



**UNIVERSITY OF
BALTIMORE**

Governance
Steering Council
End of Year Reports
2020-2021

Table of Contents

Introductory Documents

GSC End of the Year Report Presentation Agenda
GSC End of the Year Zoom Presentation Video

Written Reports

University Wide and Ad Hoc Committees

University Culture and Diversity Committee
University Work Life Committee
Ad Hoc Committee on Campus Community-Police Relations

Board of Regents' Implementation Teams

Identity
Enrollment Management (*Encompasses Enrollment and Retention Ad Hoc Committee*)
Lower Division/Upper Division
Academic Portfolio
Student Experience (*Encompasses Enrollment and Retention Ad Hoc Committee*)
Marketing and Branding
Financial Responsibility (*Encompasses University Budget Committee/ Strategic Planning and Budgeting Committee this academic year*)
Physical Environment (*Encompasses University Planning and Facilities Committees work this academic year*)

Shared Governance Organizations

Faculty Senate
Staff Senate

*Please note that the Student Government Association and the Student Bar Association chose not to submit a final report at this time.



**UNIVERSITY OF
BALTIMORE**

Introductory
Documents

**GSC End of the Year
Report Presentation Agenda
5/21/2021**

- Welcome
 - Recording
 - Introduction
 - Distribution plan for reports and video
 - Approach for the meeting

- Presentations
 - University Culture and Diversity Committee
 - University Work Life Committee
 - Committee on Campus Community-Police Relations
 - Identity Implementation Team
 - Enrollment Management Implementation Team (*Encompasses Enrollment and Retention Ad Hoc Committee*)
 - Lower Division/Upper Division Implementation Team
 - Academic Portfolio Implementation Team
 - Student Experience Implementation Team (*Encompasses Enrollment and Retention Ad Hoc Committee*)
 - Marketing and Branding Implementation Team
 - Financial Responsibility Implementation Team (*Encompasses University Budget Committee/ Strategic Planning and Budgeting Committee this academic year*)
 - Physical Environment Implementation Team (*Encompasses University Planning and Facilities Committees work this academic year*)
 - Faculty Senate
 - Staff Senate
 - Student Bar Association
 - Student Government Association

***Note:** Because of the number of presentations, follow up questions will be restricted. Instead we encourage individuals with questions to reach out directly to the committees or in future shared governance conversations.

- Thank You and Acknowledgements
 - Acknowledgement
 - Implementation Teams
 - University Wide Committees and Ad Hoc Committees
 - Shared Governance
 - Congratulations to newly elected representatives.
 - Thank you to those individuals transitioning out of elected roles



**UNIVERSITY OF
BALTIMORE**

University Wide and
Ad Hoc
Committees

University of Baltimore
Diversity, Equity & Inclusion (DEI) Committee
Co-chairs: Zandra Rawlinson and Anita Harewood
Executive Summary – AY 2020-2021

After almost two years of being dormant, the DEI committee achieved many endeavors for AY 20-21. With 18 members, we were able to complete an audit of the 2019-2023 strategic diversity plan, refine the Committee's vision and mission, and establish an action plan for the academic year. These are just few of the major accomplishments. Listed below are more specific highlights to address the Committee's past, present and future.

- **Past**

- What were the goals for this year?

ANSWER:

- *Reconstitute this committee that had been dormant to include full membership, establish committee structure, operations and schedule regular meetings*
- *Review committee mission and goals*
- *Review outcomes of the previous committee when it was operational*
- *Hold first committee meeting in fall to determine goals for AY 20-21*
- *Establish workable goals for the spring 2021 semester*

- Where was the committee at the start of the year? (e.g. Was it new? Were members continuing on from last year etc.)

ANSWER:

- *Committee was dormant (since 2018).*
- *Committee had no leaders or members*

- **Present**

- What was accomplished this year relative to the goals?

ANSWER:

- *Working with GSC, new committee co-leaders were selected*
- *Full committee membership was reconstituted in Sept 2020 (18 members)*
- *First organizational meeting held in fall (Nov. 2020) to set goals for AY 20-21.*
- *Subsequent to the November 2020 meeting, all committee goals for AY 20-21 were achieved and including:*
 - ✓ *Established committee operating structure, procedure, meetings, subgroups, and group leaders*
 - ✓ *Created in MS TEAMS new method of communicating, document sharing, editing, and filing, tracking member input and comments in spreadsheets, and recordkeeping, etc.*
 - ✓ *Conducted preliminary audit of current campuswide diversity efforts*
 - ✓ *Reviewed previous work product of the former "Culture and Diversity (C&D) Committee through AY 2018)*
 - ✓ *Prepared, reviewed and discussed previous C&D Committee's mission, vision, Action Plan and work product.*

- ✓ *Agreed to keep mission, vision, and build upon the existing Action Plan to revise it heavily to create a new, updated DEI Action Plan.*
- ✓ *Co-chairs created a new Guiding Document to lead the Committee's work and development of its new Action Plan. (For more detail, see the DEI Action Plan Guiding Document; provided upon request by GSC)*
- ✓ *Edited and updated the Committee's webpage content. (see webpage)*
- ✓ *Contributed content to UBalt's Annual Campus Diversity Report submitted to USM/MHEC in April 2021*
- ✓ *With GSC approval, changed the Committee's name to a progressive name, " Diversity, Equity and Inclusion Committee"*
- ✓ *Participated in OHR-led Employee/Faculty DEI Awards selection (award previously recommended by former diversity committee)*

- What barriers or problems prevented further progress?

ANSWER:

- *Minimal barriers or problems to progress.*
- *Committee participation was high, input by members was substantive, creative and timely.*
- *Virtual meetings due to campus remote working status for AY 20-21 because of the COVID-19 pandemic, but the virtual meeting format did not hinder progress*

- Number of meetings and how work was accomplished?

ANSWER:

- *Five (5) full Committee meetings were held in AY 20-21*
- *Several subgroups were established for two separate assignments*
- *Subgroup leaders were rotated for each assignment*
- *Subgroup meetings were held in late fall 20 and spring 21*
- *Committee co-chairs met at least twice monthly.*
- *Committee member comments, input and research are kept in spreadsheets for all member access and co-chair reference.*

- **Future**

- What changes would help the committee be more effective in the future? (e.g. Different mix of membership? Structural changes?)

ANSWER:

- *It is anticipated the committee membership will change naturally with attrition.*
- *It is noted that the Law School's diversity professional was added to the committee, per GSC approval, to complete campuswide representation.*
- *Once the committee refines its new Action Plan (expected by fall 2021), the committee's time and resources can be focused and directed toward the most important action items to achieve the most effective results within any one academic year.*

- What goals should the committee have next year?

ANSWER:

- *Focus on the full development of the committee's new Action Plan*
- *Establish partnerships with the appropriate UBalt units to deliver new Action Plan results (see DEI Action Plan Guiding Document for details)*
- *Maintain committee membership and participation*

2020-2021 University Work Life Committee Final Report

Chair: Erin Gleeson

Members: Irvin Brown, Tony DuLaney, Mariglynn Edlins, Daniel Khoshkepazi, Nafeesat Rabiudebayo, Morounmubo Sani, and Suzanne Tabor

Background

The University Work Life Committee had been on hold for a few years, but it was reconvened for the 2020-2021 academic year. Members were volunteers from the Faculty Senate, the Staff Senate, and the Student Government Association. The goals put forth by the GSC were:

- Develop strategies for meeting employee development needs in a predominantly remote environment
- Create opportunities for online social “gatherings” or events

2020-2021 Activity

The committee explored ways to fulfill the goals assigned to us this year, and over the course of six meetings, we formulated a plan for how we might meet them. Due to shifting priorities brought about by the pandemic, the group was not able to initially meet until February 2021. As we were well into the pandemic by that point, we found that members of the community were largely “Zoomed out” and less likely to participate in an online social event. Socially distanced outdoor events were also not an option.

That said, we did have discussions around the first goal of helping with employee development. After brainstorming, we realized that Teams is a valuable resource for online collaboration, but not everyone on campus is familiar with it. Additionally, there seemed to be a stark difference between staff use and faculty/student use of the application. Many staff appeared to be more familiar with it and were using it in their daily lives, though Teams usage seemed to vary from department to department. Meanwhile, few faculty or students seemed to be aware of it. Thus, we determined that a training on Teams would add value to the organization. We partnered with Rod Harrison of the Office of Technology Services (OTS) to deliver a live training at the end of April 2021, and 25 people participated. We had registrations from faculty, staff, and students.

Additionally, we discussed the possibility of creating a Toastmasters chapter at UBalt, which would help individuals gather and work together to refine each other’s public speaking skills. This would provide both an opportunity for professional development and a social outlet for those who are interested. This is still in development as we research what would be required, but if we find that it is a good fit for us, we hope to launch it next academic year.

On April 8, 2021, we invited Zandra Rawlinson to one of our meetings to brainstorm ways that the Committee can support Learning and Development. She shared that she is working with OTS in creating knowledge boards on various topics, and she said that perhaps members of the Committee could serve on a pilot group before they are launched.

We also had discussions with the executive members of the Governance Steering Council about the role of students on the committee, since our group is said to be “composed of representatives of each governance body.” The needs of students often differ from the needs of faculty and staff, and we wanted to ensure that each branch of the GSC is adequately represented. SGA President and University Work Life Committee member Daniel Khoshkepazi shared that the Student Work Committee on the SGA is serving student workers, so we discussed the possibility of having that committee connect with ours. They would continue with their work and regularly report out to the University Work Life Committee. The University Work Life Committee would then primarily meet to discuss faculty and staff needs, providing support to the Student Work Committee as needed.

Moving Forward

Looking ahead, we plan to continue researching what would be required to set up a Toastmasters chapter on our campus. Should that come to fruition, the Committee will work on promoting it and managing it. We also plan to support Learning and Development by assisting with the knowledge boards pilot and providing feedback.

Finally, we recommend that UBalt leadership promote using Teams across campus. Although the April 2021 training had an engaged audience, we will need to do more to encourage members of the community to actively use the application. Messaging from the top would help make people aware of the powerful tools at their disposal. From there, the Committee can help organize and promote additional training in the 2021-2022 academic year.

Ad Hoc Committee on Campus/ Police Relations

This is the report of the Ad Hoc Committee which the GSC formed relating to UBalt campus relationship with the Baltimore Police Department education and Training Center, also referred to as the police academy.

The committee held its organization meeting in February, 2021. It is comprised of representation from students, faculty and staff of the university. Members of the committee, including myself, are the following:

Stacy Marriott
Katy Shaffer
Amrita Shenoy
Constance Harris
Kelly Chase
Daniel Khoshkepazi
April King
Camilla Canner

During the initial meeting we decided that a priority matter for the committee was to seek a meeting with the head of the police academy. That meeting was held in March.

The director of the academy and training center at that time was Major Martin Bartness. During the meeting with him he discussed the background of the decision to move the academy to the UBalt campus and he explained a number of details about the curriculum of the academy. In response to questions from the committee he provided details about the aspect of their program that deals with training of police to reduce tensions between police and community and to deter abusive behavior by officers.

Major Bartness urged the committee to review a specific site that offers more information about police training, www.baltimorepolice.org/transparency/overview. The major ended by inviting members of the committee as a group or individually to visit the academy. Several members indicated interest in doing so.

The Police Commissioner recently announced a reorganization of the department. Major Bartness will no longer lead the academy. He has been promoted. A new director will report soon and we will engage with him.



**UNIVERSITY OF
BALTIMORE**

Board of Regents'
Implementation
Teams

May 17, 2021

Summary of “Identity Work Group” report

A work group was formed to review the recommendations appearing under the “Identity” heading in the Board of Regents Task Force report. These recommendations flowed from the Task Force’s conclusion that “[c]larity about The University of Baltimore’s identity over the past decade has deteriorated within the Baltimore community and in the region.”

This work group was chaired by the deans of the four University of Baltimore colleges and included about a dozen faculty, staff and students. In a final report submitted on March 26, we largely affirmed the conclusions of the Task Force relating to the university’s identity, providing elaboration when useful.

The Task Force called on the university to “[a]ffirm and communicate UB’s stated vision: To be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local and global challenges.” Our work group affirmed that statement, specifically affirming the mission, vision and values contained in the November 2018 document entitled “A Pathway to The University of Baltimore’s Future Success.”

In considering the implications of the 2018 document, we noted several unique features of UBalt’s identity including the following:

- Our university is home to one of only two law schools in Maryland, and the only university with a law school and a substantial undergraduate program;
- Our university is the only applied liberal arts college in Maryland;
- Our College of Public Affairs is the only comprehensive college dedicated completely to public service in Maryland.

We affirmed the observation of the Board of Regents Task Force that a core strength of our university is our reputation as an “[e]ngaged, anchor institution in Baltimore.” We established a subgroup under the leadership of Dean Hartley to elaborate on this theme; his subgroup’s detailed conclusions were appended to our report.

We also affirmed several specific aspects of the task force’s recommendations with respect to community engagement:

- There should be an explicit media strategy to publicize Ubalt’s extensive community engagement;
- There should be coordination of service learning opportunities under the auspices of the Rosenberg Center;

- The university should evaluate obtaining Carnegie Classification as a means to consolidate actions around engagement;
- There should be a focus on the community engagement activities of the university's many centers and clinics focusing on city, county and state issues.

The Task Force put forward a number of specific recommendations to emphasize the university's identity. It recommended that the word "The" be consistently utilized when referring to The University of Baltimore and that the shorthand reference for the university should be "UBalt." We accepted these recommendations and left it to marketing experts to consider implementation issues.

The Task Force also called on the university to reinforce through decisions and actions the priority student populations outlined in the "Pathways" document, notably law students, graduate students, transfer students and a limited number of freshmen. We affirmed this list of priority student populations.

Finally, we considered the question of course modalities and reached the fundamental conclusion that the university's identity should be consistent with but not determined by any one particular modality. In this regard, we were particularly concerned that the university not adopt an identity as an "online" university because it would be difficult to ensure differentiation with the University of Maryland Global Campus (UMGC) in the minds of our target audiences and potential students.

In conclusion, the Identity Work Group affirmed the central recommendations of the Board of Regents Task Force regarding Ubalt's identity. We observed that other recommendations in the Task Force report will only succeed if the university's mission, vision and distinct identity are clearly communicated to all audiences.



The University System of Maryland
The University of Baltimore Task Force
Enrollment Management
GSC End of Year Meeting
May 21, 2021

Summary

Recommendation 2, Enrollment Management was led by the University's Vice President for Enrollment Management. There were 10 goals outlined in recommendation 2, workgroups for each goal were formed, with a lead for each workgroup. The workgroups met every other Monday and as needed. The larger committee met once a month, a week before the monthly BOR (Board of Regents) reports were due for workgroup updates and discussion.

Goals

- Address some of the key areas of concern for the University: retention, enrollment targets and net tuition revenue, relationships with community colleges, relationships with external partners, potential for growth at Shady Grove, realignment and deployment of resources with enrollment management and improvement in enrollment processes and technology for more efficient and effective services. Throughout the Task Force report, enrollment was continuously emphasized and should be the University's priority.

Accomplishments

- Recommendation 2.1 recommends that retention of continuing students be reassigned to the Division of Enrollment Management. The continuation of a collaborative model with a shared responsibility between Enrollment Management and Academic Affairs was approved by President Schmoke (December 2020).
- The VP for Enrollment, the CFO and the deans completed the recommendation that directed the university to determine enrollment targets through 2022-2023. Additionally, the University's CFO and VP for Enrollment Management are collaboratively working on a streamlined and more efficient projections process with an expected implementation for Spring 22 targets.
- To increase enrollment, it is critical that the University strengthen the nature, depth and impact of relationships with community colleges. Sub-goals include leveraging the Bob Parsons Scholarship Fund, focus on key community colleges to increase our market share, and explore new partnerships. A marketing and communication campaign blitz about the Parsons Scholarship Fund were deployed in Fall 2020 and is on-going. The new VP for Enrollment Management had a series of introductory and informational meetings with administrators at key

community colleges to discuss collaborative ideas and strategies. She will follow-up with regular meetings.

- The University will continue to build partnerships with the community colleges. 27 articulation agreements have been signed in the last year, and another 35 are in development. Likewise, 10 Maryland community colleges have joined the BeeLine Dual Admission Program, and 3 more are working the MOU through their legal process. The University continues to promote dual enrollment with the community colleges when appropriate, and UBalt participated in the statewide Reverse Transfer regulations for students who wish to complete their Associate degree after transferring. Team 2 recommended the continuous review and update of our agreements, strategies, and outreach.
- An advisory board was established to strengthen existing and develop new relationships with community partners.
- In response to 2.5, the Shady Grove report was completed by two team workgroups, 1.5 and 2.5 to determine the potential for UBalt to grow enrollment and net tuition revenue at Shady Grove. That report is available for review. The two teams recommended we continue our affiliation with Shady Grove to realize our full potential, with adequate resources added for a full functioning operation.
- The University has not had consistent leadership in Enrollment Management, which is partially why we have not been able to turn around our declines. In 2020, UBalt hired a Vice President for Enrollment Management with 30 plus years of experience. Under her leadership she is stabilizing the Division and has completed a reorganizational plan to realign staff resources for a more effective operation. Her work on recommendation 2.6, to realign and deploy resources within Enrollment Management will be on-going.

Barriers

Due to the on-going pandemic, there were some barriers that were unavoidable due to funding, staffing limitations, multiple demands on time and shifting priorities. The committee worked through these challenges and worked effectively to present outstanding outcomes to the recommendations.

Due to budgetary issues at the University, resources are difficult to secure.

Future

As we prepare for next year, the VP for Enrollment Management will continue to review and assess previous goals and recommendations and focus on the on-going collaborative work.

The VP and AVP for the division will continually assess the operation for efficiencies and effectiveness, including on-going professional development of its employees.



The University System of Maryland
The University of Baltimore Task Force
Lower Division/Upper Division
GSC End of Year Meeting
May 21, 2021

Summary

Recommendation 3, Enrollment Management was led by the University's Vice President for Enrollment Management. There were 12 goals outlined in recommendation 3, workgroups for each goal were formed, with a lead for each workgroup. The workgroups met every other Monday and as needed. The larger committee met once a month, a week before the monthly BOR (Board of Regents) reports were due for workgroup updates and discussion. There was a good mixture of faculty, staff and members that participated as committee members. It will be good to see this continue as we move forward.

Goals

- Create a strategic plan to increase freshmen enrollment. To retain a limited, high performing first-year/freshmen cohorts into our career focus programs, assessing the success of the freshmen program, ensure that the university is developing clear and consistent messaging pertaining to our place in the first-year/freshmen market, clarify that admitting freshmen and providing a four-year option is consistent with educating adult learners, articulate the benefits of retaining first-year/freshmen students, develop a recruitment plan for first-year/freshmen students, promote the Helen P. Denit Honors program, develop lower-division admission standards to include first-year/freshman student and explore the possibility of special admission options for community college students. The collaborative work of the goals is on-going.

Accomplishments

- A Recruitment and Enrollment Strategic plan has been developed and includes recruitment of first-time undergraduate students as an objective. A separate first-time undergraduate/freshmen plan has been developed also.
- A communication workshop was completed with our partner, EAB to review UBalt's plan and our effectiveness to strategically line up our communication plan with EAB's. A communication consultant was hired to create a yield and summer melt specific communication plan and review current communiques.
- In collaboration with Team 4, the workgroup developed an annual scorecard. The score card will assess the success of the academic portfolio in achieving enrollment and financial goals.
- Working collaboratively with the VP for Advancement and University Marketing, we will continue to work on delivering a clear and consistent message that the University of Baltimore welcomes freshmen and lower division students to both internal and external stakeholders.

- Made clear that admitting first-time students and providing a four-year option is consistent with educating adult learners. A plan was developed to articulate the benefits of being a first-year student at UBalt.
- Articulated the benefits of retaining first-year undergraduates, particularly for internal audiences. Some recommendations were developed that included an outreach campaign for internal audiences, assessment of first year programs, determined revenue generated by first-year students, developed and articulated outcomes for first year students (# who enter our post-baccalaureate programs, employment etc., highlighted UBalt student leadership who entered as first-year students (current and alumni), articulated higher rankings that depend on first-year students (such as US News and World Report).
- Promoted the Helen P. Denit Honors Program to include honors students as a targeted population in the University Recruitment and Enrollment plan. An Honor's recruitment video was developed and implemented in November 2020. Newly admitted, qualified students for FA 21 were invited into the Honors Program.
- A Q&A panel discussion was held on May 4, 2021 that included Provost Catherine Andersen, VP for Enrollment Roxie Shabazz, Dean Christine Spencer, AVP of Student Success and Support Services Nicole Marano, Academic Advisor Michael Jones, and Director of Freshman Programs Carey Miller.
- Established a rubric to guide freshmen admission counselors and training has been developed for internal use.

Barriers

Due to the on-going pandemic, there were some barriers that were unavoidable due to funding, staffing limitations, multiple demands on time and shifting priorities. The committee worked through these challenges and worked effectively to present outstanding outcomes to the recommendations.

Due to budgetary issues at the University, resources are difficult to secure.

Future

As we prepare for next year, the VP for Enrollment Management will continue to review and assess previous goals and recommendations and focus on the on-going collaborative work.

She will also explore recommendation 3.6's potential dual enrollment option at the community colleges for freshmen and sophomores not directly admissible to the University. Keeping students engaged who wanted to attend UBalt but were not admitted, is a good strategy to grow enrollment. The committee lead will reassign this recommendation for further research and if feasible development of a dual enrollment option.

To: Governance Steering Council
From: Catherine Andersen, Interim Provost
Re: Final Report Board of Regents Implementation Team Group 4: Academic Portfolio
Date: May 21, 2021

Past: The workgroup's goal was to review programs for their alignment with the Strategic Marketing and Enrollment plan and Goal 1 of the Strategic Plan. No existing campus group was in place to address these issues; thus a cross-institutional group was established that included members of all colleges, members of the staff and a student representative. The group met bi-weekly from November through May of 2021. While this Board of Regents workgroup reviewed the academic portfolio of the institution, university leadership requested that units identify 15% budget cuts using FY21 as the financial baseline year. As part of the 2018 *Pathway* initiative, Academic Affairs cuts from FY19-21 amounted to \$4.12M (including fringe benefits) (note: some of the savings identified in the Pathway initiative are also captured in the 15% base budget reduction model due to timing related to implementation of these reductions). A concern is that continued Academic Affairs cuts for FY 2022-23, if implemented, could impact growing academic programs. This next round of campus-wide budget reductions must be strategically assessed at the highest institutional levels. The 15% reduction model included direct instructional savings of \$2.5M FY22-FY24, of which almost \$650,000 is adjunct savings and includes a projected reduction of 19.50 faculty FTE through retirements, vacant positions, and non-renewal of contracts. In addition, since President Schmoke's 2018 *A Pathway to UB's Success*, five degree programs and eight certificates have been discontinued (as of the end of May 2021); and two degrees were suspended—one will be eliminated and one may be changed. These recent suspensions and discontinuations were not included in the subsequent review analysis defined here.

Present: The group was tasked with addressing three recommendations. These along with progress on each is listed below.

4.1 Update the Strategic Marketing and Enrollment Plan and Strategic Analysis of Academic Programs in support of Goal 1 of the University of Baltimore Strategic Plan below.

After the first round of program reviews, Interim Provost Andersen and Dean Dalziel met with President Schmoke for input and direction. The President suggested that the group work closely with the Vice President to identify programs unique to UBalt as well as those identified by EAB with strong marketability. Discussion with the Vice Presidents for Enrollment Management and the Vice President for Institutional Advancement indicated that both the Strategic Enrollment Plan and Marketing Plan are under development. The deans will continue to work closely together to align plans and direction.

4.2 Develop annual scorecard to measure and publish success in achieving the enrollment and fiscal goals of the Strategic Marketing and Enrollment Plan and Strategic Analysis of Academic Programs.

A scorecard was developed to assess programs and a robust process using the scorecard was designed. Three (3) measures formed the basis of the scorecard; CM1 (Contribution Margin 1, which shows the program's fiscal contribution to the University after direct instructional costs are met), enrollment trends over 5 years, and the number of students graduated in six years. The scorecard will be used on an annual basis to assess program progress.

4.3 Using the scorecard in 4.2, evaluate programs across the campus and recommend the elimination of programs and associated cost. Resources should be redistributed to strengthen the remaining programs. The evaluation should include an examination of market relevance.

Using the score card to assess viability, all but 4 undergraduate programs indicated negative CM1. On one level, what is clear is that there are not enough credit hours to cover instructional costs and that is clearly a function of overall systemic enrollment declines. This is not to say that there are not tools to address margin issues, but on this measure, overall distribution of types of faculty in a school (adjunct, tenure-track, non-tenure-track mix) has an impact.

Additional analysis of enrollment and contribution was done, and a second round of program reviews was conducted. This analysis showed virtually universal enrollment declines, especially at the undergraduate level, which made contribution margin 1 (CM1) measure less indicative of program viability. Examples highlighting this include, two or more programs may share courses (beyond General Education). Also, in conjunction with this work, the deans identified instructional costs per program and found closing programs had limited savings, potentially damaged overall enrollment, could hamper growth and the overall strength of the institution.

Conclusions:

The process revealed that there is no clear-cut rationale for eliminating programs at this time. It was not for lack of a robust scorecard, but the almost across-the-board enrollment decline, especially at the undergraduate level. The process did not provide any clear direction; rather, faculty saw opportunity for enhancements and collaboration—and a crying need for marketing.

There are 44 degree programs after discontinued/suspended programs have been eliminated. Only 12 programs have no enrollment declines. Enrollment issues are systemic and across all 4 schools, but no degree program meets the MHEC/USM definition of a "low-enrolled program." Multiple programs have been eliminated and suspended in the past few years.

CM1 is a metric to be considered when looking at financial viability, but alone did not provide the strategic direction and is sensitive to programmatic changes--who is teaching, scheduling and credits in a major.

Some of the smaller programs are essentially recasting courses already offered. For example, Information Systems and Technology Management ISTM (BS) only has one unique course. Other small programs provide students' courses in multiple other programs either through general education requirements or by sharing courses in a major (this is represented in the CM1 Course View). Integrated Arts (BA) has only one faculty member (tenure-track) and only a few unique courses. Environmental Sustainability (BS), like Integrated Arts, (BA) provides General Education Science courses with again only a few unique offerings.

All programs that were reviewed in-depth provided action plans for enhancements. For example, opportunities for collaboration were identified including the BS in Information Systems and Technology Management and the BS in Applied Information Technology. These programs are in high demand segments for employment. Both program directors recommend streamlining how teaching is done in both programs. This collaborative effort will result in more efficiencies in delivery. Faculty in MSB will discuss further whether developing the BS in ISTM to be more focused around data analytics is appropriate within the context of MSB's overall degree offerings.

Future:

1. Following the development of a Strategic Enrollment Plan and Strategic Marketing Plan the scorecard will be refined and used by deans to assess the ongoing relative strengths of programs in their colleges with annual reflection and recommendations for improvements or elimination.
2. Deans will work with the Vice Presidents of Enrollment Management and Institutional Advancement to align Strategic Enrollment and Marketing Plans. Together they should identify our unique and signature programs, those identified by EAB for market growth and those most closely aligned with our mission. These programs become the programs of market emphasis.
3. Deans will work within and across colleges to continue collaborations and leverage resources and continue to optimize course offerings and reduce credits in majors where appropriate. Key will be the identification of modality post pandemic: identifying which programs should be fully online, face to face or hybrid, citing internal and external evidence, including market demand. Enrollment analysis will be critical to determine if both modalities can be supported. Tuition structure must be identified.
4. Deans will align academic portfolios with faculty portfolios, striving for appropriate mix of tenured, tenure-track, non-tenure track, and adjuncts to meet accreditation standards and fiscal goals.
5. Due to the current financial challenges, redistribution of resources to strengthen programs was not discussed in detail and will be incorporated into future meetings as the university's financials improve.

Finally, the University of Baltimore has experienced almost across-the-board declines in enrollment over the past seven years, particularly at the undergraduate level. Given the ongoing reduction in personnel--including not replacing tenured and tenure-track faculty, non-tenure track, and adjuncts, which leaves multiple programs at risk- careful assessment of additional reductions must be considered.

Board of Regents Student Experience (Team 5) Update Report

Date: May 21, 2021

Background: In Summer 2020, the Board of Regents of the University System of Maryland (USM) appointed a Task Force that consisted of both members of the University of Baltimore community as well as USM Regents. The primary objective was “to establish a clear path for The University of Baltimore to maintain both its relevance and success in a changing higher education market and continue offering its high-quality, affordable education services to citizens of Baltimore, the state and region.” The Task Force completed its work and issued the report in October 2020.

The Task Force report provides eight categories of recommendations. One of the eight areas is entitled **Student Experience**. The Task Force states,

“The University of Baltimore should tailor its operations to deliver excellent student experiences focused on the distinct service needs and preferences of its targeted student populations. Effective delivery of student services leads to increased retention, graduate rates, student satisfaction and alumni relationships.”

President Schmoke created Implementation Teams to advise him on recommendations in the Task Force report. The Student Experience (SE) Team (Team 5) was led by Nicole Marano, Associate Vice President for Student Success & Support Services who served as Chair. Membership is below.

Name	Unit
<i>Nicole Marano, Chair</i>	<i>Student Success & Support Services (SSSS)</i>
Tony DuLaney	Office of Student Support (UBSS Representative)
Kate Crimmins	Office of Institutional Advancement (UBSS Representative)
Terese Thonus	College of Arts & Sciences (UFS/CAS Faculty Representative)
Rob Knowles	School of Law (UFS/SOL Faculty Representative)
Nusta Ko	College of Public Affairs (UFS/CPA Faculty Representative)
Frank van Vliet	Merrick School of Business (UFS/MSB Faculty Representative)
Randy Wells	Undergraduate Student (SGA Representative)
Sandra Uche	Graduate Student (SGA Representative)
Mike Gosnell	Office of the Bursar (At Large)
Sofia Cascio	Office of Financial Aid (At Large)
Lana Farley	Career & Internship Center (At Large)
Anthony Butler	Center for Student Involvement and Inclusion (At Large)
Michael Swaby-Rowe	Merrick School of Business (Advising Representative) (At Large)

The SE team started meeting November 2020 through May 2021. The team met weekly in fall 2020 and then bi-weekly spring 2021. Of note, the team invited Zandra Rawlinson and David Elliott from the Office of Human Resources in order to leverage their expertise with training, development, and service expectations. The team was highly engaged during this entire time and meeting attendance was nearly 100%. The SE team worked in an objective manner and demonstrated a deep passion for the student experience. The team always worked with the goal of improving the student experience during this difficult budget time.

The SE implementation team suggestions will provide the President with a set of options for consideration in its final report. These options will inform decision making related to improving the student experience, increasing retention, shortening degree completion, and developing a culture of service delivery with the student experience in mind. The SE team feels strongly that the development of a culture and establishment of service standards must start at the highest leadership level at UB. We recommend that the UBalt Executive Team take this on as a top priority for the next academic year.

Recommendation 5.1: Evaluate the distinct service needs and preferences of The University of Baltimore's targeted student populations and develop a timeline to align The University of Baltimore's services for excellence in meeting these needs and preferences. Integrate services and processes across offices to improve the student experience.

The members of the Student Experience (SE) team evaluated student survey data, including recent student needs assessments, to determine service strengths, opportunities for improvement, preferences and service needs. Additionally, a recent student survey was administered to assess preferred service hours, days of the week, and delivery modality. Key suggested recommendations are below:

- Create a one-stop student shop to include co-located student services in the same building to better serve our new and current students;
- Create a concierge student service model to increase retention and student success;
- Modify service delivery - to include hybrid services - and service hours and days of operation to offer more student-centric options;
- Develop and/or enhance proactive faculty-student interactions outside of the classroom to improve retention;
- Develop a student services and student development guide for faculty and staff;
- Implement Salesforce Advisor Link across all appropriate student service offices;
- Develop a holistic and multi-faceted menu of financial literacy options;
- Establish a "Basic Needs Committee" that can review current University efforts to meet students' basic needs and provide a greater level of support and coordination;
- Implement the LiveChat feature in appropriate offices; and
- Initiate and strengthen existing partnerships with Institutional Advancement to leverage the expertise and goodwill of alumni and community partners to enhance the student experience.

Recommendation 5.2: Develop documented service level standards for student interactions for all student-facing offices. Develop and deliver training to all employees and supervisors for exceptional student service and establish a schedule for ongoing training new and continuing employees and supervisors. Implement a sustainable mechanism for regular surveying of students and reporting of performance relative to service level standards along with timelines actions for corrective actions and continual improvement.

- Share a draft of proposed UBalt Service Standards with Executive Team (ET) for approval and implementation across all units at the University;
- Share best practices research with ET as it relates to top-notch service delivery for students;
- Implement meaningful and sustainable service delivery trainings for continuous improvement;
- Leverage our recent membership to the Association for Service Excellence in Higher Education (ASEHE);
- Implement faculty-driven approaches towards the building of a culture of service excellence to enhance the student experience;

- Provide training to ensure that student needs are met at the point of service, using response times and student satisfaction as key metrics; and
- Enhance the existing mechanism for regular surveying of students coordinated out of the Office of Institutional Research.

Recommendation 5.3: Provide students with community engagement and partnership opportunities through an increased focus on internships and coursework involving applications in the community.

- Implement the recently approved community engagement proposal that focuses on a more coordinated institutional approach to engagement and service learning;
- Expand the existing Community Development Fellowship program to all UBalt students;
- Hire a Job Development & Recruitment Coordinator (existing position);
- Recruit for a Coordinator for Service Learning and Student Engagement position (recently approved) in order to coordinate community engagement and service-learning;
- Develop a one-stop shop for co-curricular experiential opportunities to support recruitment and retention; and
- Enhance partnerships between the colleges/schools, SSSS, and IA in order to provide our students with a comprehensive set of curricular and co-curricular opportunities.

Recommendation 5.4: Build more in-depth relationships within the business, government, and non-profit communities to ensure they are engaged with students for employment opportunities, internships and with the University for fundraising and expertise. Each college or school should have a direct liaison to coordinate with the Career and Internship Center.

- Maintain and enhance the industry model in the Career and Internship Center by ensuring that each of the colleges/schools has a direct liaison to coordinate career services and curricular integration opportunities (currently CPA does not have a dedicated liaison);
- Initiate and/or strengthen existing partnerships with Institutional Advancement (IA) to leverage the expertise and goodwill of alumni and community partners to enhance the student experience;
- Create a planning workgroup that focuses on collaboration between each college, SSSS, and IA for events and partnerships; and
- Create a MOA system that provides internal constituents access to external partners, as well as a one-stop shop for housing external partners' data.

Recommendation 5.5: Develop and implement a plan to instill throughout the campus a culture that the student experience drives all decision making at The University of Baltimore.

- Advocate for and cultivate a “person-centered approach” on campus that positions the student experience at the center of policy, budget, and operational decisions; and
- Share with ET proposed best practices statements of higher education leadership's commitment to service standards and a culture of service excellence.



Board of Regents Implementation Team -- Recommendation 6
Marketing and Branding
End of Year Report to the Governance Steering Council
May 21, 2021

The Marketing and Branding Implementation Team formed and began meeting on a weekly basis in October 2020. These meetings were facilitated by Theresa Silanskis, Vice President of Advancement and External Relations and leader of the implementation team. Subcommittees were formed for each of the five recommendations, and Theresa assigned a leader for each. Team members selected which subcommittee(s) they wanted to join, and invited additional staff from across campus to join these groups if they had expertise in the area and/or would be affected by the recommendation.

The subcommittees were tasked with developing milestones and began meeting on a regular basis, with continued weekly check-in meetings with the entire implementation team. These weekly meetings served as an opportunity to update the larger group on the progress of each recommendation. The meetings were eventually decreased to a biweekly basis and are now held on a monthly basis. A few of the subcommittees have used these meetings to present reports for their recommendation.

Recommendation 6.1

The Recommendation 6.1 subcommittee was led by Chris Hart, Director of Communications and Public Affairs, and was tasked with overseeing the consolidation of offices into the Office of Advancement and External Relations (OAER). The subcommittee was also responsible for creating a strategic plan for a holistic approach towards communications and marketing across campus. The group met approximately five times between November and February.

The subcommittee began by discussing the advantages of a centralized communications office and fleshing out the organizational chart for the newly combined office. This included the integration of the Office of Marketing and Creative Services and the Office of Institutional Advancement. These teams officially merged in February, and thus far the new Office of Advancement and External Relations has been productive and well-received.

An important initial priority of combining offices was filling the long-vacant Senior Director of Marketing and Communications position. Once HR approval was granted, a search was conducted throughout February and March. At the end of the interview process, Dan Mills was selected to fill the role. Dan had been functioning in this role in an interim capacity, in addition to his role as Senior Manager of Marketing and Creative Services. Dan officially began his new role as Senior Director in April.

The subcommittee also worked on a cohesive strategy for the communications officers of the law school, MSB, and CPA/CAS to work collaboratively with OAER's communications team in order to improve The University of Baltimore's public relations efforts. This included a media relations training session for the communicators, which was held in March. The implementation of this aspect of the recommendation remains challenging, in part due to lack of clarification and understanding of the communications work flow and the current remote work environment. It is expected this will improve when staff returns to campus. Suggestions for improvement include a staff retreat for the campus communicators.

Recommendation 6.2

The Recommendation 6.2 subcommittee was led by MSB Director of Marketing and Communications, Danielle Giles. The group was tasked with creating and executing a plan to introduce mechanisms to set the University apart from others in the USM system and the greater Baltimore region. This included guidance on the Regents' request for capitalization of "The" in The University of Baltimore in all internal and external communications. The group met on a biweekly basis between December and April.

The subcommittee began by debating an official name change versus a communication style guide change, and decided that the latter was the most appropriate option for now. Once time has passed and socialization of the name occurs, it will be timelier to assess whether the school should undergo an official name change. The group reviewed style guides for schools that underwent a similar change. They then concluded that moving forward, in addition to implementing "The University of Baltimore" that the University should also begin using UBalt as our informal name and in our social media. The UB acronym is used by many other schools and makes it more difficult to differentiate the University and to distinguish ourselves in the market.

In February the subcommittee created and shared a style guide with the implementation team, as well as the school communicators. It was then reviewed and approved by President Schmoke, who shared it with The University of Baltimore Foundation Board.

Once approval was received, the subcommittee worked on a roll-out plan for socialization of the new names. This included a March 31 campus-wide email from President Schmoke, March 31 and April 14 Daily Digest posts, a short video on UBalt's social media channels, and a FAQ webpage. This concluded the work for Recommendation 6.2, though the hope is that socialization of the new name and abbreviation will expand in the coming months and years, with the group members acting as ambassadors.

Recommendation 6.3

The Recommendation 6.3 subcommittee is led by Eric White, Manager of Web Services. The subcommittee is tasked with the redesign of the University's website into a more user-friendly platform that showcases the student experience and impact of the University. The group met four times between November and April and continues to collaborate, as this project has a more extensive timeline.

The subcommittee began by defining their purpose and next steps, and by reviewing the Task Force Report in its entirety to ensure that new website design aligned with the Regents' recommendations. They then gathered past web design projects for review and researched features from other websites that UBalt could potentially utilize.

The subcommittee's next steps included meeting with OTS project manager Stacey Marriott and Theresa Silanskis to identify website sponsors. They received and reviewed a draft of the website's target audience list from the Marketing Strategy subcommittee (6.4). They also began researching ballpark costing estimates and discussing the RFP process for the website redesign.

This subcommittee's progress is still very much in its initial stages, and the group will continue to meet indefinitely. It will likely take a few years before all of its milestones are accomplished, as is expected with most website design projects. Additionally, another University project has currently taken priority for OTS. There are also concerns with the ability to adequately fund the redesign project, given current University budget restraints.

Recommendation 6.4

The Recommendation 6.4 subcommittee is tasked with designing and implementing a clear marketing strategy that exemplifies the University's strengths to internal and external stakeholders. Dan

Mills, Senior Director of Marketing and Communications is the leader of this subcommittee, which initially met on a weekly basis and eventually scaled back to a biweekly meeting.

The subcommittee began by discussing their purpose and deliverables, and started compiling and reviewing marketing and communications strategies from other universities and businesses. They then moved into generating ideas and building out the strategy's framework, using the University of Virginia's marketing plan as a template. Most recently, they have refined pillars that will serve as the foundation for the strategy, and have assigned group members to each pillar. They have also begun looking into budget estimations and best practices.

The progress of this subcommittee has stalled at times, in part due to its dependence on decisions made by other recommendation implementation teams (Recommendation 1 -- Identity in particular). The members also had competing priorities with their regular job responsibilities. Now that other implementation groups have begun to provide clarity, the group hopes to make more progress in developing their strategy. Dan's hire into the Senior Director of Marketing and Communications position in April will help the group move forward as well. The subcommittee will continue to meet in the coming months to further develop their marketing strategy.

Recommendation 6.5

The Recommendation 6.5 subcommittee was led by Andrea Phillippe, Director of Prospect Research, and Anna Russell, Advancement Communications Administrator. This group was tasked with evaluating the use of marketing dollars and the effectiveness of Fuseideas, the University's current marketing partner. On average the subcommittee met on a biweekly basis from November to February, with Andrea and Anna meeting separately on a more frequent basis.

The subcommittee began by reviewing their scope of work, milestones, and possible hurdles. They started to gather relevant budget information, but were stalled due to a delay in receiving Enrollment Management's new EAB scope of work and budget documentation. They requested and received approval to extend their deadline as they waited for these materials.

While the group was not given permission to review the scope of work for EAB, nor the EAB budget breakdown, all additional relevant materials were received, and the subcommittee did a thorough review and compiled their findings into a report that was presented to the entire implementation team on March 1. This report included an executive summary and recommendations. The subcommittee first recommended that the University retain the current Fuseideas contract and option the two out years as well. It was determined that Fuseideas has met all of their articulated goals and issuing a request for proposal for our next marketing partner would take a number of months. Ending the Fuseideas contract before issuing an RFP would be counter-productive to marketing plans, complicated, time-consuming, and ultimately inefficient. Second to maintaining the current Fuseideas contract, the subcommittee recommended the phased-in addition of staff to the Marketing and Creative Services department. This would alleviate understaffing issues and help to grow the capacity and output of the team, with the goal of creating a premium brand and increasing revenue. The committee acknowledged the challenge of increasing staff within current University budgetary constraints.

After the report was reviewed by the implementation team, it was submitted to the President. This concluded the work of the subcommittee.

**Report to the Governance Steering Committee (GSC)
For the Financial Responsibility and Alignment Implementation Team
May 21, 2021**

As requested, this report is made to the GSC to provide information regarding the Financial Responsibility and Alignment (FRA) Implementation Team. The report follows the structure suggested by GSC. Maribeth Amyot, who served as chair of the FRA Implementation Team, authored this report. The content is heavily drawn from the FRA Implementation Team Final Report dated March 24, 2021.

Past

Goals for 2020-21

The goal of the FRA Implementation Team (the Team) was to advise President Schmoke on the recommendations in the Financial Responsibility and Alignment section of the Board of Regents (BOR) USM UB Task Force report dated October 19, 2020.

Financial Responsibility and Alignment, as described in the BOR USM UB Task Force report, calls for action to **“right size the university by making the necessary difficult decisions to balance and align the budget with fiscal realities and institutional priorities.”** From the Task Force Report:

” FINANCIAL RESPONSIBILITY AND ALIGNMENT

The University of Baltimore is managing a structural deficit caused primarily by enrollment declines of 30% over four years and further impacted by the recent reduction in State funding resulting from the pandemic. Although significant spending reductions have been made, they have not kept pace with the persistent, year-over-year enrollment-driven revenue declines. Tuition revenue is The University of Baltimore’s primary revenue source, and enrollment must be stabilized as the top financial priority. University spending must be reduced to a level that is supportable by available revenues. All areas for investment and disinvestment should be evaluated to achieve a balanced budget that aligns resources, people, programs, facilities, and technology with The University of Baltimore’s mission, identity, and student populations. Because personnel accounts for approximately 75% of spending, reduction of vacant and filled positions will be required, along with efficiency gains in operations and prudent use of all resources for stability and growth.”

The BOR USM UB Task Force report included twelve FRA recommendations and sub-recommendations. The FRA Implementation Team addressed all twelve, as summarized in Attachment A.

Status of the committee and membership at the start of the year

President Schmoke formed the FRA Implementation Team in the fall 2020. With the formation of the FRA Team, the Strategic Planning and Budgeting Committee/University Budget Committee did not meet.

Twelve members actively participated on the Team. Members were appointed to this new Team by the President with input from shared governance and deans. Most staff and faculty members had prior experience with budgetary matters. Members were: Maribeth Amyot - chair, Barbara Aughenbaugh, James Campbell, Margarita Cardona, Michele Cotton, Murray Dalziel, Dan Gerlowski, Ed Gibson, Paul Moniodis, Brian O’Connell, Aaron Oldenburg, Suzanne Tabor. Two student members stopped participating after a few meetings and, although invited, were not involved development of the final report.

Accomplishments

The Team issued its Final Report to President Schmoke on March 24, 2021. The report set forth actionable options, proposals, and supporting materials to inform executive decisions. The March timing for completion of the work and delivery of the report was important to inform budgetary decisions for the upcoming fiscal year.

FRA Team members made every effort to participate with the best interests of the University in the forefront and with awareness that difficult issues must be resolved. The ideas brought forward by the FRA Team were financially impactful, and where possible, financial impact was quantified. Outreach and coordination with other Task Force Implementation Teams informed interdependent recommendations when viable.

Team members worked hard to be objective and unbiased in presenting information. Some ideas may have been controversial, yet they were respectfully presented nevertheless, to offer the President a set of options to inform difficult choices to right size UB and to reduce and align expenses with revenues to achieve a balanced budget that supports UB's priorities, mission, and future.

President Schmoke forwarded the report to shared governance and received feedback from the campus community. A summary from the Team's Final Report is attached.

Barriers or problems that prevented further progress

The goal of the FRA Implementation Team was accomplished, i.e., to advise President Schmoke on the recommendations in the FRA section of the BOR USM UB Task Force report dated October 19, 2020.

Noteworthy complications that were encountered and managed were:

- Several of the issues that the FRA Team was tasked to address were dependent on the work of other Implementation Teams. The timing of the work of those teams did not align with the FRA Team deadlines, making coordination difficult and limiting the scope of some of the options.
- Although the BOR USM UB Task Force report called for all work to be evaluated for revenue and expense impact to achieve a balanced budget, the financial impact analysis and monthly reports from other implementation teams yielded limited financial information that could be applied by the FRA Team for this purpose. Without that information, examination of some ideas was constrained.
- The FRA team overcame a potential barrier that is typical for a group whose charge encompasses budget reductions. The Team members agreed that it was important to put forward for consideration all possibilities for potential savings, even when they were contested or represented tradeoffs or sacrifices that not all members could endorse. All views were acknowledged and respected.

Number of meetings and how the work was accomplished

The Team used a combination of meetings of the whole, work group sessions, and research/discussion between meetings to accomplish its work. The Team's work was apportioned among twelve work groups of three-four individuals including the work group lead. Each team member served on two work groups. The work groups developed options and supporting materials that they shared with the full Team for review, discussion, and refinement with the understanding that the full body of work would reflect the input of the entire team. The full FRA Team met nine times, with work beginning in November and concluding in March. In addition to these full

team meetings, work groups met numerous times to develop ideas and materials to share in the full Team meetings. The schedule was intense, with each Team member serving on the full team and two work groups.

Future

Suggested changes to help the committee be more effective in the future, e.g., membership mix, structural changes

The FRA Implementation Team concluded its work in March 2021. Feedback from team members conveyed that the experience was positive and productive. This Team's work is complete; members are not expected to continue service.

During the prior year (FY2019-20), the Strategic Planning and Budgeting Committee (SPBC) responsibilities included strategic plan implementation as well as budgetary matters. SPBC met during an unusual time and was in a formative stage, having succeeded the former University Budget Committee. The SPBC membership evolved during the year in light of ad hoc assignments and meetings were sporadic.

From the CFO perspective (not necessarily representing the views of committee members or others), I suggest that, before reconvening, it may be worthwhile to step back to assess and clearly define the desired purpose and responsibilities of any committee that will be established for budgetary and financial matters. Doing so can enable an intentional framework that is valued by the University community. In turn, this can foster alignment in structuring membership mix and identifying meaningful goals. If desired, the CFO/VPAF would be willing to work with senior administrators and with shared governance representatives to pursue this work.

Suggested goals for the committee next year

Please see preceding paragraph.

Summary of FRA Implementation Team Response to Task Force Recommendations
--

This summary section provides a high-level overview of the work completed by the FRA Team for each Task Force recommendation. More detailed information is available in the sections for individual recommendations.

7.1 Stabilize, then grow, enrollment per actions detailed as the Enrollment Management and Academic Portfolio recommendations.

The FRA Team compiled information from the other implementation teams who have primary responsibility for stabilizing, then growing, enrollment. For FY2022, leadership in enrollment management and academic affairs project that enrollment will decline. For FY2023, enrollment management projects that enrollment will be maintained at FY2022 levels. As of this report date, the Academic Portfolio team has not reported any recommended changes in academic programs. With enrollment and revenue expected to decline in FY2022, the structural gap will widen absent spending reductions to balance the budget to the expected revenue levels.

7.2 Reduce and balance the University expense budget to coincide with expected revenues and USM-required transfers and fund balance requirements.

The FRA Team has developed three revenue scenarios for FY2022 and FY2023, provided assumptions, and quantified the level of spending reductions that would be necessary to balance the budget under each scenario. Options for reducing the expense budget are provided in other sections of the FRA Team report, and potentially in reports from other implementation teams.

7.3 Seek support and advocacy from USM to address the historical and current State underfunding of The University of Baltimore as compared with other USM institutions under the MHEC Funding Guidelines.

The implementation timeline calls for consultation with USM in summer 2021, followed by further action. With the FRA Team concluding its work with this report, and given the extended timeline for implementation and the specialized nature of this recommendation, the FRA Team recommends that a work group be formed to implement this recommendation. Some FRA Team members may potentially be included in the work group. Of note: According to data collected by Institutional Research for FY2021, The University of Baltimore is currently funded at 82 percent under the funding guidelines, with only two USM universities funded at a higher percentage.

7.4 Complete the pending financial and operational actions specified in A Pathway to The University of Baltimore's Future Success, issued by President Schmoke in November 2018.

The enrollment-driven revenue components of the 2018 Plan were not achieved. Completion of the other financial and operational actions are mixed. Analysis is provided to show the financial impact if the pending actions from the 2018 Plan were implemented now.

7.5 Right-size personnel, programs, and facilities for The University of Baltimore's current enrollment size and enrollment profile, to both reduce costs and align resources with The University of Baltimore's identity and student populations.

a. Reduce and align the number of faculty and staff positions.

The FRA Team provides options for reducing and aligning faculty and staff positions along with the rationale, considerations, and potential financial impact.

b. Reduce and align academic, administrative, and service programs.

The FRA Team has performed a deep-dive analysis of UB spending compared with several comparator groups using IPEDS data. Observations are provided to inform strategic decisions for reducing and aligning spending.

c. Reduce and align the physical campus footprint.

The FRA Team observes that potential exists for more effective and efficient use of the physical campus both for UB operations and for facilities monetization. The FRA Team recommends engagement of a consultant to assist with rightsizing and aligning the physical campus. Other recommendations and financial impact analysis from the FRA Team are limited at this time, pending completion of the work of the Implementation Team for Physical Environment.

d. Modify compensation structure if appropriate.

The FRA Team has evaluated average salaries for categories of faculty and staff at UB relative to peer group universities. Detailed observations are provided. The conclusion is that *overall* salary compensation structure is comparable with peer institutions. Although aspects of compensation may warrant attention, the financial impact at an institutional level would be limited.

7.6 Gain cost and process efficiencies through operational changes in academic and non-academic areas. Evaluate and implement opportunities for partnerships, internal and external shared services, and outsourcing, particularly in administrative and service functions.

The FRA Team provides five options with the potential for largest benefit for UB. These options were identified through extensive review of previous shared services committee work and following discussions with leaders in the relevant areas. Although some savings may be realized, the potential value in improved services is an important factor.

7.7 Invest in initiatives consistent with the vision, direction, and recommendations outlined in [the Task Force] report.

The FRA Team does not yet have sufficient information to address this recommendation. After the other Implementation teams complete their work, investment opportunities can be evaluated. The FRA Team recommends that existing administrative and shared governance structures and practices be called on as appropriate to evaluate opportunities and provide observations and options to the President regarding initiatives for investment.

7.8 Implement a Responsibility Centered Management (RCM) budget model University-wide.

The implementation timeline calls for a plan in November 2021 that will enable RCM implementation beginning July 2023, provided that the budget is balanced. With the FRA Team concluding its work with this report, and given the extended timeline for implementation and the specialized nature of this recommendation, the FRA Team recommends that a work group be formed to implement this recommendation. Some FRA Team members may potentially be included in the work group.

**GSC Update – End of the Year Report
BOR Report Category 8 – Physical Environment
May 24, 2021**

Summary:

This report provides an update on the progress made by the committee responding to the BOR report recommendations under the Physical Environment category. The committee included over 35 members, with representation from faculty, staff, and students.

The current status of each recommendation is listed in the next section, but I want to highlight the following common theme that was raised as the committee was considering the recommendations: The institution's strategic plans need to be finalized (Enrollment Management, Marketing, Academic) so they can influence the implementation plans. At this time, it seems like a number of these strategic plans have not yet been finalized, so implementation plans for some of the recommendations are delayed.

BOR Recommendations:

Recommendation 8.1: Articulate future course delivery format (i.e. credits delivered online, hybrid, and in-person) looking forward one year (2021-22), two years (2022-23), and longer term. Tailor delivery formats to suit *The University of Baltimore's* targeted student populations and academic programs. This academic planning will be used to inform facility and technology decisions.

Current Status: Projections were offered and are being revised as the pandemic continues to impact planning. The Fall 2021 schedule was completed and posted timely for registration (by late March). To meet ABA accreditation requirements, the School of Law schedule was posted with JD courses entirely on campus, while other schools made changes related to uncertainties stemming from the pandemic and existing classroom sizes and consequently will offer more online courses than is typical, and the on-campus courses are more likely to be hybrid. The registrar and deans believed that students should be able to enroll in the course modality they signed up for, so the schedule as set will remain the schedule for fall. The Spring 2022 schedule will have significantly more on-campus classes, as will Fall 2022.

Next Steps: The strategic discussion of modality will continue within and across schools. Modality planning will need to be tied to the development of the strategic enrollment and marketing plans, which in turn should be aligned with the University's strategic plan.

Recommendation 8.2: Evaluate the possibility of some functions being performed remotely more permanently to inform facility and technology decisions.

Current Status: The committee surveyed each division of the University to identify functions that must be performed on campus and those that can be performed virtually. The committee determined that academic and course-related activities were not within the scope of this recommendation and would be addressed by the schools. While nearly every unit identified changes to how work is and will be done, there were very few areas that were identified for remote work on a permanent basis.

Next Steps: While employees have demonstrated the ability to telework, an institutional decision will need to be made on what the campus should look like moving forward. If we proceed with permanent telework for certain units, and hybrid telework for others, it could allow for a reduction in the institution's physical footprint.

Recommendation 8.3: Determine the technology requirements for excellence in the current and future teaching, learning, and operating environment.

Current Status: The committee's report provided specific recommendations that could impact the teaching and learning environment, and the operating environment. The recommendations included identifying new capabilities to improve instruction for online students; increasing support for training faculty on how to design online courses; increasing access to computers and the internet for students; and improving administrative systems, processes, and customer experience.

Next Steps: The report provided 55 recommendations that will need to be reviewed, accepted/rejected, and assigned by leadership.

Recommendation 8.4: Right-size the physical campus. Establish a plan and timeline to meet current and future needs while improving utilization of classrooms and other spaces by consolidating into fewer buildings while monetizing spaces that are vacant or not fully used.

Current Status: Leadership did not support plans to consolidate into fewer buildings so it will not be possible to consider a dramatic consolidation plan at this time.

Next Steps: Funding to engage a real estate advisor was approved so RFPs to develop vacant properties (USPS site and properties around the Maryland Ave Garage) should be out in the next six months, and we will continue to seek tenants for the vacant spaces within our campus footprint. If expanding telework is considered a longer-term strategy, then we will review opportunities to consolidate into a smaller footprint.

Recommendation 8.5: Revise operations and staffing to correspond with recent changes and anticipated future changes in facilities use and technology needs to reflect possible changes in the online environment for *The University of Baltimore*.

Current Status: An academic plan that defines any future changes in our online environment has not been finalized, so the impact on operations and staffing is undetermined at this time.

Next Steps: The current staffing plans for campus operations and technology services will be documented and compared to industry benchmarks. This will prepare us to consider other options once U Balt's future online environment is defined.

Recommendation 8.6: Perform required maintenance and improve technology and facilities to meet current and future teaching, learning, service, and administrative needs in the buildings that will continue to be used. Develop and implement a capital investment plan and operational plan with timelines.

Current Status: The committee's report will include a capital investment plan for consideration, and it will identify the deferred maintenance and capital projects that should be prioritized for the next five years. The report will also include the Facilities Condition Index (FCI) for each building. The FCI is a ratio of the building systems renewal costs over the next five years, divided by the buildings current value. FCI scores for the Academic Center, Learning Commons, and Business Center are all in the poor to deficient range, and the remaining buildings are in the excellent range.

Next Steps: Funding decisions to address the deferred maintenance backlog will need to be aligned with the academic strategic plan so we prioritize our investments to meet the academic mission.

Recommendation 8.7: Update the physical campus and university technology plans.

Current Status: The committee identified the documents required to start working on updating the campus masterplan. Documents include an academic plan that notes programs that are growing and those that are to be eliminated; an enrollment plan with specifics on projected enrollments by program; and an organizational plan with faculty and staffing data.

Next Steps: Once the required documents are available, we will engage space planning consultants to update our campus masterplan. It's assumed that the necessary documents will be available in the next three months, which would allow us to begin work on the campus masterplan at the start of the fall semester.



**UNIVERSITY OF
BALTIMORE**

Shared
Governance
Organizations

University Faculty Senate Annual Summary 2021

Where did the year begin? What were the goals and matters to be addressed?

As a result of the ongoing pandemic the 2021 academic year was inevitably going to be an unusual one no matter what. This year though was also one with a number of significant transitions for the Senate, with a long term member of the leadership, Stephanie Gibson, stepping down and Stephen “Mike” Kiel stepping into the role of President after serving as secretary for several years. In addition, several members of the executive committee were new, as there was some turnover in college senate leadership.

The UFS President articulated several general goals at the start of the year:

- 1) try to establish better communication and feedback with administration
- 2) build comradery across faculty and University
- 3) better processes and structures for our committees in faculty senate and university wide
- 4) build a culture of civility – even if passionate about a position we can agree or disagree respectfully

In addition to these general goals there were a number of outstanding matters from the previous academic year related to various policies and discussions which needed to be addressed (e.g. anti-bullying, student code of conduct) and of course the Task Force which was convened by the Board of Regents over much of 2020 affected our work for this year.

What was accomplished? How successful were we?

During this academic year the Senate ultimately met a little more often than its traditional once a month schedule as there were extra meetings in order to respond to the BoR Taskforce and to conclude business for the year. Ultimately much of the discussion and agendas this year were spent channeling faculty input and response to the report from the task force, it’s various implementation teams, and the University of Baltimore’s ongoing budgetary difficulties.

Despite these challenges, the senate was still able to balance the need to discuss these matters with achieving some progress on the regular business of operating the University. Specifically, the senate approved a number of academic policies and endorsed numerous initiatives from other governance bodies and subcommittees. These included:

- Finalizing a long gestating faculty anti-bullying policy
- Numerous academic policies including pass/fail, credit for prior learning, course modality definitions, online test proctoring, and ACT/SAT waivers for admissions a
- Adding modalities to some programs to increase competitiveness and flexibilities for students, deactivating some programs to streamline academic offerings, and adding one new program location for Interdisciplinary studies at Shady Grove
- Supporting SGA initiatives like Inclusion Alley, recognition of indigenous people’s day and a broader array of religious holiday traditions, and a motion to strengthen staffing and efforts on diversity and inclusion
- Revising bylaws to improve senate elections, as well as alter some committee structures

It is difficult to say if the Senate was entirely successful and the overall goals articulated by its new President at the beginning of the year. However, it is clear that some progress was made on the creation of better structures and processes as well as working with other constituencies in a productive manner to advance shared goals.

What will the Senate be working on next year? What lessons were learned this year?

One lesson the Faculty Senate learned from this highly unusual year is that it is possible, though difficult, to manage both big difficult discussions and progress on day-to-day work even under difficult circumstances. As the pandemic recedes, the senate will need to make a decision about how to conduct meetings in the future. There are differences of opinion on the merits and drawbacks of virtual meetings, however there is a clear consensus it seems to have some ability for virtual attendance.

A second takeaway that can be gleaned by reviewing the minutes of this years meetings is that we still have work to do in ensuring that faculty feel that they have meaningful input into major decisions at the university. It is often that case that the faculty feel listened to, but perhaps not heard, or that input into decisions does not meaningfully affect the outcome. This is potentially partly a communication problem but also, in the opinion of some faculty, is a reflection of both decision making processes and a lack of mutual understanding between faculty and the central administration.

As a result of these lessons and the current state of university finances, the top priority for UFS next year will be ensuring that faculty are effective collaborators and can channel their expertise in the support of the revamped enrollment and marketing efforts that resulted from the BoR taskforce. Other major goals for the Senate next year will be:

- To build on some of the progress made this year in collaborating with other governance organizations
- To finalize new workload policies
- To reexamine core elements of the UFS structure regarding officers, committees, and longer term planning

The University of Baltimore Staff Senate May 2021 Final Report

The University of Baltimore Staff Senate (UBSS) mission is to advocate staff concerns in shared governance, to ensure equal representation on policy-making boards and committees, and provide a forum through which staff members have a collective voice to provide input and recommendations on matters concerning staff and university policies.

Each year during an annual planning retreat in June, outgoing and incoming senators meet to reflect on the previous year and establish a direction and vision for the upcoming year. The vision for 2020-2021 was:

1. Advocate and respond to budget and COVID-19 conversations on behalf of the staff while not allowing it to become the organization's central focus. While this work will likely receive much of our attention, we must be cautious to prevent it from defining the Senate.
2. Advocate for Staff, Students, and Faculty of Color or members from oppressed populations to ensure continuing action and dialogue to best support these UB community members.
3. Ensure the Senate remains a place where staff can advocate and push forward different initiatives, questions, concerns, etc.

The goals of UBSS for the 2020-2021 year focused on four primary areas to support our vision. Technology, Communication, Staff Support, and Engagement. To view specific goals and sub-goals, please reference the [UBSS Action Plan](#).

Accomplishments

UBSS was successful in accomplishing many of the goals established for the 2020-21 session. While Staff commitments to implementation teams for the Board of Regents Taskforce and continued work in the remote setting as a response to the Covid 19 pandemic created some barriers and time constraints, we successfully implemented our vision for this year.

UBSS passed five [resolutions](#) aiming to foster a welcoming campus environment, based on principles of equity and inclusion to create a space that is respectful of differences and promotes the safety and security of all people. Additionally, the bylaws for the organization were reviewed and updated, a transition manual for the organization and position descriptions were developed to help strengthen the infrastructure of the organization and ultimately better support our constituents.

By leveraging technology, we increased transparency and the ability to quickly and effectively communicate to our constituents. At the onset of this year, we partnered with The Office of Technology Services and The Office of Human Resources to review our constituency groups and reconfigure our email distribution lists to ensure correct populations and even distribution of staff across senators. By leveraging the use of Microsoft Teams, we created a hub for UBSS activity to give staff greater access to minutes, agenda, and other essential documents. Using Outlook to send meeting invites, we encouraged engagement and increased attendance at monthly UBSS meetings.

New initiatives focused on communication and staff support became an emphasis for the year. Positioning the staff senate to communicate essential messages to staff, we successfully implemented standing updates from other areas into our monthly agenda. We began to track initiatives, questions, and requests from constituents in a central location to be reviewed and the appropriate action taken. As a result of creating a staff spotlight process, the work of 21 staff members, departments, or project teams was highlighted by their peers during UBSS meetings and on social media for their professional achievements and outstanding work. We continued to foster a collaborative and welcoming environment by engaging staff via Zoom for occasional socials and partnering with HR to promote professional development.

Staff Spotlighted during 2020-2021 Session

- Paige Boyer
- Josh Kollin
- Cathleen O'Neal
- CELTT
- Kristi Moore
- Office of Admission
- Kathea Smith
- Kara Kauffman
- UBalt Staff who are required to be on campus during the pandemic, including UBPD, OTS, Facilities
- Ray McCree
- Antieris Johnson
- Seth Kamen
- Karyn Schulz
- Salesforce Advisor Link Project Advising Team
- Peoplesoft 9.2 Project Team
- Tony DuLaney
- Brittany Richmond
- OTS Desktop Support services (Suha, Marcel, Umar, Jared)

Ensuring equal representation on Board of Regents implementation groups and campus-wide committees increased staff engagement and transparency into budget planning and administrative policies. A record number of staff members served on the Diversity, Equity, and Inclusion committee. In partnership with the CFO/VPAF, senate members planned and participated in the Monthly Financial Information Series. These monthly meetings created an avenue for staff to learn more about UBalt's budget in a setting outside of the monthly UBSS meeting. Via the work done on the Governance Steering Counsel, collaboration and information sharing between staff and administration, staff and faculty, and staff and students are increasing.

Moving Forward

The UBSS representatives for the 2021-22 session have been elected and will meet in June to evaluate the last year and plan for the next. Goals and an action plan will be shared during our July UBSS monthly meeting.

UBSS plans to continue meeting in the virtual setting over Zoom so that all staff can remain engaged regardless of campus staffing limits.

We will continue to build on our 2020-21 goals, focus on equal representation, effective communication across the organization, and foster a community of positivity and support.
