through federal and private loans.

(4) The President should comment on whether UB will achieve the goal of 100 freshmen in fiscal 2008 and how UB will ensure that students benefiting from free tuition in their first year will be able to afford tuition over the next three years.

We have received a strong response to our fall 2007 first-year program. Using national conversion data we believe that UB will meet its enrollment target for the first year.

Thanks to the generous contribution of an anonymous donor, UB will offer free tuition and fees to the entering class of 2007, UB First Scholars program. This scholarship is part of a four-year financial aid package. The free first year

combined with renewable merit-based aid scholarships in years two through four, make the 4-year undergraduate program at UB highly affordable for the entering 2007 class.

Beginning with the sophomore year and continuing through the senior year, students will be eligible for one of three renewable, merit-based scholarships. These scholarships will be based on the cumulative GPA students earn while enrolled at UB. The scholarships include: University Scholarship, \$5,000 annual award, 3.5 + GPA; Dean's Scholarship, \$3,000 annual award, 3.0-3.49 GPA; Chair's Scholarship, \$1,500 annual award, 2.5-2.99 GPA. Students must continue full-time enrollment at UB to be eligible for the merit scholarships beginning with their sophomore year. Continuing students will be encouraged to complete the FAFSA in order to receive additional need-based financial aid.

(5) The President should comment on the significant increase in the number of institutional support positions.

Institutional support positions have increased 4.9% from FY05 to FY07 due to the following:

- All USM schools received funding support (restricted and designated) which allowed for the hiring of personnel in support of the USM's capital campaign. The University of Baltimore received \$250,000. Hiring in this area provides a significant return on investment within five years.
- Providing technology services in the following areas - Technology support, Development, Network & Telecommunications, and Systems & Operations.
- The mandatory converting of contractual contracts as required by USM policy.

Academic support is a priority of the University. Because of the institution's size and historic funding levels, balancing growth across all areas of the university to best serve our students remains an ongoing challenge. UB is committed to hiring an additional 30 faculty (an increase of approximately 20%) over the next five years, assuming enrollment growth projections for the lower division program are met.