

University of Baltimore – FY 2015 Operating Budget Testimony
By Robert L. Bogomolny, President

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

I first would like to thank you—Mr. Chairman, members of the subcommittee, Gov. Martin O'Malley and the entire Maryland General Assembly—for your steadfast support of the University of Baltimore (UB) and of Maryland higher education. Your leadership has ensured that we can continue to provide our students with top-notch educational opportunities.

The Governor's proposed FY 2015 budget for the University System of Maryland (USM) represents an increase of \$92 million, and once again, pledges the state's support for Maryland's college students. With the Governor and General Assembly's leadership, Maryland's public higher education tuition expenses have decreased significantly moving Maryland's ranking down from 7th highest tuition in the nation to 27th for fiscal year 2015. The University of Baltimore values the subcommittee's commitment to our students and our institutions.

The University of Baltimore strongly supports the Governor's FY 2015 proposed budget, and as such, opposes the Department of Legislative Services (DLS) recommendation to reduce USM general funds by \$7M to reflect the tuition (revenue) portion of the FY 2014 annualized Cost of Living Allowance (COLA). Historically, the costs of COLA for all USM state-funded positions have been allocated through the annual state budget process. UB categorically supports USM's opposition to this (\$7M) reduction which, if implemented, would force UB to cut program funding to balance our FY 2015 budget. Increases to tuition or cuts to educational programs would be contrary to the support and direction this subcommittee has given to Maryland's public higher education institutions for the last eight years. UB is appreciative of the continued working relationship with DBM which enabled USM, late in FY 2013, to utilize \$665,806 from alternative funds (State Personnel System savings) to close the \$11M healthcare shortfalls. Normally, this shortfall would be covered with state funds.

With regard to the COLA, on behalf of the University of Baltimore employees, we thank you for supporting the state employee COLA and merit increases. Consumer prices for housing, groceries, transportation, goods and services have all increased significantly while employee salaries have remained the same. The state budget situation of recent years presented UB with reductions and cost containment measures that affected the entire university; but it also mandated furloughs that required each employee in every unit of the university to make difficult decisions and to accept the increased burden on personal finances. UB employees accepted the furloughs cooperatively and supported a plan that protected the lower-paid employees from harsher salary reductions. Every state employee felt the impact of the nation's economic challenges during that period. This year's COLA and merit increase arrives at the right time for USM state workers and their families.

We appreciate the subcommittee's consideration of our position on the FY 2015 proposed budget and ask the subcommittee to reject the DLS recommended cuts and allow us to continue the progress achieved even during the most difficult years of the economic recovery.

Looking Back Through the Years

In preparation for my final operating budget testimony as president of the University of Baltimore, I have looked back on my tenure and on the progress UB has made. I have reflected on the University's evolution since its founding in 1925. Its progress has been achieved with the support and dedication of faculty and staff, alumni, friends and, most of all, the students who have chosen to attend UB. We know that students have many options when it comes to selecting higher education institutions and many methods for pursuing a degree. With this in mind, we are honored that 6,518 people with aspirations for a college degree chose to attend UB in 2013 and, ultimately, to become proud UB alumni.

In 1925, when UB opened its doors, its student body included precisely 30 students in the School of Law and nine students in the School of Business and Government. Tuition was \$150 per semester for law students and \$42 per semester for business students. Since then, 54,465 students have earned UB degrees. The students that make up UB's population today are an ideal blend of today's degree seekers, creating a multifaceted campus rich in student diversity. Today's UB students represent a cross section of contemporary degree seekers in our state: 51 percent part time and 49 percent full time, 57.9 percent female and 42.1 percent male, 50.5 percent minority and 90 percent Maryland residents.

The four-year undergraduate experience that many of us had—and that many people still consider the “norm”—has never been the rule for UB. We have a longtime commitment to serving part-time and working students. From UB's inception, the University has aimed to serve working adults. Focused and determined, UB students are often full-time employees juggling daily demands of work, family life and school. Their aspiration to attain a college degree is routed in a deep commitment to achieve and a desire for change. They seek the skills and degrees necessary to accomplish lifelong goals, secure more fulfilling jobs and realize better lives for their families. That is why UB's commencement ceremonies are powerful and emotional. Our students have worked exceptionally hard to achieve their ultimate goal of graduation. UB students are on a “dream journey” – in pursuit of what they know they can become.

With UB's nearly 90-year journey in mind, I am pleased to update you on the University's demographics, initiatives and impressive accomplishments since the last time I addressed this subcommittee in 2012.

UB at a Glance

Student Profile for Fall 2013

Total Enrollment	6,518
Undergraduate	3,526
Freshman	583
Sophomore	463
Junior	1,222
Senior	1,258
Graduate	1,964
Law	1,028
Full Time	3,173
Part Time	3,345
Undergraduate Transfer	72.0 percent
Female	57.9 percent
Male	42.1 percent
Undergraduate Minority	58.9 percent
Graduate Minority	48.0 percent
Law Minority	26.7 percent
Maryland Resident	90.0 percent
Baltimore City Resident	35.3 percent
Average Age	
Undergraduate	28.7
Graduate	33.0
Bar Passage Rate (July 2013 Exam)	83.0 percent

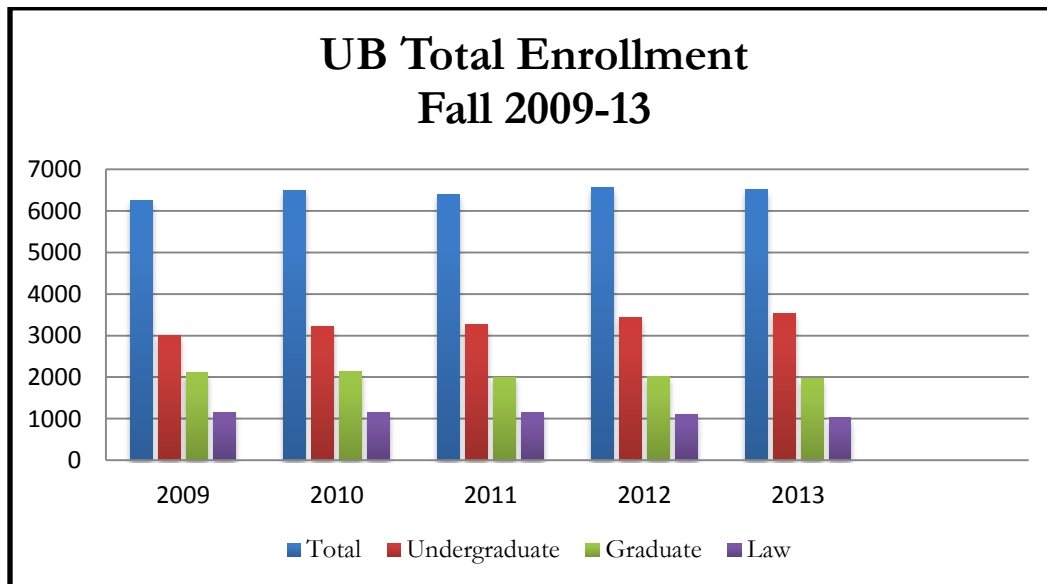
UB Serves a Special Role Among USM Institutions

The University of Baltimore fills a niche among Maryland's institutions of higher education. UB began as a four-year, private institution serving working adults who wanted to study business and law part-time during the evenings. In 1975, the University began offering an upper-division only graduate curriculum when it became a state institution. During this era, UB was the only upper division and graduate university in the country to include a law school.

In 2007, due to the state's need for space to accommodate anticipated future increases in statewide enrollment, UB returned to admitting a modest number of freshman students to complement its primarily upper-level and graduate student body. Throughout the years, UB continued to educate business and law students with full time day and professionally oriented programs in the arts and sciences and public affairs.

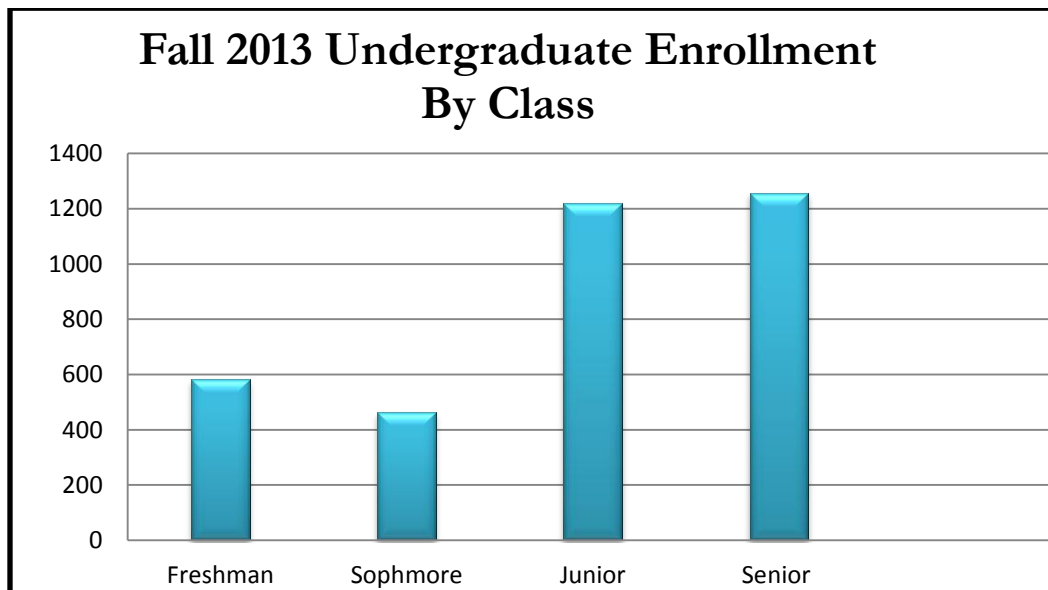
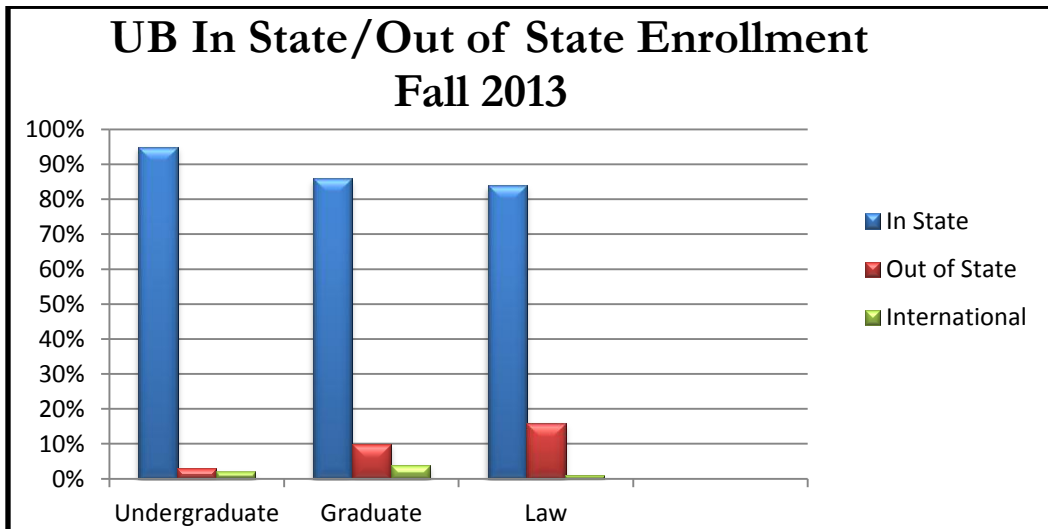
Today, the University delivers undergraduate, graduate and legal education through its four schools and colleges: the School of Law, the Yale Gordon College of Arts and Sciences, the College of Public Affairs and the Merrick School of Business. The University continues to serve an undergraduate population that skews heavily toward transfer students; in fact, 72 percent of its undergraduate students transfer into the University from community colleges or other higher education institutions.

The University of Baltimore is committed to a mission of accessibility. We seek to enroll students who can succeed academically while serving a balanced population of undergraduate and graduate/professional students and a similarly equal distribution of full- and part-time students. UB is one of Maryland's most diverse universities in academic offerings and in student profiles.



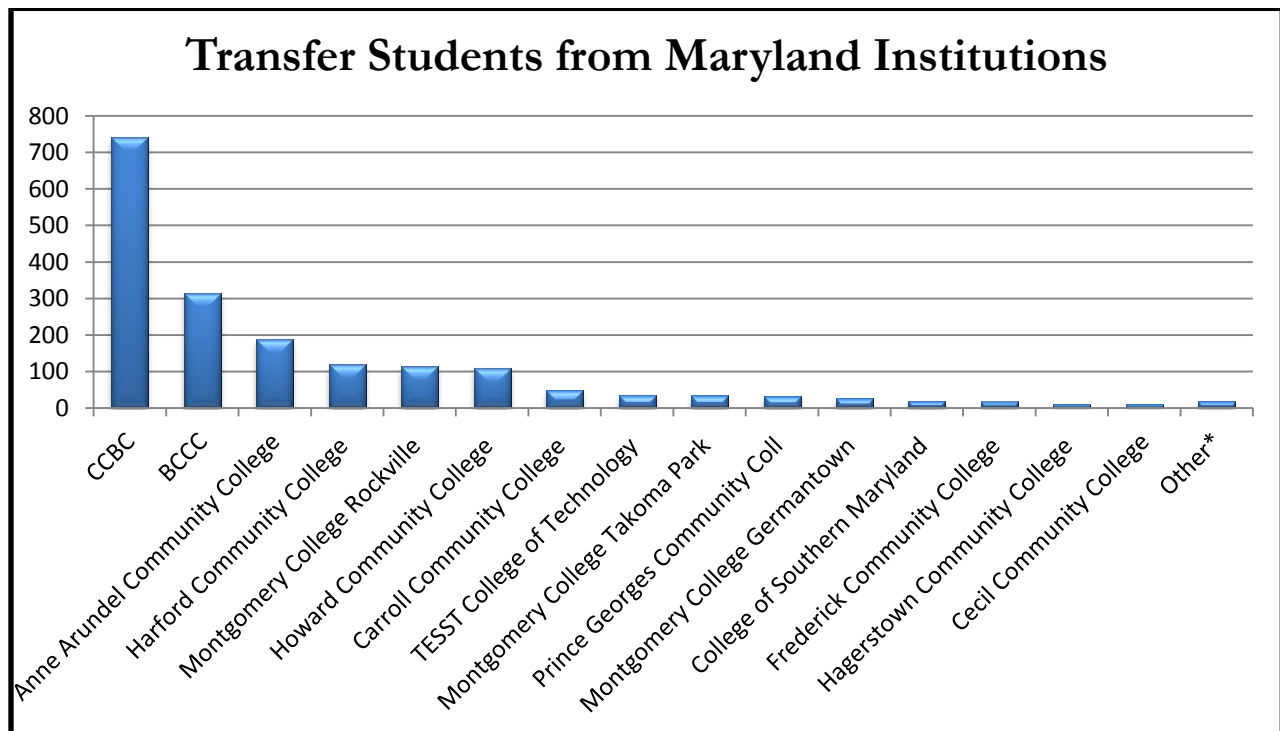
Who We Are in 2014

The economic challenges of recent years have led to declines in graduate and law student enrollment as area residents make difficult choices about long-term financial commitments, including when to pursue an advanced degree. UB's enrollment nevertheless remained steady and overall has continued to grow during these difficult economic times. We attribute our enrollment to the character of our student body, the quality of the education we provide, our effective and attentive student advising and the supportive, welcoming environment we offer to transfer students.



Transfer Students are UB's Business

Transfer students from community colleges and other institutions compose 72 percent of UB's undergraduate student population. The University is effective at attracting and retaining transfer students through an array of comprehensive outreach activities and programs to support the smooth transition of students from associate degree to baccalaureate degree programs. With such a high percentage of transfer students enrolled, the University dedicates attention to this student population to ensure each student's success. Personnel within the offices of Undergraduate Admission and of Community College Relations are responsible for a variety of activities aimed at making community college students aware of opportunities to further their education at UB. These staff members make more than 100 visits a year to Maryland community colleges to speak with students, administrators and faculty.



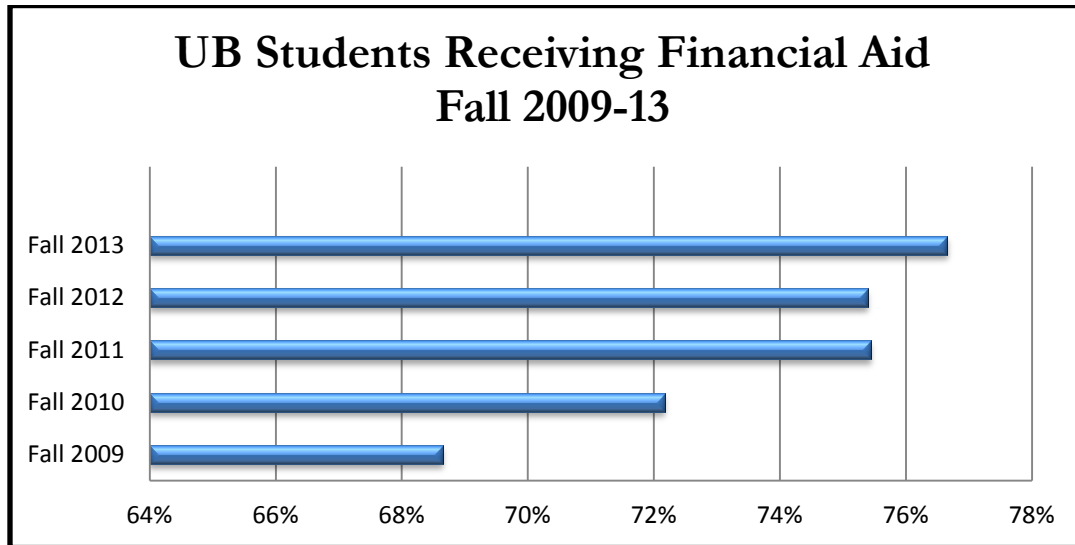
*Other: Allegany College of Maryland, Maryland College of Art Design, Baltimore City Community College Harbor, Chesapeake College, Wor-Wic Community College, Baltimore Junior College, Fortis College, GBMC, S.B.G.H.

The director of community college relations helps to author between 10 and 15 articulation agreements annually between UB and Maryland community colleges to ease the transition for students from community colleges to UB. These agreements detail the courses required to transfer seamlessly from a community college to UB and to stay on track for on-time graduation.

UB's offices work collaboratively to enhance the transfer student experience. The director of community college relations works with the Office of the Provost personnel to draft reverse transfer partnerships with three Maryland community colleges—the Community College of Baltimore County, Harford Community College and Howard Community College. These partnerships will permit students who began coursework at one of the community colleges and then transferred to UB to apply credits earned at UB toward the completion of an associate degree.

Financing a College Education

As I mentioned earlier, UB cost \$42 per semester for business students and \$150 per semester for law students when it first opened. My guess is that tuition was perceived as expensive even back then. It's not easy today either to finance college education costs, but the University is committed to making college education financially viable for its students. We understand that ensuring students complete their degrees means helping them manage the financial aspects of attaining a college education. In fall 2013, more than 76 percent of UB students were awarded some form of financial aid.



With a particularly large population of students who demonstrate great financial need, UB's efforts to ensure students receive all state and federal aid for which they are eligible is especially important. In fall 2013, more than 42 percent of UB's undergraduate population was awarded Federal Pell Grants. UB offers institutional funding in the form of merit-based scholarships to eligible students early in the college admission process and ensures that all prospective applicants are aware of available financial aid. Financial aid advisors host a series of "FAFSA Fridays," making themselves available to help potential students in the Baltimore community and current students and parents complete the FAFSA. Every UB student has the opportunity to meet with a professional advisor for individualized financial aid counseling, and this advisor maintains an ongoing relationship with UB students throughout their time at UB. Financial aid advisors also make financial literacy presentations in sophomore courses to help students develop knowledge and skills to serve them not only during their time at UB but throughout their careers. UB aims to help students navigate the financial aid maze from admission to graduation.

Student Success Initiatives and Retention Efforts

It is fascinating to imagine the assessment methods used to measure student success in the 1920s when UB welcomed its first class of students. How did administrators and students measure success back then, and what actions were taken to support student achievement? The importance of student-success initiatives and retention efforts have increased significantly as the need for a college education has evolved and expanded. To give one's self a chance to compete in the job market today, one must have a college degree. UB has created a spectrum of programs and initiatives to support students on their path to graduation.

College Success Begins in High School

We believe that a successful freshman begins as a well-prepared high school student, so UB is taking action to enhance the college readiness and preparedness of incoming freshmen. The University is designing and delivering college readiness initiatives, having developed various opportunities for high school students and recent graduates to bridge the gap between the knowledge and skills they have gained thus far and those they still need to master to succeed in college. UB's college readiness framework includes an emphasis on core academic areas and also focuses on applied learning skills and on the habits of successful students—all presented within a context of providing “knowledge of college” to lay the foundation for college completion.

Beginning in spring 2009, the Office of the Provost, working primarily for the benefit of Baltimore City Public Schools, implemented college readiness initiatives, capitalizing on what we learned from our work related to retention and student success with UB's freshmen.

The **UB College Readiness Program** consists of three components for high school students:

1. **College Readiness Preparatory Academy**, a noncredit college skills-development program embedded in a high-school course for an entire school term
2. **College Readiness Summer Academy**, a noncredit, six-week program at UB in partnership with the mayor's YouthWorks initiative that serves as an opportunity for Baltimore students to gain paid work experience in the summers. In this academy, students have the same learning experiences as in the College Readiness Preparedness Academy, but they are supplemented with learning related to the world of work, particularly professional and ethical behaviors.
3. **College Courses**: Students who successfully complete either of these programs and who achieve adequate placement scores can enroll in for-credit courses (IDIS 101, WRIT 101 and college math) either as concurrent enrollment (students take the college courses *in addition* to their high school work) or as dual enrollment (the college courses *substitute* for students' high school courses).

We have implemented a **Summer Bridge** program for conditionally admitted students to support successful matriculation to the University of Baltimore. Students who are promising candidates but who do not meet all baseline requirements for admission are offered conditional status pending completion of one of two three-week, intensive-study sessions at UB during the summer. The program emphasizes college-readiness skills including studying, financial planning and literacy, understanding the value of internships, and college reading, writing and mathematics. Students participate in a hybrid structure of self-guided study using web tools and in-person instruction. Each summer we have implemented two sessions of the three-week summer bridge.

In addition to these programs, UB continues to offer a range of professional-development services to teachers, guidance counselors and school leaders and to expand the University's outreach and professional service. We also participate in collaborative work not only with Baltimore City Public Schools, but also with The SEED School of Maryland, Urban Alliance, Baltimore Educational Scholarship Trust, CollegeBound Foundation and the Consortium for Urban Education.

Ensuring Student Assessment, Development and Training

The newly formed Office of Academic Foundations and Transitions within the Yale Gordon College of Arts and Sciences is designed to provide students with the appropriate assessment, developmental training and ongoing support to succeed at UB and beyond. A designated staff team will concentrate solely on student success initiatives.

By creating an office dedicated to offering a better and continuous student experience, we can ensure that UB's undergraduate students are successful and that they progress toward graduation with greater ease. This office also will help implement the goal of Senate Bill 740/House Bill 833—the College and Career Readiness and College Completion Act of 2013—by having students transition from developmental coursework to credit-bearing coursework as soon as possible. The office's specific initiatives include providing extra support for developmental courses in reading, writing and mathematics; implementing a new sophomore seminar focused on student retention methods; and providing excellent and well-coordinated academic advising to undergraduate students.

The Achievement and Learning Center is another valuable campus resource, as it provides more than 5,000 hours of live and interactive support, including tutoring, writing consultations and learning consultations. The center's staff also created online videos containing an additional 1,200 hours of instruction. The Achievement and Learning Center's learning consultant and tutoring coordinator collaborated with freshman academic advisers and with the College of Arts and Sciences assistant dean to design and pilot Peer-Assisted Learning, a new mentoring and tutoring program for UB freshmen. This program strives to not only increase freshman students' use of academic resources but also to help shape their college identity and sense of community while developing positive study skills. The results so far have been positive: 38 percent of students who participated in the pilot sought out-of-class assistance, (versus 17 percent within the general freshman population). Overall, 55 percent of students in the pilot program took advantage of academic support services.



Prof. Shapiro lectures future CPAs in an accounting class. (1941)

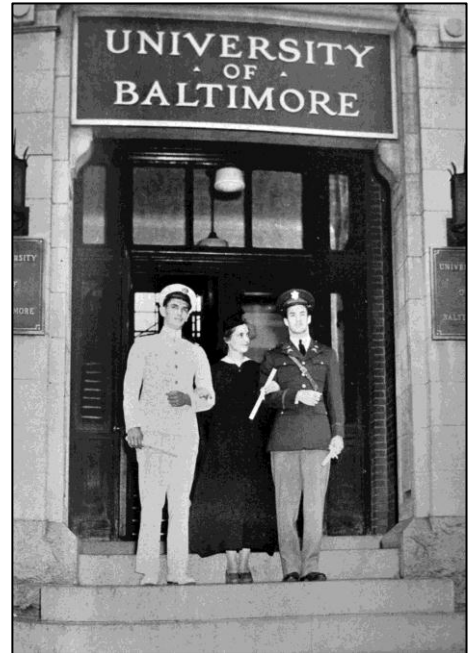
A Holistic Approach to the College Experience: Serving Veteran Students

A \$1 million donation from The Bob & Renee Parsons Foundation enabled the University of Baltimore to launch a comprehensive initiative to serve its student veterans. Through the Foundation's generosity, UB started an initiative focusing on the unique needs and challenges of veteran students attending college. The University has repurposed an existing physical space to house The Bob and Renee Parsons Veterans Center and experienced faculty and staff offer services tailored to the military and veteran student community. As a result of these efforts, UB's veteran students can now benefit from:

- a designated space on campus for academic advising and special activities
- guidance on financial aid and veterans benefits
- additional career counseling while at UB and after graduation.

UB has set a goal for funding the center through a combination of its allocated state funds and private fundraising, effectively creating an exemplary partnership of public and private funds for a deserving purpose.

Future plans include the construction of a more enhanced physical space to serve as the center's permanent home.



UB students at wartime. (1941)



Student veterans celebrate the new center with Bob Parsons, B.S. '75, D.H.L. '08 (1st row, 2nd from left), Lt. Gov. Brown (center) and Pres. Bogomolny (far right) on Nov. 11, 2013.

In addition to The Bob Parsons Veterans Center, the foundation's gift will fund two other substantial elements of this holistic initiative. First, The Bob Parsons Veterans Psychology Clinic will open in fall 2014 and will specialize in the diagnosis, treatment and research of veteran-related issues, including post-traumatic stress disorder. National studies indicate that approximately one in five veterans of recent U.S. conflicts suffer from this condition or from traumatic brain injury. With an increasing number of veterans returning from service each year, the need to support soldiers with these types of conditions has become increasingly acute. UB's clinic will serve veteran students and create partnerships with the community, ultimately developing a model for a broader understanding of PTSD and traumatic brain injury.

Second, The Bob Parsons Veterans Advocacy Clinic will assist low-income veterans with a range of legal issues while providing law students with a rich experiential opportunity. The clinic will be managed by a professor serving as the clinical fellow. The clinical fellow will consult and partner with existing legal clinics and organizations that serve the legal needs of veterans.

Understanding Student Progression

We all share a moral duty to provide every student we admit to our universities with the opportunity to realize his or her educational goals. At UB, we have implemented a number of initiatives to identify and meet our students' needs.

We have spent significant time studying and evaluating student success and retention efforts, giving special attention to freshman and sophomore students and pledging to continually develop methods of maintaining and improving their retention rates to the second and third year. UB's fall 2011 retention rate from freshman to sophomore year was 72 percent, which is above the national average.

After evaluating the second- and third-year retention rates, UB created a faculty and staff enrollment workgroup that researched the characteristics of UB students to better understand their performance in writing and math courses as well as their motivators for degree completion. The workgroup found that UB needed to adopt a specialized approach to meet the needs of our student population, which has great financial need and requires more academic preparation.

Recognizing the need for a tailor-made plan to prepare students for degree completion, we developed a comprehensive package of initiatives. Second- and third-year retention rate efforts include the design and piloting of a new mentoring, tutoring and writing program for UB freshmen that focuses on increasing their use of academic resources; the launch of a retention/attrition record-keeping system as well as a degree-tracking system that will allow students to monitor their progress toward graduation and to plan course schedules; the introduction of a new approach to testing and freshman placement; and the development of a high-level student success dashboard to more completely track student progress. In fall 2012, the University also committed more than \$200,000 in institutional funds to retention efforts in the form of need-based "retention grants" for students at risk of not completing their degrees as a result of limitations on federal and state grant funds. Specifically, the grants targeted students who were close to graduation or on track to graduate but had exhausted their state and/or federal gift aid.

UB Meets Workforce Education and Training Needs



The Civilian Aeronautics Administration sponsored the Civilian Pilot Training Program; pictured here are two UB students learning how to fly. (1940)

The University of Baltimore understands that in today's competitive job market, it is imperative to prepare students for employment. In collaboration with key University stakeholders, the Career and Professional Development Center launched in spring 2012 the Professional Development Institute, a mentoring program designed to enhance students' professionalism, improve their leadership skills, promote college-to-career connections and empower them to present themselves as candidates for employment or for graduate schools and as engaged citizens in a global community. In the first two semesters of implementation, the program staff selected and trained 78 faculty, staff and alumni mentors. The program admitted 168 students—both traditional and adult learners—across all academic years, schools and colleges and celebrated its first five Professional Development Institute certificate recipients at the Eubie Awards on May 3, 2013.

Through this program and others like it, UB is constantly strengthening its efforts to turn applicants into students and students into graduates. Since its founding in 1925, the University has remained committed to offering programs that meet the needs of both Baltimore and the state of Maryland. For example, during World War II, UB housed a nursing program and a flight school to help meet the wartime demands for pilots and nurses. Having those much-needed programs in place at such a critical time is just one example of UB's dedication to adaptive curriculum development—and that adaptive culture is still apparent within UB's current curriculum. Today, UB gives its students the opportunity to study fields such as nonprofit management, digital entertainment and environmental sustainability and human ecology. We work hard to align our program selection with market needs and continue our commitment to meet the state's workforce needs not just by offering appropriate degree and non-degree programs but also through meaningful, community-engaged learning, volunteerism and outreach activities.

UB *Is* Academic Eminence

UB's academic recognition in recent years can be largely credited to the talent and dedication of our faculty of various rank and tenure. These extraordinary professors ensure that UB students graduate with the knowledge and skills necessary to compete and excel in their chosen fields. The following projects exemplify the numerous programmatic offerings and initiatives that have allowed UB to achieve recent academic and professional acclaim:

- ❖ Our students have been in the self-publishing business for decades. And despite the advent of technology, they can still learn what it means to create a book by doing it themselves, by hand, with their classmates. UB's student-driven Plork Press celebrated in October the release of its first book,

Plorkology: Stories, Poems, and Essays. This initiative is the brainchild of **Kendra Kopelke**, associate professor in the Klein Family School of Communications Design and director of the M.F.A. in Creative Writing & Publishing Arts program.

- ❖ A group of nine UB honors accounting students traveled to the University of Oxford in July 2013 to attend a worldwide conference of the International Accounting Standards Board and to make research presentations to scholars and students. **Jan Williams**, associate professor in the Merrick School of Business, led UB's students to the United Kingdom for this exceptional experience.
- ❖ The Pipeline, an online subscription service that tracks real-estate development projects, is the result of collaboration between the Association of Builders and Contractors' Baltimore chapter and UB's Jacob France Institute. This kind of high-tech approach to improving the capabilities of developers, city planners and contractors is something that could not have been achieved in years past. It required talented staff to analyze and employ metadata, a thorough understanding of how the tool could benefit users and a strong partnership between the two organizations involved. **Seema D. Iyer**, associate director of the Jacob France Institute, oversees this project and mentors the student research assistants who track development and review public hearings, real estate news outlets and other local information.
- ❖ **Christine Nielsen**, professor in the Merrick School of Business, traveled to the Philippines fewer than two weeks after Typhoon Haiyan devastated many parts of the island nation in November 2013. Her trip, planned well in advance of the storm, was driven by her work in seven remote communities on two islands there—Negros and Samar—as part of her NEW Pathways to Enterprise organization, which is dedicated to empowering economically disadvantaged women and their families through innovative livelihood opportunities. The nonprofit's "Living to Livelihood" entrepreneurial process provides skills training and guidance from business idea generation to actual business start-up. And while the storm curtailed Nielsen's plans for this trip—which originally included initiating skills training in one community, celebrating the early successes of creative arts and rug-weaving entrepreneurs in three others and speaking at two graduation ceremonies for more than 50 women—she isn't deterred. In fact, Nielsen already is making plans to return to the Philippines in hopes of picking up where she left off and continuing to change these women's lives.
- ❖ In the three-volume treatise *Maryland Criminal Procedure*, author **Byron Warnken**, J.D. '77, associate professor of law, showcases a lifetime of his labors in understanding how criminal law has evolved in Maryland and how it functions in settings ranging from enforcement to trial to conviction. The book is gaining positive reviews throughout the state's legal community and is already finding a home in law firms and courtrooms throughout the state. Warnken, who has taught at UB for 37 years and specializes in criminal law and constitutional criminal procedure, set out to write a treatise that is easy to understand and applicable in a wide array of legal matters. Indeed, the collection examines more than 10,000 cases, statutes and rule citations. Its 34 different chapters cover topics including "Arrest & Stop and Frisk," "Fourth Amendment Remedies," "Double Jeopardy," "Victims' Rights" as well as other key areas of Maryland criminal law. Not surprisingly, a book of this size developed over time; shortly after he joined the UB law faculty, Warnken began to supplement his course with his own



Prof. Byron Warnken, J.D. '77

research and materials. Now, everything he teaches is the result of his own scholarship. In his book, he gathers together this work and organizes it in a way that is useful to everyone from police officers to prosecutors and defense attorneys, to judges and victim advocates.

The strength of any university is its people, and a hallmark of any preferred workplace is the quality of one's colleagues. UB is fortunate to have incredibly talented and dedicated faculty, and we remain focused on hiring additional quality faculty. In an environment of finite resources, our hiring choices become even more critical, as these decisions will help shape the University for years to come. In that regard, I am pleased to report that we are on track to meet our commitment to add 40 new faculty members: Three years into that six-year goal, we have added 24. I am confident that we can meet our target.



The Baltimore History Conference – In March 1978, Oprah Winfrey (then a reporter for WJZ-TV) interviewed Professor Randall Beirne at the history conference that he helped organize and participated in at UB.

Our top-notch faculty members are the reason for our thriving programs. The University of Baltimore has received national recognition from academic and professional organizations for its superior academic programming. Recent accomplishments include the following:

- ❖ The UB School of Law is the first school in the nation to house a regional office of Kids In Need of Defense, a national nonprofit founded by actress and activist Angelina Jolie and the Microsoft Corp. KIND provides pro bono legal services to unaccompanied refugee and immigrant children in the United States, and the Baltimore office currently works with UB's Immigrant Rights Clinic within the walls of the University's new John and Frances Angelos Law Center.
- ❖ For the second year in a row, the UB School of Law ranked third among the region's eight law schools in the percentage of first-time test takers who passed the Maryland bar exam in July, behind only The George Washington University Law School and the Georgetown University Law Center.
- ❖ A Center for Liberal Arts in the Public Interest, led by the College of Arts and Sciences' faculty, will address social issues, such as justice and the ethical treatment of people. The Center will serve as a point of intersection between scholarly concerns and direct social engagement for faculty,

community members, and policy makers, with the goal of finding concrete ways to assist the City of Baltimore and its residents to improve quality of life.

- ❖ UB's Merrick School of Business and Yale Gordon College of Arts and Sciences are partnering with the Open Society Institute–Baltimore to create a new class of highly skilled, competitive nonprofit managers. Alumni of the institute's Baltimore Community Fellowships program will participate in UB's 15-week Social Enterprise and Design/Business Link courses. The capstone experience—a competition in which UB students work with the institute's Baltimore Community Fellows to develop business plans that will be judged by area experts—will feature a significant monetary award that the winner can use to fund their nonprofit ventures.

The University of Baltimore continues to be at the forefront of new ideas in teaching and learning—academic transformation—as with course redesign and development of technology enhancements to create high quality learning environments for an increased number of students without increasing costs. Just one example of this innovation is a spring 2014 course, *Citizenship and Freedom: The Civil Rights Era*, taught by Pulitzer Prize-winning author Taylor Branch. This pilot class is being offered simultaneously to other universities, both inside and outside the University System of Maryland, with support from the system's Center for Innovation and Excellence in Learning and Teaching. The course is designed to modify the best components of massively open online courses (MOOCs) and traditional, face-to-face instruction by providing performance-measured education for academic credit in a seminar format while also providing high levels of interaction and individualized support, which are not often available in MOOCs.

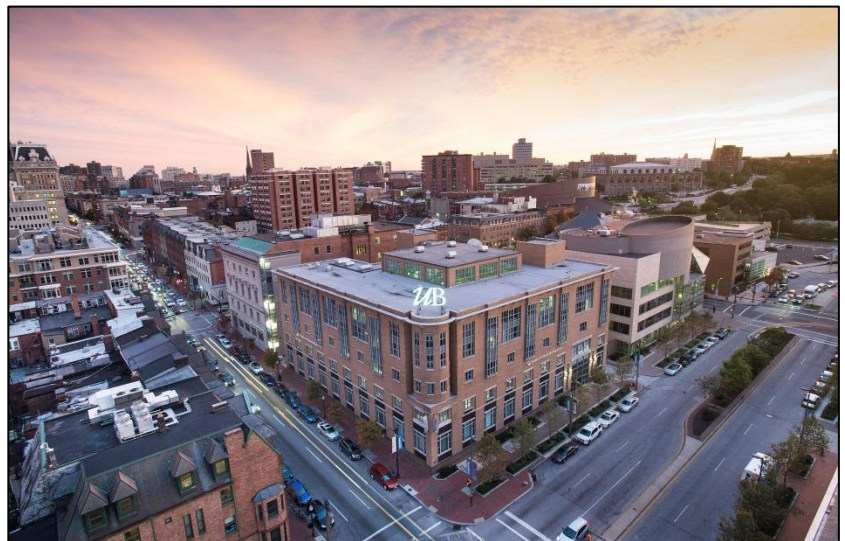
UB's Impact on Baltimore and on Maryland

UB's faculty and community work hard to ensure that students receive an educational experience that reflects UB's role as a “community-engaged university” and connects students directly to the neighborhoods and communities that need it most. We are proud to have an expansive and ever-growing list of community partnerships that have led to richer student experiences, comprehensive law school clinical programs and numerous activities hosted by student organizations.

UB's community engagement partnership extends to Baltimore's City Hall.

Baltimore Mayor Stephanie Rawlings-

Blake named UB as one of nine “anchor institutions” of higher education in the city, reinforcing UB's efforts to help revitalize and reinvest in the community and to develop, promote and enhance the mutual goals of the institution and the City. Anchor institutions are centers of learning, research, and employment that play a key role in stabilizing and spearheading positive change in the surrounding urban neighborhoods. We look forward to working closely with the mayor's office to realize our common goals and to develop strategic solutions to challenges in public safety, quality of life, development, transportation and economic stimulation.



The UB Midtown skyline from the law school's rooftop deck.

As an anchor institution, UB contributes millions of dollars in development to Baltimore's UB Midtown neighborhood while fulfilling the University's need for more parking, more housing options and improved campus buildings and facilities. In the last 11 years, through the support of state capital budget funding approved by the Governor and General Assembly, strategic public-private partnerships and the generosity of UB alumni and donors, UB has transformed the midtown area through projects including a new student center, the Fitzgerald at UB Midtown residential/retail complex—which entailed new garage parking, the Barnes & Noble at the University of Baltimore and 275 apartment units—the John and Frances Angelos Law Center and the Varsity, a privately owned and operated student housing facility. These collaborative projects have helped to develop and rejuvenate the UB Midtown area with a resulting economic impact of more than \$416 million.

Conclusion

The University of Baltimore has been a part of the UB Midtown neighborhood for nearly 90 years, and I am proud to acknowledge the integral role we have played in making and supporting positive changes to the area. I am excited by the view from my office window onto North Charles Street. I recognize that the University's accomplishments are attributed to the hard work of its staff and faculty, the strength of its student body, the dedication of its alumni and the incredible support it receives from so many people. I'm incredibly grateful for the support that this subcommittee and the Maryland General Assembly have provided in so many ways. Your investment in UB more than 40 years ago continues to yield incredible results. Our efforts seem to have sparked new energy for UB around the city and state; we have received countless words of encouragement and appreciation for our contributions to Maryland public higher education and to Baltimore. People are excited about UB—about not only our physical transformation but also our academic excellence.

We have actively pursued educational excellence through the decades and continue to pursue academic distinction. We have achieved excellence by remaining critically aware of the need for well-educated workers in Maryland's business, nonprofit and government arenas. We have achieved excellence by being a career-oriented university, unafraid to be innovative and to make difficult choices and adjustments when necessary. But it is our resilience as a quality Baltimore institution that defines our uniqueness within the USM.

UB is stronger today because of its open and progressive approach to higher education. When I arrived at UB in 2002, the campus had no strategic plan to guide its direction or decision-making. However, the campus community embraced the strategic planning process, confident that it would serve as a guide for continued success—which it did. We recently updated our strategic plan with a renewed focus on student success, work/life balance, the campus environment, community engagement and innovation. It is reassuring to know that the University has the roadmap it needs to continue its positive momentum and progress. We have established a culture of planning and forward thinking that is integral to a flourishing, progressive university.

The University of Baltimore's strengths are not only our people but also our ability to reflect on what we do, to connect to emerging disciplines and higher education trends and to always strive for improvement. I have had many jobs during the course of my career, but none have been more worthwhile or fulfilling than my time at UB. We all want to believe that our work matters. We want to know that our time, talent and energy will contribute to society in meaningful ways. I have been fortunate to be part of a community that cares. I will value this experience forever and look forward to future opportunities to serve UB.

Thank you.