UNIVERSITY OF BALTIMORE
KNOWLEDGE THAT WORKS

University of Baltimore FY 2017 Operating Budget Testimony
President Kurt L. Schmoke

Good afternoon, Madam Chair 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.

Thank you for your steadfast support of the University of Baltimore and Maryland higher education. Your leadership has ensured that we can continue to provide our students with top-notch educational opportunities. Today, UB offers to Marylanders an opportunity to study the contemporary and popular subjects offered in the liberal arts and public affairs colleges, a chance to experience enterprising disciplines in our first-rate business school and a chance to receive a superior legal education at UB Law.

This is my first year presenting testimony before you as the University of Baltimore's president. Thank you, Madam Chair and subcommittee members, for the warm welcome that you have extended to me in this new role. This July, I will celebrate two years as president. The time has gone by quickly. Every day I am learning something new about UB.

During the last two years, the University has accomplished a great deal. UB's accomplishments span many topics from comprehensive student success measures to helping address local issues that directly affect Baltimore City. In the aftermath of last year's civil unrest in the city, UB intensified its work with Baltimore area organizations and partners. We redoubled our efforts to help our communities heal and recover from a difficult period of unrest. We strengthened our resolve to be not only the University of Baltimore, but a university *for* Baltimore.

I could spend a lot of time talking about UB's exceptional liberal arts education program because we believe that a liberal arts education is vitally important to creating good citizens and developing strong leaders. Our liberal arts programs are cutting edge and offer students a variety of majors, such as Simulation and Digital Entertainment, as well as Environmental Sustainability and Human Ecology. Furthermore, the UB Writing Center provides students with personalized feedback on course-related writing assignments. We still believe that writing is important even in this age of technology and abbreviated text messaging.

My testimony today, however, will focus on a few examples of UB's numerous programs, ongoing initiatives and community-related projects that contribute in positive ways to Baltimore and the region. I am presenting this work to you today because of the recent attention to the needs of Baltimore City. The volume of UB initiatives is astounding, and there are far too many to include in this report. UB has a long tradition of community engagement through the outstanding work of its faculty, students and staff who go beyond their expected duties because they believe in the success and future of our students and Baltimore City. We know that UB's contributions to Baltimore and Maryland, when added together, have an impact beyond measure.

My testimony illustrates UB's commitment to being a leader and an active partner with other higher education institutions, high schools, and various community organizations to build meaningful and sustainable collaborations. I spent my earliest months at UB speaking with students, campus groups, community leaders and alumni. I also met with most of the state's community college presidents. My goal is to forge new partnerships that will result in pioneering approaches to providing a quality college education. I sought creative and fresh ideas that could be turned into initiatives and actions. We are excited about the future.

As the chancellor mentioned in his comments to the committee, Baltimore area collaborations are a top priority for the USM. The presidents of Coppin State University, Baltimore City Community College and I have had several meetings as a group, along with our provosts, to discuss possible collaborations. The presidents of the three institutions have also met with Chancellor Caret. We are not just talking about the possibilities but also implementing our ideas. With an established memorandum of understanding, the provosts and faculty members of UB and CSU have worked diligently to achieve greater efficiencies between the institutions. The UB-Coppin Partnership for Education and Research Committee (PERC) meets regularly and is dedicated to developing ongoing areas for collaboration. I will say more about collaborations and the outstanding work of the UB community later in my testimony.

At this time, I wish to express my support for the Governor's FY 2017 proposed operating budget as introduced that includes $1.34 billion for the University System of Maryland – an increase of $75 million over the FY 2016 budget revised for increased health costs. Related to the Department of Legislative Services recommendation to reduce the USM's 2016 health deficiency and 2017 merit reduction, we agree with the USM's opposition. These funds are needed to ensure that we adequately cover our employee health expenditures. Health cost funding is in a state controlled account; therefore, unexpended funds would revert back to the state during the fiscal year closing process. The merit calculation needs to align with the USM average salary increment of 2.5% rather than the state's incremental increase average of 2.4%. UB needs merit to be fully funded in order to attract and retain a workforce with extraordinarily high skills and qualifications in a fiercely competitive labor market. I know that the Chancellor Caret has briefed the Subcommittee on the System's position related to the budget. I express my overall support for the Governor's allocation, as I know that you have many difficult decisions to make during the 90-day Session.

UB is a good steward of the funds that it receives from the state. The University has implemented initiatives to improve overall efficiency of its operation and achieve cost savings in FY 2016. These initiatives include cost savings and avoidance endeavors, revenue enhancements and strategic reallocations. I will provide more details on UB's efficiency efforts later in my testimony.

With your support, UB has flourished. When adding together UB's academic excellence and its programming – civic-engagement, faculty grant-funded projects, forums for community neighbors, student organization activities, and college readiness and outreach programs – UB has a transformative impact on Baltimore and the region. Most of all, we are proud of the education that we provide to our students. After graduation, our alumni remain in Maryland and contribute to the healthy development and economic vitality of Maryland. Together, the individual and collective efforts of the UB community give UB its unique stature and special place among University System of Maryland institutions.

Student Success and College Completion

Our first priority at UB is the success of our students. We are working diligently to help students reach their college completion goals in a timely manner through various efforts to ensure student success.

UB at a Glance

Student Profile for Fall 2015

Total Enrollment	6,229
Undergraduate	3,344
Graduate	2,028
Law	857
Undergraduate Transfer	80.0 percent
Female	59.1 percent
Male	40.9 percent
Full Time	3,291
Part Time	2,938
Undergraduate Minority	61.6 percent
Graduate Minority	50.0 percent
Law Minority	27.5 percent
Maryland Resident	91.0 percent
Baltimore City Resident	28.0 percent
Average Age	
Undergraduate	28.3
Graduate	32.5

- **Access—Student Composition**

  The University delivers undergraduate, graduate and legal education through its four schools and colleges: the UB School of Law, the Yale Gordon College of Arts and Sciences, the College of Public Affairs and the Merrick School of Business. We continue to serve an undergraduate population that skews heavily toward adult and transfer students; in fact, the average age of a UB student is 28 years old for undergraduates and 32 years old for graduate students. Eighty percent of our undergraduate students transfer into the University from community colleges or from other higher education institutions.

  As a member of the University System of Maryland, the University of Baltimore is committed to its mission of accessibility. UB is one of Maryland's most diverse universities in terms of both academic offerings and student profiles. Whether students are attending UB full or part-time or whether they are undergraduate, graduate or law students, UB is committed to helping them reach their educational goals. We take considerable care in providing the support our students need to reach college completion by helping them navigate financial, academic and scheduling obstacles. The University is dedicated to serving students who want the opportunity to combine academic studies with career preparation and advancement. Students are applying to the University because of its distinctive blend of degree offerings, flexible scheduling and student services that meet the needs of today's learners.

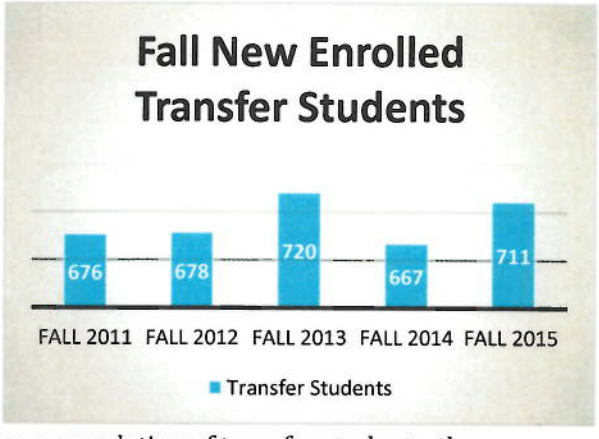
❖ Enrollment

Similar to many higher education institutions statewide, UB has experienced fluctuation in enrollment. UB's total enrollment represents all academic units – undergraduate, graduate and law school. Thus, UB has experienced enrollment increases and some declines in certain areas. Graduate enrollments have recorded a slight gain, while undergraduate enrollment is down slightly, 2.4% from fall 2012; this decline is caused by a strategic decision to strengthen the profile of the entering class to enhance student retention and graduation.

The appearance of overall total enrollment decline at UB is in fact overly representative of the reduced enrollments in the School of Law. The recent decline in the School of Law's enrollment accounts for 77% of the University's total enrollment decline since fall 2012. The decline of enrollment at UB's School of Law is similar to enrollment trends at law schools nationwide. The University is exploring alternative approaches to law school enrollment and actively pursuing opportunities for new partnerships. These partnerships will cultivate and support student interest in studying the field of law, thereby strengthening the law school enrollment pipeline.

UB is developing a new and comprehensive enrollment and recruitment plan. New recruitment strategies are being implemented and existing policies are being strengthened through the reorganization of certain units, including admissions and enrollment management. In addition, approaches to prospective student communication are being expanded and improved. Strategies for enrollments are targeted at all levels (new freshman, transfers and graduate programs) with a renewed focus on transfer students.

The University is rebalancing its recruitment toward new transfers, and these enrollments have begun to increase. Pipelines with community colleges and BEELINE (a transfer access program of direct admission from community college to UB with advising support from UB prior to matriculation) are being strengthened. The University has experienced a five percent increase in transfer enrollment from fall 2014 to fall 2015. Enrollments at major feeder institutions are strong, indicating pipelines for transfer applicants are viable pools for transfer students. I hope that my visits with the community college presidents positively affected the transfer pipeline. UB's on-campus pre-college programs are also opportunities for recruitment; and these programs, along with traditional recruitment work with high schools, may provide additional enrollment.

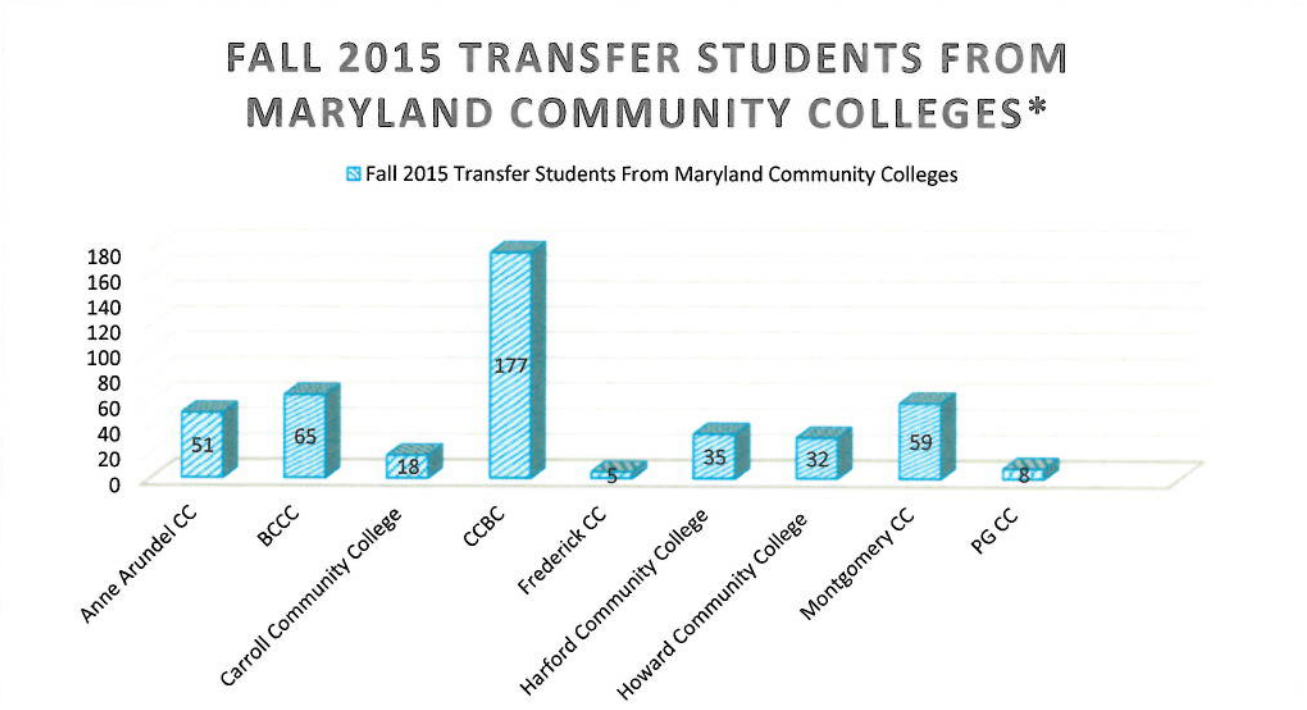


❖ Commitment to Transfer Students

Transfer students from the region's community colleges compose 80 percent of UB's undergraduate student population. The University effectively attracts and retains transfer students through outreach activities and programs to support their smooth transition from associate-degree to baccalaureate-degree programs. With such a large population of transfer students, the

University dedicates special attention to this student population to ensure each student's success. Personnel within the offices of Undergraduate Admission and Community College Relations are responsible for developing a variety of activities designed to inform community college students of the opportunity to further their education at UB. University staff members make more than 100 visits a year to Maryland community colleges to speak with students, administrators and faculty.

UB automatically allows transfer credits to fulfill lower-level general education requirements for students who have earned an Associate of Arts, Associate of Science or Associate of Arts in Teaching degree from a Maryland community college. UB strives to make the process of transferring from a community college to UB as streamlined as possible and works to maximize credit transfer, accepting up to 63 lower-level credits from community colleges.



*Community College with at least 5 transfer students.

❖ **Advancing Student Retention, Progression and Graduation**

UB has developed the following initiatives to improve retention, progression and graduation for all undergraduate students:

- Beginning fall 2015, UB launched a new credit-bearing model with the goal of helping students complete required developmental coursework sooner. In one year, UB achieved a 17% improvement in the completion of foundational math and a 29% improvement in the completion of foundational writing courses. UB is continuing to refine this approach with the expectation that it will lead to greater retention and faster progression.

- In fall 2014, UB implemented a **Sophomore Seminar** for transfer students without associate degrees to help them integrate into UB's academic culture and to enhance progression.

- In fall 2015, UB implemented **Degree Audit** after dedicating several years to its development. This tool will help students navigate degree requirements efficiently and progress more quickly toward degree completion.

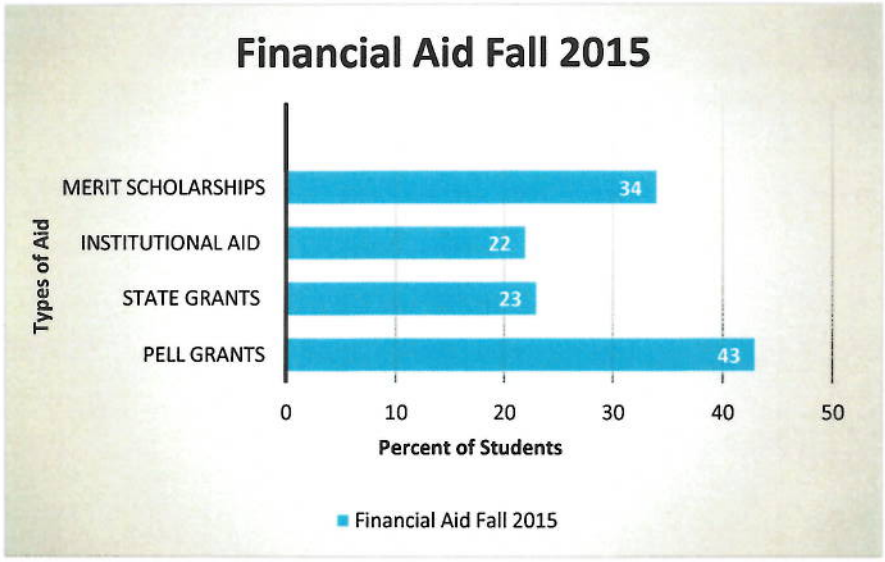
- UB implemented a **Student Success Collaborative—Data Analytics** project in fall 2015 to help advisers target and intervene with at-risk students and to support enhanced retention, progression and degree completion. Retention efforts are being addressed using data and analytics to help UB identify and intervene with students at critical points in their academic careers. For example, recently UB applied for and was awarded enhancement funds to expand academic advising. Strategic relationships across campus are being expanded and improved. Also, UB's participation in the Education Advisory Board (EAB) Student Success Collaborative analytics project is providing data for targeted student success campaigns. Data from this project has helped UB identify patterns of course-taking that are predictive of risk for attrition. This data allows UB to both address course redesign and the support needed for students in these high risk courses.

- UB is working to close the achievement gap through a variety of initiatives such as the **BMALE (Brotherhood Mentorship Achievement Leadership Enterprise) Academy**, which inspires high academic achievement among African-American male students. Along with receiving academic programming and regular communication with mentors, Academy participants attend programs that focus on social and community engagement, cultural immersion, community service and peer-cohort support structures. Participating students, whose academic progress is monitored, set academic goals and participate in financial literacy and writing sessions. BMALE Academy began in spring 2015 to support co-curricular activities

and efforts to close achievement, retention and graduation gaps. The program has grown from serving 15 students to serving more than 45 students in fall 2015.

❖ **Affordability**

The University is committed to making college education financially viable for its students, and we understand that ensuring degree completion means helping students manage the financial aspects of attending UB. Given that we serve a large population of students who demonstrate great financial need, UB's efforts to ensure that students receive all private, institutional, state and federal aid for which they are eligible is especially important. In fall 2015, approximately 43 percent of UB's undergraduate population received Federal Pell Grants. In addition, approximately 23 percent of UB's undergraduate population received state grants, 22 percent received institutional grants and 34 percent received merit scholarships.



UB's "FAFSA Fridays" series provides prospective and current students and parents with access to financial aid advisers who offer assistance in completing the FAFSA. These advisers also visit freshman seminar classes to help students navigate the financial aid process from admission to graduation and to provide instruction in financial literacy. Financial aid advisers are available during regular business hours and in the evening to accommodate the varying schedules of all UB students, traditional and working professionals.

Great Results for Teaching, Theory and Practice

A Spotlight on Academic Eminence

- The International Bridges Baltimore 2015 Conference sponsored by the University of Baltimore and spearheaded by **Sujan Shrestha**, assistant professor in the **Yale Gordon College of Arts and Sciences**, Division of Science, Information Arts and Technologies—focused on merging mathematics and the arts. Held last summer at UB, the conference showcased presentations and performances that combined mathematical concepts with artistic expression.

- A two-year UB Fund for Excellence grant has partnered UB with Baltimore's National Aquarium. This grant, secured by the **Yale Gordon College of Arts and Sciences**, Division of Applied Behavioral Sciences' Applied Psychology program, engages counseling psychology students in service-learning work with the National Aquarium to address conservation behavior-change activities among aquarium visitors.

- **Jan Williams**, associate professor of accounting in the University of Baltimore's **Merrick School of Business**, recently received the 2015 "Experienced Leader" Award from the Maryland Association of CPAs. The award is presented annually to those who have established their roles as leaders in their organizations by advancing to the highest levels of management or ownership and by mentoring those individuals following in their footsteps.

- **George Julnes**, professor in the University of Baltimore's School of Public and International Affairs of **the College of Public Affairs**, received the prestigious Paul F. Lazarsfeld Evaluation Theory Award from the American Evaluation Association. The award has been presented annually since 1977 to an individual whose written work on evaluation theory has led to fruitful debates on the assumptions, goals and practices of evaluation. Julnes focuses on evaluation as a tool for determining effective public policies and programs.

- **Professor Jessica Emerson** is spearheading the **Human Trafficking Project**, a clinical initiative within the **Civil Advocacy Clinic** that began in fall 2015. This project focuses on reducing the collateral consequences of criminal justice involvement for survivors of human trafficking and for those populations most vulnerable to exploitation. Student attorneys represent survivors of human trafficking seeking to vacate their prostitution convictions under Maryland's 2011 "vacating convictions" law. Students also collaborate on the creation of materials to provide information related to recent changes to Maryland's expungement law and to the enactment of the Maryland Second Chance Act.

- The **William Donald Schaefer Center for Public Policy** is one of UB's most visible components, connecting the University with leaders, policymakers, and residents throughout Maryland. Through its state-of-the-art survey research lab, the Schaefer Center

polls as many as 50,000 Marylanders annually. The results are shared directly with public leaders and with the media, thus enhancing UB's visibility. Its Maryland Certified Public Manager® Program builds the talent and capacity of Maryland's government and nonprofit sectors. Through policy conferences and forums, the center brings together elected officials, policymakers, faculty, students and the general public to discuss and present on important issues in public policy. In all of its endeavors, the Schaefer Center is an ambassador linking UB to the broader community, and it supports a critical component of the College of Public Affairs' academic mission by providing faculty members with opportunities to use their expertise to solve public-sector problems to benefit the surrounding community. Students who work with the center gain valuable research skills, applied knowledge and work experience along with financial support for their education.

Among the Schaefer Center's timely activities, it trains the **election judges**, chief judges, and early voting judges. The Schaefer Center developed an online training registration and scheduling system for the City of Baltimore election judge training process. For those individuals who prefer to speak with someone directly, election judges can call and register for training through telephone representatives and staff at the Schaefer Center. In the 2014 general election alone, 141,000 voters were served by people trained through the Schaefer Center. The training covers the voting laws, polling site management, and the operation of voting systems. Since 2006 the Schaefer Center for Public Policy has trained all of the election judges, chief judges, and early voting judges for Baltimore City's primary and general elections. Up to 3,000 judges are trained every election cycle – for both the primary and general elections.

- **The Jacob France Institute** at the **UB Merrick School of Business** is at the forefront of providing economic and social policy research to support public and private decision-making on key issues of community, economic and workforce development. Seasoned research professionals with expertise in econometrics, statistical analysis, database management, geographic information systems, and strategic planning, along with UB students from across all colleges, contribute to the institute's 30-year history of providing topical and actionable research and analysis of issues important to the Maryland economy.

  One of the institute's four major research programs is the **Baltimore Neighborhood Indicators Alliance** that produces the *Vital Signs* indicators for Baltimore's neighborhoods, which tracks neighborhood level socio-economic dynamics. The results are provided to leading community organizations, nonprofits, and government agencies in order to determine the need for, and to evaluate the effectiveness of, government interventions for 55 community statistical areas in the city. The institute provides actionable research and evaluation support to key public and private decision-makers on critical issues related to community and economic and workforce development. The institute employs UB faculty and students and provides community service outreach activities.

- **Greg Walsh**, assistant professor in the University of Baltimore's Division of Science, Information Arts and Technologies in the **Yale Gordon College of Arts and Sciences**, is the recipient of a **2015 Google Faculty Research Award** for his proposal, "Online Kidsteam: Enabling geographically distributed children to participate in technology design." For the last two years, Walsh has led UB's intergenerational design team, KidsteamUB, a program that partners city children ages 7 to 11 with researchers to work together to design new technologies for young people and families. Walsh's proposed research aims to investigate the use of an online social network, Online Kidsteam, to enable children and adult designers to exchange ideas and collaborate on design work regardless of location. Google Faculty Research Awards are intended to support cutting-edge research in computer science, engineering and related fields. These highly competitive one-year grants support the work of world-class faculty members at top universities around the world.

Strong Partnerships Equal Positive Impact

❖ **Championing Future Generations & Maryland Veterans**

The College Readiness Academy

The College Readiness Academy at the University of Baltimore is a pre-college program that supports students from across Baltimore City in developing their college-level math, reading and writing skills. UB provides students with a preview of academic content while building college-readiness skills such as critical thinking and analysis, self-determination, independent thinking and collaborative work. Students participate either during the school year through UB's partnerships with Baltimore City high schools or during an intensive summer program as a part of the Mayor's Office of Employment Development YouthWorks program. Following their participation in the Academy, students become eligible for dual enrollment in UB courses while still attending high school. After successfully completing four courses with satisfactory grades, students receive automatic admission to the University of Baltimore.

The HEROES Academy

In October 2015, UB staff, faculty and students welcomed Baltimore City high school students to campus for UB's annual Higher Education Readiness and Orientation for Exceptional Students Academy. The HEROES Academy is a UB community outreach program that gives high school sophomores from Baltimore City and Baltimore County the opportunity to explore a college campus and experience college-level classes taught by UB faculty along with student assistants. The visiting sophomore students participate in popular offerings such as an ethics class and a workshop in the University's high-tech forensics lab. The students meet professionals who are successful in their careers and who feel

strongly that their college education contributed to their accomplishments. Approximately 1,130 students have participated in the Academy from its launch in 2008 to its most recent anniversary in 2015. The University continues to expand the program's scope to give more students positive exposure—many for the first time—to a vibrant college campus.

Fannie Angelos Program for Academic Excellence

The Fannie Angelos Program for Academic Excellence is a collaboration among the UB School of Law and Maryland's historically black colleges and universities. The program aims to help students pass the Law School Admissions Test (LSAT), to prepare them to excel once they begin their formal legal education and to increase diversity in the legal profession. The Fannie Angelos Program comprises two main components: the LSAT Award Program and the Baltimore Scholars Program. The LSAT Award Program provides LSAT preparation to help 80 students build strategies to increase their LSAT scores. The Baltimore Scholars Program is open to eight juniors and seniors attending Bowie State University, Coppin State University, Morgan State University and the University of Maryland Eastern Shore. Each year, the students selected to participate in this program are eligible for a full law-school tuition scholarship at the University of Baltimore, School of Law. Many members of the UB community—faculty, staff and alumni—contribute time and resources to make the program a success.

The Bob Parsons Veterans Center

Made possible by a generous donation from The Bob and Renee Parsons Foundation, The Bob Parsons Veterans Center connects military and veteran students in a variety of ways to UB resources and offers support in a military-friendly atmosphere.
In November 2014, UB's center was recognized as the best funded and most comprehensive center in Maryland; its staff were invited to share best practices in center and initiative development at the Facilitating Student Veteran Success Training held at the University of Maryland College Park.

Recent activities of the center include The University of Baltimore's Bob Parsons Veterans Advocacy Clinic's work in representing veterans before courts and administrative agencies in diverse civil and veterans-benefits matters. Under faculty supervision, UB students are responsible for all aspects of representing clients and may appear before the U.S. Court of Appeals for Veterans Claims, the Board of Veterans Appeals and the Department of Veterans Affairs' regional offices to assist veterans with disability compensation and pension claims, discharge upgrades, medical and physical evaluation boards, among other issues. The clinic also assisted with the establishment of the Baltimore City District Court Veterans Treatment Docket, a therapeutic, holistic court model that helps justice-involved veterans connect to critical resources.

Also, last fall, I met with Maryland Department of Veterans Affairs Secretary George Owings to bring together the University's commitment to veterans with the MDVA's goal of ensuring benefits earned through military service. Our conversation focused on the need for communication and targeted outreach to veterans. The results of our discussion were realized immediately. With the support of Secretary Owings and his staff, UB became the first higher education institution featured in the education section of the MDVA's newsletter. Also, UB now posts vacant position announcements in the MDVA's job bulletin. We are thankful to the secretary for his support and enthusiasm to work together on initiatives to improve services and opportunities for Maryland's veterans.

❖ **UB is an Incubator for Community Partnerships, Engagement and Experiential Learning**

Baltimore City Anchor Plan and Live Near Your Work

The University of Baltimore is an anchor institution in the City of Baltimore, and an active member of the Office of the Mayor Baltimore City Anchor Institution's Initiative. The initiative involves the implementation of a progressive plan for eight anchor universities to help Baltimore's communities grow. The plan focuses on innovative initiatives in four priority areas: public safety, local hiring, local purchasing and quality of life. Anchor institutions, Baltimore's largest employers, are pillars of strength in Baltimore communities, and their continued partnership with the city administration will help grow Baltimore by attracting and retaining residents, creating jobs and driving economic growth.

Two new UB anchor plan initiatives within the last year are the expansion of UB's community garden and the establishment of a Live Near Your Work Program for UB employees.

Community Garden

UB received a grant from the Office of the Mayor to expand its community garden and replace close to 20 trees along the North Charles Street corridor on the side of the Maryland Avenue exit ramp from Interstate 83. An otherwise unused and unattractive area alongside the I-83 corridor is now transformed into a garden that can be used to educate the greater Baltimore community about the importance of fresh food through student-generated projects. The projects focus on access to affordable and nutritious food and community awareness. Students can also conduct ecological experiments using the garden, and faculty from both UB and other area colleges have been invited to include in their curricula the examination of the lack of healthy whole food options for urban areas. Future plans to sustain the garden include possible collaborations with community members and businesses, activities with elementary schools, and a potential partnership to provide a local restaurant with fresh ingredients.

Live Near Your Work

In August 2015, thanks to the generosity of the Abell Foundation, the University of Baltimore partnered with the Baltimore City Live Near Your Work program to offer UB employees financial assistance to purchase homes in Baltimore. As one of the city's anchor institutions, UB supports the revitalization and stabilization of its neighboring communities as well as the home-ownership goals of its employees.

UB Designated a Lead Institution for Civic Learning

The University of Baltimore has been designated a 2015-16 National Association of Student Personnel Administrators Lead Institution, joining a group of nearly 80 institutions dedicated to promoting civic learning and democratic engagement as a core function of student affairs. As a participating institution in NASPA's initiative, UB encourages students' civic development through thoughtful community partnerships, engaging leadership opportunities and democratic participation. As part of the University of Baltimore's Jan. 18 Martin Luther King, Jr. Day of Service dozens of UB community members partnered with The 6th Branch and the Re-Build Johnston Square Neighborhood Association to help revitalize an East Baltimore community. Students and volunteers from throughout Baltimore participated in light manual labor and cleanup. Later, the group reflected on the day's activities in

the context of King's legacy. Programs such as Make-A-Difference Day, the Martin Luther King Jr. Day of Service, Community Service Day, Alternative Spring Break and Community Engagement Corps all provide opportunities to enhance students' civic engagement.

❖ **Empowering Collaborations**

University of Baltimore and Coppin State University

The **UB-Coppin Partnership for Education and Research Committee (PERC)** meets regularly to discuss potential ongoing areas for collaboration. Several areas have been identified for development that include potential collaborative research in environmental science, partnerships between humanities and teacher certification courses, and shared courses in information technology and math. Collaboration between the universities in these areas will potentially allow UB and CSU students to share resources, faculty, coursework and campus life experiences. The following initiatives exemplify the ongoing collaborative efforts of UB and CSU.

- UB and CSU's collaboration on the M.S. in **Human Services Administration program** is the only one of its kind in Maryland and highly successful. This degree program delivers graduate courses in grant writing, fundraising, community outreach and other elements such the professional fields of government, nonprofits and community development.

- Building on the success of the joint degree program, UB and CSU faculty are working to develop a **Center for Urban Science and Sustainability** to maximize the effectiveness of the universities' complementary STEM programs in support of the needs of Baltimore. The center's focus will range from environmental studies to cultural resources management to STEM-based policy development. On June 8, 2015, UB and CSU signed an agreement to reaffirm their commitment.

- UB and CSU professors have partnered to offer students from both universities and the Community College of Baltimore County an exciting experience involving history, research and excavation. UB's Ron Castanzo, associate professor and chair of the Division of Science, Information Arts and Technologies, and CSU's Elgin Klugh, an anthropologist, have been working together with students on the **Laurel Cemetery Project** – to research and excavate the former cemetery site using ground-penetrating radar to map the area—technology made possible by a UB Foundation Fund for Excellence grant. Klugh and Castanzo, joined by a CSU student, intend to present their findings and research at a conference this spring. Additionally, Klugh and Castanzo are working together on a shared anthropology curriculum. Although not formally

part of the larger UB-CSU initiative, this partnership demonstrates the type of ongoing collaboration among universities that leads to beneficial research results and learning experiences for our students.

University of Baltimore and UMBC

The official opening of the **Flying Fruit Café** at the University of Baltimore's John and Frances Angelos Law Center was celebrated Feb. 18, 2016. The Choice Program at UMBC — a national model for community-based intervention that has served more than 20,000 young people from Maryland's highest-risk communities — runs the café as part of its job-training program. UB is the third Flying Fruit location with other locations at Camden Yards during the baseball season and a Flying Fruit kiosk at the Inner Harbor from April to October. The location in UB's Law Center offers year-round job training and employment skills development for Baltimore area youth, with coaching, mentoring, and structured engagement activities provided by AmeriCorps members. This partnership links two universities in a positive way to serve and support Baltimore youth.

University of Baltimore and Local Experts

Following the April 2015 civil unrest in Baltimore, UB launched a public conversation in the form of its **Divided Baltimore course**, which took a broad-based, multidisciplinary approach to addressing the city's challenges. Designed for undergraduate, dual-enrollment, and graduate students, the semester-long course featured instructors ranging from UB faculty members and business leaders to activists and community members in both physical and online environments. Course participants discussed education, employment, crime, justice, health care, segregation and economic inequalities. The course participants also discussed the untapped potential of the city with the goal of exploring the city's problems from a variety of perspectives and beginning the process of positive change. University professors, administrators and local experts had the foresight to plan for such a course prior to the city's civil unrest and needed only to intensify their efforts to use teaching as a tool to achieve a better Baltimore. The Divided Baltimore course is a collaborative effort and a community forum that provides a comfortable

atmosphere for students and community members to engage in a robust and honest discussion of the issues. The course also was the subject of both an article and a video in *The New York Times*, Oct. 20-21, 2015.

University of Baltimore and Local Business

The **Creating Unlimited Possibilities (CUPs) Coffeehouse Mentoring Program**, a partnership with the University of Baltimore's Henry and Ruth Blaustein Rosenberg Center for Student Involvement and the Maryland-DC Campus Compact AmeriCorps VISTA program, was one of only four VISTA projects in the nation to receive special recognition at VISTA's 50th Anniversary Celebration on Feb. 25, 2015. CUPs is a nonprofit coffee shop in Southwest Baltimore that employs and empowers disconnected youth ages 16 to 24 so that they may become financially independent leaders within their families and communities. The program pairs 20 CUPs associates and other youth from the neighborhood with mentors, many of whom are UB faculty, staff and students. This collaboration is just one example of the UB community's commitment to invest in the success of Baltimore's youth. CUPs, led by Executive Director Holly Gray, B.A. '12, also recently received the Maryland-DC Campus Compact's Campus–Community Partnership Award honoring an outstanding campus-community partnership with measurable impact in both student participants and the community.

University of Baltimore and K-12 Education

Through the combination of state funding from the Administrative Office of the Courts and philanthropic giving, the University of Baltimore School of Law Sayra and Neil Meyerhoff Center for Families, Children and the Courts operates its Truancy Court Program in several Baltimore City public schools and one Anne Arundel County school. The TCP is a school-based, early-intervention, non-punitive, and holistic approach to truant behavior that addresses the root causes of truancy. The program's purpose is to identify and address the reasons each participating child is not attending school regularly and on time. Once the causes of the truant behavior are uncovered, the program's team puts resources in place that target the behavior and support the student's regular school attendance, graduation from high school and, ultimately, service as a productive member of the community. This voluntary program consists of weekly in-school one-on-one meetings involving the student, his/her parent or caregiver, teachers, school administrators, a TCP coordinator, a TCP social worker, a TCP attorney, a UB law student and a volunteer District or Circuit Court judge or magistrate. Students also meet weekly with a TCP mentor, who teaches a character building class and calls each TCP student's home once a week to engage family members.

The Truancy Court Program, which began in 2005, has served more than 2500 students in 32 schools throughout Maryland. Over 70% of participants have graduated from the program, based on a 65% decrease in unexcused absences and tardiness. In addition, surveys indicate that the vast majority of participating families and children believe that the Truancy Court Program has helped them to reconnect with their schools and education. The program currently serves nearly 150 students.

- **Effectiveness and Efficiency**

With so many outstanding UB initiatives, the University diligently maintains its operations with efficiency. UB has implemented initiatives to improve the overall efficiency of its operation and achieve cost savings. These initiatives include avoidance endeavors, revenue enhancements and strategic reallocations. UB achieves cost savings and avoidance efficiencies through business process re-engineering, collaboration with other academic institutions, utilization of University System of Maryland consortium contract pricing, participation in green energy conservation programs, redefinition of staff work tasks, and technology initiatives. For FY 2016, we estimate these cost avoidances and savings to be $1,957,000.

UB's revenue enhancements include competitive contracts directed to student support services, facilities rentals and leases during non-peak hours, ground rent revenue, indirect cost recovery by grant projects, and revenue from sale of surplus goods, cell tower placement, and ATM fees. For FY 2016, we estimate these enhancements to over $800,000 of our current revenue streams. The University made strategic budget reallocations for FY 2016 in excess of $1.2M to address funding reductions and increased mandatory cost.

UB's efficient operation and high standards for productivity allow us to offer students quality educational programs and services – our top priority. As my testimony illustrates, UB is a major contributor to Baltimore, and we have many individual and collective accomplishments as a campus. In fact, UB is ranked highly both for the good value it provides to its graduates who go on to earn some of the highest salaries among alumni of public institutions nationally, and for its location in Baltimore's historic midtown.

Yet, the ultimate reward for our efforts as a University community occurs on graduation day when our students reach their goal or fulfill a lifelong dream. UB makes an excellent education accessible to students motivated by civic awareness, professional advancement and public service. UB gives students a foundation for learning, personal development, social responsibility and leadership. Everywhere I go around the state, and even the nation, I am greeted by UB graduates. Based on data collected over five years by the UB Career and Professional Development Center's Destination Survey, on average, 90% of UB's graduating students are employed within 6 months after graduation. Our graduates are lawyers, judges, accountants, entrepreneurs, artists, professors, non-profit leaders, police officers, elected officials, moms and dads. At UB, mothers and daughters, fathers and sons graduate together; and that is the kind of special accomplishment that makes UB extraordinary.

University of Baltimore/ Analysis of the FY 2017 Maryland Executive Budget

UB Response to Questions from the Dept. of Legislative Services

The president should comment on the decline in enrollment, especially to the School of Law, what efforts are being taken to stabilize enrollment, and on collaborative efforts with Coppin State University that may help attract and retain students.

Enrollment

The University of Baltimore's (UB) total enrollment represents all academic units, undergraduate, graduate and law school. Thus, UB has experienced enrollment increases and some declines in certain areas. Graduate enrollments have recorded a slight gain, while undergraduate enrollment is down slightly, 2.4% from fall 2012; this decline is caused by a reduction in the first-time freshmen, which is consistent with UB's stated enrollment objectives. These enrollment objectives, among others, include higher high school grade point averages and SAT scores than in recent years. Achieving UB's enrollment objectives has contributed to a slightly smaller, but stronger, entering class. New transfer enrollment is also trending upward as the University focuses its recruitment toward new transfer students, including a renewed focus on community college transfers.

The appearance of overall total enrollment decline at UB is in fact overly representative of the reduced enrollments in the School of Law. The recent decline in the School of Law's enrollment accounts for 77% of the University's total enrollment decline since fall 2012. The decline of enrollment at UB's School of Law is similar to enrollment trends at law schools nationwide. The University is exploring alternative approaches to law school enrollment and actively pursuing opportunities for new partnerships. These partnerships will cultivate and support student interest in studying the field of law, thereby strengthening the law school enrollment pipeline.

UB is developing a new and comprehensive enrollment and recruitment plan. New recruitment strategies are being implemented and existing policies are being strengthened through the reorganization of certain units, including admissions and enrollment management. In addition, approaches to prospect communication are being expanded and improved. Strategies for enrollments are targeted at all levels (new freshman, transfers and graduate programs) with a renewed focus on transfer students.

The University is rebalancing its recruitment toward new transfers, and these enrollments have begun to increase. Pipelines with community colleges and BEELINE (direct admit from community college to UB with advising support from UB prior to matriculation) are being strengthened. Enrollments at major feeder institutions are strong, indicating pipelines for transfer applicants are viable pools for transfer students. UB's on-campus pre-college programs are also opportunities for recruitment; and these programs, along with traditional recruitment work with high schools, may provide additional enrollment.

Collaboration

The University of Baltimore works collaboratively with many universities through the University System of Maryland and the state, including are community colleges. With regard to collaborations with Baltimore City universities, the presidents of the University of Baltimore, Coppin State University, Baltimore City Community College and I have had several meetings as a group, along with our provosts, to discuss collaborations. We are implementing our ideas. On June 8, 2015, UB and CSU signed an agreement to memorandum of understanding to reaffirm their commitment to work in collaborative ways. The provosts and faculty members of UB and CSU have worked diligently to achieve greater efficiencies between the institutions. The UB-Coppin Partnership for Education and Research Committee (PERC) meets regularly to discuss potential ongoing areas for collaboration. Several areas have been identified for development that include potential collaborative research in environmental science, partnerships between humanities and teacher certification courses, and shared courses in information technology and math. Collaboration between the universities in these areas will potentially allow UB and CSU students to share resources, faculty, coursework and campus life experiences.

Initiatives that exemplify the ongoing collaborative efforts of UB and CSU include the M.S. in Human Services Administration program that is the only one of its kind in Maryland and highly successful. This degree program delivers graduate courses in grant writing, fundraising, community outreach and other elements such the professional fields of government, nonprofits and community development. Further building on the success of the joint degree program, UB and CSU faculty are working to develop a Center for Urban Science and Sustainability to maximize the effectiveness of the universities' complementary STEM programs in support of the needs of Baltimore. The center's focus will range from environmental studies to cultural resources management to STEM-based policy development. UB and CSU professors have partnered to offer students from both universities and the Community College of Baltimore County an exciting experience involving history, research and excavation – the Laurel Cemetery Project. Although not formally part of the larger UB-CSU initiative, this partnership demonstrates the type of ongoing collaboration among universities that leads to beneficial research results and learning experiences for our students.

The President should comment on how the institution will deal with the reduction in tuition and fee revenue.

UB will balance the anticipated reductions of tuition and fee revenues with corresponding reductions of institutional support and instructional expenses. To facilitate the reduction in operating expenses, whenever practical, organizational consolidations and realignments also will be implemented. To make the necessary budget adjustments, every effort will be made to protect the quality of academic programs and support services.

Beyond FY '17, UB hopes to increase revenue flows from external grants and research in future budget cycles. Plans are currently being formulated to support these efforts.