UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
Special Board Meeting
Via Zoom
October 19, 2020

AGENDA FOR PUBLIC SESSION   **3:00 P.M.**

Dial-in Information: 1-443-353-0686

Conference ID: 208 871 33#

Call to Order   **Chair Gooden**

1. University of Baltimore Task Force   Chair Gooden
    a. Report   Regent Gossett
    b. Slide Presentation

2. Reconvene to Closed (action)   Chair Gooden

The University System of Maryland
The University of Baltimore Task Force

Report to the members of the USM Board of Regents,

USM Chancellor Jay Perman,

and The University of Baltimore President Kurt Schmoke

October 19, 2020

Report of the
USM /*The University of Baltimore* Task Force

Dear Chair Gooden, Members of the Board of Regents, Chancellor Perman and President Schmoke:

On behalf of the Task Force, I am pleased to provide you with the final report regarding the review of ***The University of Baltimore***. The report provides an outline of the work, primary objective and scope of the Task Force; a brief history of the university; the process used by the Task Force; and the recommendations for implementation by the university.

As the university prepares to celebrate its Centennial Anniversary in 2025, the recommendations in this report are designed to help position ***The University of Baltimore*** to be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local, national, and global challenges.

As Chair of the Task Force, I was impressed by the many talented and dedicated faculty, staff and students we met who care so deeply about the university. For the past 100 days, I was fortunate to work with an amazing group on the Task Force who provided untold hours of time in our endeavor to hear from a wide variety of stakeholders and to address every aspect of the Regents charge, resulting in this thorough review.

The university faces a number of immediate challenges, including the broad impact of the COVID-19 pandemic on the State budget. Other challenges include a precipitous decline in enrollment in recent years, including among its primary student population of transfer students. Our recommendations are intended to serve as a path for the university to meet its challenges head-on. **Acting with a sense of urgency on these recommendations will require both difficult decisions and hard choices. Recommendations throughout the Task Force report have direct financial consequences and interdependencies with revenues, expenses, and financial health. Therefore, implementation of all recommendations should be monitored relative to financial implications and outcomes.**

We heard from many constituencies who expressed concern about the university's branding and marketing, especially as it related to the university's name. UB is often confused with other institutions such as UMBC, UMB, UMGC, etc. The Task Force discussed this at length and is recommending that the university consider emphasizing its full name and promoting itself as ***The University of Baltimore***.

I am sincerely grateful to my fellow Task Force members who collaborated so well to address myriad issues, and I wish to express my deep appreciation for their good work. In addition, the USM and ***The University of Baltimore*** staff assigned to the Task Force deserve much credit and thanks for the countless hours they contributed. Without them, this report would not have been possible.

Rapid implementation of the recommendations in the report will assure The University of Baltimore builds on its tremendous record of past success to educate the next generation of students and leaders as it enters its second century.

Sincerely,

Barry Gossett

Barry Gossett
Chair, USM /The University of Baltimore Task Force on behalf of Task Force members

USM/The University of Baltimore Task Force Members

Barry Gossett (Chair), Vice Chair of the USM Board of Regents

Maribeth Amyot, Chief Financial Officer and Vice President, Administration and Finance, *The University of Baltimore*

Tom Crawford, Chair, *The University of Baltimore* Foundation Board

Pat Florestano, former Regent, and former Maryland Secretary of Higher Education

Michelle Gourdine, Regent, USM

Michael Higginbotham, Professor of Law, *The University of Baltimore*

Stephen "Mike" Kiel, Head of Information Literacy Initiatives and President of the University Faculty Senate, *The University of Baltimore*

Robert Neall, Regent, USM

Marilyn Oblak, Associate Dean, Merrick School of Business, *The University of Baltimore*

Leonard Raley, President and CEO, University System of Maryland Foundation, Inc. and Vice Chancellor for Advancement (USM)

Theresa Silanskis, Vice President, Institutional Advancement, *The University of Baltimore*

Arnold Williams, Community Member, Managing Director of Abrams Foster Nole & Williams, P.A.

Gina Hossick, USM/*The University of Baltimore* Task Force staff

EXECUTIVE SUMMARY

The University of Baltimore has a rich history of providing high quality, affordable education services to the citizens of Baltimore, the state and region. It is blessed with an ideal location in the heart of mid-town Baltimore, with the city as its classroom. In addition, it is the only university in Baltimore that can be reached by the subway, light rail, bus and Amtrak trains.

The university was an early leader in offering on-line learning and now has decades of experience. As an institution known for flexibility, ***The University of Baltimore*** has a clear history of educating adult learners by deeply committed faculty and staff. It is known for educating public servants, as well as the legal, liberal arts and business communities.

The list of rankings for the university is long, and a few examples include being ranked number one on Social Mobility in the state of Maryland and being the number one master's university in Maryland. The Law Clinics are also highly rated. (For sources, see Appendix E.)

The university is confronted with a number of challenges, primarily related to its enrollment. Recognizing this, the USM Board of Regents in June 2020 appointed a Task Force to review ***The University of Baltimore*** and provide recommendations about the future operations and mission of the institution.

As part of its review, the Task Force was charged to:

- Assess ***The University of Baltimore's*** position among public and private higher education institutions in the state and region.
- Review institutional educational and administrative programs and consider their financial health/status and future.
- Consider the current state and future needs of ***The University of Baltimore's*** physical environment, including facilities, security and implications for expanded/remote learning.
- Assess the value of the lower division as it relates to the support of the upper division.
- Seek broad input from ***The University of Baltimore's*** leadership, faculty, students, staff and alumni.

Chaired by Barry Gossett, Vice Chair of the USM Board of Regents, the Task Force was comprised of USM regents, university faculty, staff and alumni, and Baltimore community members. The group met nine times and conducted 24 listening sessions with key stakeholders. It reviewed numerous emails and other written input from campus community members, many internal and external reports, financial information, student enrollment trends and other relevant data, strategic planning, and program prioritization analysis.

Underlying ***The University of Baltimore's*** challenges are revenue pressures:

- Declining enrollments have caused tuition revenue decreases.
- The university has historically been and currently is **underfunded by the state in comparison with other USM institutions per the MHEC Funding Guidelines.** The Task Force seeks support and advocacy from the USM to secure additional funding.

In order to fund new growth or potential growth areas, there is no choice but to reduce costs and reallocate resources.

The Task Force affirms the importance of maintaining all four schools and colleges in order to support the strong legacy programs in each school **provided the schools and colleges are fiscally sustainable under Responsibility Centered Management (RCM).**

Eight groups of major findings and observations were identified and informed the group's recommendations. Four findings and observations, in particular, recurred. They are:

1. Lack of clarity on the path forward for the university.

2. Confusion about the university's identity due in part to inconsistent branding and marketing efforts.

3. Serious financial difficulties for the university resulting from a 30% decline in enrollment.

4. Inadequate attention to delivery of seamless and convenient student centric services in enrollment related areas.

RECOMMENDATIONS

The recommendations in the report are grouped into eight areas:

- **IDENTITY** – Clearly communicate *The University of Baltimore's* mission and vision to all audiences.

- **ENROLLMENT MANAGEMENT** – Focused actions are urgently required to increase enrollment.

- **LOWER DIVISION/UPPER DIVISION** – Recruit and retain a modest number of high performing freshman and lower division students fitting the profile of upper division programs.

- **ACADEMIC PORTFOLIO** – Determine high priority and growth potential programs and evaluate low-enrolled academic programs for market relevance and sustainability to determine those to sunset. Eliminate low enrolled programs.

- **STUDENT EXPERIENCE** – Focus on building a culture dedicated to seamless student centric services.

- **MARKETING AND BRANDING** – Restructure and refocus marketing, branding and public relation efforts with a holistic approach to showcasing the university to all key audiences.

- **FINANCIAL RESPONSIBILITY** – Right size the university by making the necessary difficult decisions to balance and align the budget with fiscal realities and institutional priorities.

- **PHYSICAL ENVIRONMENT** – Utilize space more efficiently and invest in technology to meet institutional needs.

The university is at a critical juncture, especially as it prepares to operate in a post-COVID 19 environment. **The Task Force recommends *The University of Baltimore* appoint a small group to monitor and provide oversight for the implementation of the recommendations. Accountability, responsibility, and timeline milestones must be assigned to each of the recommendations adopted by *The University of Baltimore*.** We highly recommend the monitoring group include *The University of Baltimore* employees who served on the Task Force.

TABLE OF CONTENTS

TITLE   **PAGE**

WORK, PRIMARY OBJECTIVE, AND SCOPE OF THE
USM/*THE UNIVERSITY OF BALTIMORE* TASK FORCE

The work of the USM/***The University of Baltimore*** Task Force will help the USM build on ***The University of Baltimore's*** record of success and determine how best to position ***The University of Baltimore*** as it enters its second century educating a new generation of students and leaders. The primary objective of the Task Force will be to establish a clear path for ***The University of Baltimore*** to maintain both its relevance and success in a changing higher education market and continue offering its high-quality, affordable education services to citizens of Baltimore, the state and region.

As part of its review, the USM/***The University of Baltimore*** Task Force will:

❖ Assess ***The University of Baltimore's*** market position among public and private higher education institutions in the state and region.

❖ Review institutional, educational, and administrative programs and consider their financial health/status and future success.

❖ Consider the current state and future needs of ***The University of Baltimore's*** physical environment, including facilities, security, and implications for expanded/remote learning.

❖ Seek broad input from ***The University of Baltimore*** leadership, faculty, students, staff, and alumni.

❖ Provide recommendations to Chancellor Perman, President Schmoke and the Board of Regents on or before September 30, 2020 to include changes that could be implemented in short- (three-month), medium- (six-month) and long- term (12-month) time frames. A major area of consideration will be determining whether ***The University of Baltimore*** should continue providing access to lower division/class degree offerings or move to only upper-division, graduate-level and pre-professional programs.

❖ The work of the USM/***The University of Baltimore*** Task Force will result in both renewal and continued success for this venerable—and much needed—Baltimore institution of higher education.

1

A BRIEF HISTORY OF *THE UNIVERSITY OF BALTIMORE*

The University of Baltimore was founded in 1925 as a private institution by civic leaders who wanted to provide low-cost, part-time evening study in business and law for working adults. Its first site was at the southeast corner of St. Paul and Mt. Vernon Place.

The campus soon moved north to Howard St., and it later migrated further north in midtown to its present location on Mt. Royal Ave. A Junior College opened in 1937, joining the School of Business and School of Law, and evolved into a four-year Liberal Arts College from 1959 to 1961.

In 1975, *The University of Baltimore* became a public institution and an upper-division university and began eliminating its freshman and sophomore classes, inter-collegiate athletics, and other extracurricular activities such as the yearbook. In 1982, the business school was named the Robert G. Merrick School of Business and the liberal arts college became the Yale Gordon College of Liberal Arts.

In 1988, *The University of Baltimore* moved under the governance of the Maryland Board of Regents and became a part of what is now known as the University System of Maryland. Lower-division students returned in 2007 and the College of Public Affairs was established in 2010.

With a nearly 100-year history of educating many of Maryland's business leaders, legal professionals, and public servants, *The University of Baltimore* has an accomplished, dedicated, and engaged faculty and staff. In 2012, *The University of Baltimore* reached its highest enrollment with just over 6,500 students. Since 2014, enrollment has declined each year with the fall 2020 student count slightly under 4,200.

The University of Baltimore is the only public institution in the state of Maryland that offers both undergraduate programs and a law school. In the heart of Baltimore City, *The University of Baltimore* students can truly use the city as their campus with many opportunities for students to engage with government, non-profits, and businesses.

Most of *The University of Baltimore*'s students reside in Baltimore City and the immediately surrounding areas, and they remain in the area after graduation where they add to the workforce, life, and leadership of the city. More than half of *The University of Baltimore* students are graduate and professional students. The remainder include a small freshman cohort and the rest are transfer students, all of which adds to the serious-minded, career orientation they bring to their educational pursuits. With enrollment approximately 50% minority and 50% majority, *The University of Baltimore* is truly diverse.

The University of Baltimore students flourish in the university's award-winning, accredited academic programs, and courses are delivered with the flexibility, rigor, and modalities desired by its students. Innovative with online programs, *The University of Baltimore* offered the first accredited, fully online MBA program in the U.S., and the university's student outcomes rank among the Top 20 nationally in numerous categories. Major rankings for *The University of Baltimore* and are highlighted in Appendix E.

2

*The Mission, Vision and Values of **The University of Baltimore** were used to inform the recommendations put forward in this report.*

<div align="center">

MISSION, VISION, AND VALUES OF ***THE UNIVERSITY OF BALTIMORE***
(from ***The University of Baltimore*** website)

</div>

<u>MISSION</u>

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

<u>VISION</u>

To be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local and global challenges.

<u>VALUES</u>

- Student Growth and Success
- Pursuit of Knowledge
- Community and Civic Engagement
- Diversity, Equity, and Inclusion
- Ethical Engagement
- Affordability
- Responsible and Resourceful Stewardship

3

PROCESS USED BY THE USM/*THE UNIVERSITY OF BALTIMORE* TASK FORCE

Members of *The University of Baltimore* Task Force met to discuss the process by which they could meet the charge put forward to them. A primary objective of the Task Force was to obtain the thoughts, opinions, experiences, and recommendations of as many interested parties as possible as well as secure documentation and analysis that would allow the identification of strengths and difficulties before crafting recommendations to address the future of the university. As a group, the Task Force met nine times over the course of three months as they developed the major findings, observations, and recommendations that follow.

The Task Force embarked on a series of 24 listening sessions with the individuals and groups listed below. Three questions were asked consistently of all large groups, while individual and small group meetings were more targeted to particular topics. The three questions were:

1. What do you think is the single most important challenge or issue *The University of Baltimore* needs to solve and how would you recommend solving it?

2. Based on your experience, what are some specific strategies/actions *The University of Baltimore* could adopt to help achieve the mission over the short term (6 to 12 months), without restricting future developments of the university?

3. As *The University of Baltimore* strives to fulfill its mission of providing innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting, should it continue to provide access to lower-division/class degree offerings or focus exclusively on upper division and graduate-level, professional programs?

Listening sessions:

- College of Public Affairs (Dean and selected faculty and staff from the school)
- College of Arts and Sciences (Dean and selected faculty and staff from the school)
- Merrick School of Business (Dean and selected faculty and staff from the school)
- School of Law (Dean and selected faculty and staff from the school)
- Faculty Senate with an invitation to all *The University of Baltimore* faculty
- Adjunct Faculty Advisory Council
- Strategic Planning and Budgeting Committee of *The University of Baltimore*
- Enrollment Management/Admissions Selected Staff
- Student Success and Support Services (Associate Vice President and selected staff)
- Executive Team of *The University of Baltimore*
- Staff Senate with an invitation to all *The University of Baltimore* staff
- SGA leadership and members of the student body (2 sessions – one day and one evening)
- *The University of Baltimore* Foundation Board Members
- Members of the Baltimore Business Committee
- Maribeth Amyot, Chief Financial Officer and Vice President for Administration and Finance and Barbara Aughenbaugh, Associate Vice President for Administration and Finance – *The University of Baltimore*
- Kurt Schmoke, President – *The University of Baltimore*
- Catherine Anderson, Interim Provost - *The University of Baltimore*
- Carol Descak, Special assistant to the President – *The University of Baltimore*, Office of Admissions
- Jay Ripley (*The University of Baltimore* graduate and donor)
- Barry Chasen (*The University of Baltimore* graduate and donor)
- Dr. Sandra Kurtinitis, President – Community College of Baltimore Community
- Dr. Debra McCurdy, President – Baltimore City Community College

4

An email address was created for *The University of Baltimore* to encourage public, private, and anonymous comments from faculty, staff, students, alumni, volunteers, and community members.

Input was also collected through a portal on *The University of Baltimore* website where the campus community could address a broad array of questions such as the role of online learning in the university, the extent to which employees felt their work was valued, how enrollment could be increased, and the value of students' educational experiences.

The University of Baltimore's SGA president also conducted a survey of students with approximately 100 responses.

A SharePoint drive was also created for collecting relevant documentation and supporting materials. Deans and a few staff members of *The University of Baltimore* community were given access to upload materials to this drive.

After reviewing all of the information collected, the Task Force first determined its major findings and observations before drafting its recommendations. These findings and observations are presented in Appendix F.

5

RECOMMENDATIONS OF THE TASK FORCE

Introduction

The USM/***The University of Baltimore*** Task Force respectfully submits to the USM Board of Regents, USM Chancellor Perman and President Schmoke the following set of recommendations that we believe are responsive to the charge and will have a positive impact on the future of ***The University of Baltimore***. These recommendations take into account the importance of clear and focused identity, stabilization then growth in enrollment, continued strength in academic programs and student outcomes, gains in financial stability and health, and development of strong partnerships, effective operations, and heightened morale on the campus.

After review and upon acceptance of recommendations as deemed appropriate, the Task Force urges prompt, organized action for implementation. The Task Force encourages President Schmoke to name a small group of individuals within the University to provide leadership and coordination as an implementation team, bringing others together for timely completion of the recommendations. Because of their knowledge of the recommendations, we suggest that ***The University of Baltimore*** members of the Task Force be named to the implementation team, if viable, and that the membership be expanded very slightly as deemed beneficial by the president. Reporting to the president, the implementation team would be empowered to engage others and organize and coordinate activities that result in implementation of the Task Force recommendations. The team shall provide formal, written updates every three months for one year regarding the progress being made.

The USM/***The University of Baltimore*** Task Force has a strong respect for the work of ***The University of Baltimore*** and recognizes the need for this work to both continue and grow for the betterment of our city, state, and region. The Task Force was grateful for this opportunity to serve in this way.

The recommendations are organized into eight categories:

1. Identity
2. Enrollment Management
3. Lower Division/Upper Division
4. Academic Portfolio
5. Student Experience
6. Marketing and Branding
7. Financial Responsibility and Alignment
8. Physical Environment

6

1. **IDENTITY**

Clarity about *The University of Baltimore*'s identity over the past decade has deteriorated within the Baltimore community and in the region for several reasons. The first is the question around the enrollment of freshman. There has been much discussion since the beginning of the freshman program in 2007 as to the success of the program. Discussions throughout the campus community have included both realigning and eliminating the program. Additionally, marketing dollars for the past seven to ten years have focused almost exclusively on enrollment management and recruiting new students. This has not allowed for consistent messaging to the broader community about *The University of Baltimore's* overall success and impact. *The University of Baltimore* community often seems unclear about which student populations *The University of Baltimore* aims to serve although this has been stated by the President on several occasions. To clarify the university's identity and focus, *The University of Baltimore* must implement the following recommendations.

Recommendations:

1.1   Finalize and clearly state *The University of Baltimore's* mission and market positioning fundamentals and rigorously apply these fundamentals in all strategic and tactical decisions. *Timeline: by November 30, 2020.*

 Fundamentals to be considered:

   a. Affirm and communicate UB's stated vision: To be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local and global challenges. Focus on the following strengths:

      i. Engaged, anchor institution in Baltimore. Quality university in fulfilling its academic and administrative responsibilities with exceptional student outcomes. Recognized by USM and the market for its unique nature: mostly graduate and professional students, focus on career-minded, working adults who are interested in advancing their education; majority minority students, significant on-line offering, primarily full-time professors (not adjuncts), accredited programs, among the best student outcomes nationally; no residence halls, no athletic programs.

      ii. Community engagement with centers and clinics that focus on city, county and state issues including Jacob France Institute, Schaefer Center for Public Policy, Center for Drug Policy and Prevention, Sayra and Neil Meyerhoff Center for Families, Children and the Courts and many others.

   b. Stay focused and intentional on helping to reform the city including placing students in non-profits and government agencies; competing for grants for public and private activities; and providing training and research for city, county and state staff.

1.2   Affirm and reinforce through decisions and actions the specific and prioritized student populations that *The University of Baltimore* aims to serve, as outlined by President Schmoke in *A Pathway to The University of Baltimore's Future Success. (See Appendix B) Timeline: by November 30, 2020.*

1.3   *The University of Baltimore*'s identity is a regional university with high quality professional programs for serious-minded, career-oriented students, particularly working adults. In the context of this identity the university should prioritize the recruitment and education of the following populations of students:

7

a. Law, JD students, graduate students (working professionals interested in advancing their careers)
b. Community college transfer students with associate degree
c. Other transfer students
d. A limited number of first-time freshmen pursuing careers in ***The University of Baltimore***'s pathways of excellence. Explore potential to admit freshmen through simultaneous enrollment at ***The University of Baltimore*** and community colleges – with a focus on ***The University of Baltimore***'s Pathway programs.

1.4   Determine and commit to the course delivery modalities and locations that are most advantageous to recruiting and retaining ***The University of Baltimore***'s targeted student populations. *Timeline: by January 31, 2021.*

1.5   Develop the business case, including the expansion of academic offerings, and a financial pro forma to inform a decision about ***The University of Baltimore***'s commitment – or not - at Shady Grove. *Timeline: by February 28, 2021 for business case; if approved, by April 30, 2021 for implementation plan.*

8

2. ENROLLMENT MANAGEMENT

Enrollment at **The University of Baltimore** has been declining year-over-year since 2013. Five years ago, enrollment was over 6,500. Fall 2020 census enrollment is slightly under 4,200. Enrollment has declined most acutely in undergraduate programs. It is unclear precisely why this has occurred but contributing factors may include: a lack of stability in enrollment management, issues confronting the City of Baltimore, and increased competition from online higher education providers among other factors. The substantial decrease in enrollment has created significant budget pressures that have necessitated deep spending reductions, with more required. These budget reductions negatively impact morale, and some have become public and may impact market perception of **The University of Baltimore**. Focused action is urgently required to reverse this enrollment trend. Enrollment must be stabilized and then grow.

Recommendations:

2.1   Assign responsibility for both new student recruitment and continuing student retention to the Vice President of Enrollment Management. Clarify accountability for enrollment of each targeted student population. Empower the VP to work in partnership with academic and administrative areas to achieve enrollment goals. *Timeline: Effective December 1, 2020, implement organizational changes and communicate responsibilities and expectations.*

2.2   Determine enrollment targets for new and returning students and corresponding action plans that improve on prior period results, emphasize targeted student populations, and focus on signature programs. Enrollment targets for each student population should include the number and FTE of students. The desired academic profile and net tuition revenue expectations should be integrated with the targets. Action plans should include metrics, timelines, and accountability. *Timeline: by December 1, 2020 for 2021-22 targets and plan; February 1, 2021 for initial 2022-23 targets and plan (to inform FY23 budget).*

2.3   Strengthen the nature, depth, and impact of relationships with community colleges by:

a. Leverage the Bob Parsons Scholarship to increase the number of new community college graduates and gain transfer student market share. These scholarships are awarded to Pell eligible full-time transfer students who have an associates degree, or who are veterans with at least 60 credits. The award covers the difference between full tuition and fees and the Pell award. Explore dual admission and simultaneous enrollment for lower division students. *Timeline: Ongoing*.

b. Focus on Community College of Baltimore County and Baltimore City Community College for 2021-22 and expand focus to include Anne Arundel, Carroll, Montgomery, and Harford Community Colleges in 2022-23. *Timeline: by February 1, 2021, establish plan with metrics and begin implementation.*

c. Explore development of new partnerships, such as 2+2 programs and dual enrollment. *Timeline: by April 30, 2021.*

2.4   Develop and implement a plan to strengthen existing relationships of **The University of Baltimore** and create new relationships for the purpose of student recruitment. Engage multiple University offices in this initiative to connect with businesses, not-for-profit organizations, and government agencies. Leverage new State funding for the Baltimore City Scholars program and Community Development Fellows program. *Timeline: by April 1, 2021.*

2.5   Determine the potential for **The University of Baltimore** to grow enrollment and net tuition revenue at Shady Grove and establish the academic and financial plan for implementation if deemed worthwhile. *Timeline: by February 1, 2021 for the assessment, enrollment plan, academic plan, and financial plan.*

9

2.6   Realign and deploy resources within Enrollment Management to focus on ***The University of Baltimore***'s stated target student populations for recruitment and retention. *Timeline: by December 1, 2020.*

2.7   Continue the initiative begun in the enrollment management office in April 2019 **with executive oversight** to make sustainable, systematic improvement of enrollment processes, technology, and people. *Timeline: Monthly updates on the prioritized improvement plan.*

10

3. LOWER DIVISION/UPPER DIVISION

The University of Baltimore was well known in the Baltimore Community as an upper division/graduate school from 1988 until 2007 when *The University of Baltimore* began admitting freshman again. The rationale for this was to take advantage of growth in the number of Maryland high school graduates in the face of lagging transfer enrollments at *The University of Baltimore*. Initially, the addition of freshmen led to growth of the undergraduate population and a growth of the transfer population as well. *The University of Baltimore* enrollments grew from just under 5,000 in 2006 to a peak of a little over 6,500 in 2012. Freshmen accounted for 30% and transfer students 51% of the growth in enrollment over this period.

As undergraduate numbers began to decline various concerns emerged including lack of attention to maintaining community college partnerships, dilution of resources within Enrollment Management to recruitment of freshmen in addition to transfer and graduate students, a perception of lowered standards and acceptance of students with lack of clear educational interest in *The University of Baltimore*'s career-focused programs. This led to the public questioning of the efficacy of the freshmen program in 2014. There has been a great deal of internal discussion since as to whether to continue or eliminate freshmen and the lower division. Following an internal review of the freshmen program, in 2018 the president adopted the "Pathway to Future Success" plan for a more tailored approach to recruitment of freshman. This closely aligned the lower division with traditionally strong upper division and graduate programs.

The implementation of the 2018 plan raised admissions standards and recruited freshmen into one of *The University of Baltimore*'s career-focused pathways. The result was that in 2019 enrollment declined from 107 to 61, an all-time low. However, the SAT average score for 2019 for freshman at *The University of Baltimore* had the largest gain in USM, gaining twice the average gain of USM institutions and placing *The University of Baltimore* in the mid-range of USM schools. Admissions standards remained for recruitment of the 2020 freshmen class and enrollments grew to 84, one of a few programs achieving year-over-year growth in new student enrollment. For comparison, the undergraduate programs with largest new transfer student enrollments in each school were Criminal Justice, 33, Simulation and Game Design, 30, and Business Administration, 98. Importantly, the first to second year retention rate of freshmen increased from 2016 to 2019 from 70.8% to 86.8%, by far the largest of any USM school. Currently 5% of students in the lower division, including first-time freshman, ultimately enroll in a graduate and professional program. A FY2019 financial analysis of the lower division provided to the Task Force showed a net contribution of approximately $300K when accounting for instructional costs.

As a result of ongoing public questioning and lack of clear communication, there has been continuing uncertainty both internally and externally which has impacted enrollment as counselors at both high schools and community colleges have indicated confusion. A decision must be made to continue or eliminate the freshmen program and then the path forward needs to be developed to ensure success.

Recommendations:

3.1 Retain a limited freshmen class and lower division by recruiting high performing students into one of *The University of Baltimore*'s career-focused programs. *Timeline: Immediately and ongoing.*

3.2 The success of the freshman program should be evaluated with an annual scorecard developed to assess the success of the academic portfolio in achieving enrollment and financial goals. (See Recommendation 4.2) *Timeline: by December 31, 2020 for AY 21-22 and May 1, 2021 for AY 22-23.*

11

3.3   Develop and implement communication and public relations plan to deliver a clear and consistent message that ***The University of Baltimore*** welcomes freshmen and lower division students to both internal and external stakeholders. This plan should:

a. Make clear that admitting freshmen and providing a four-year option is consistent with educating adult learners and offers expanded opportunity to accommodate adult degree completers such as the military and veterans, second chance, and delayers. *Timeline: by March 31, 2021 and ongoing*.

b. Articulate the benefits of retaining freshmen, particularly for internal audiences. Benefits to be highlighted might include: the ability to participate in program rankings, developing a strong connection to the university with full-time students who have a presence on campus for four years if retained, avoidance of further negative publicity and short-run depression of enrollments that would occur with elimination *Timeline: Immediately and ongoing*.

3.4   Develop a recruitment plan to accept freshmen into cohorts aligned with ***The University of Baltimore***'s five signature areas of excellence. Each signature area aligns with ***The University of Baltimore***'s upper-division and graduate programs (see Appendix C). The goal is a cohort of 20-25 students for each of the five signature pathways developed in conjunction with the Deans of the schools. The recruitment plan should:

a. Promote ***The University of Baltimore***'s undergraduate Helen P. Denit Honors program.

b. Focus on existing accelerated bachelors/masters programs at ***The University of Baltimore*** including the early entry law program. These programs allow high-achieving students to double-count earned undergraduate credits as part of both their undergraduate degree and a corresponding graduate certificate, masters, or law program at ***The University of Baltimore***. *Timeline: Begin plan immediately with a target of January 15, 2021 and ongoing*.

3.5   Develop lower-division admissions standards as follows:

a. Limit admission for freshmen to high performing students with minimum SAT and GPA requirements for each of the 5 cohorts. *Timeline: Immediately and ongoing*.

b. Set new minimum GPA requirements to admit lower division transfers who will be accepted directly into the major. These requirements should be higher than those required for community college students with an associates degree. *Timeline: Beginning with admissions process for fall 2021*.

3.6   Explore potential dual enrollment option at community colleges for freshmen and sophomores not directly admissible to ***The University of Baltimore***. The university is not well-prepared or positioned to handle developmental/remedial education needs of students. Students needing these services are better served by community colleges. *Timeline: Immediately and ongoing*.

12

4. ACADEMIC PORTFOLIO

A decline in enrollment at *The University of Baltimore* has resulted in cost cutting in which administrative staff experienced the largest reduction. The University's direct instructional margin (net tuition revenue less faculty cost) for FY2019 was $15 million, with 10 programs contributing over 75 percent of that margin. The university's instructional margin, along with other revenues, is not sufficient to cover all the university's budgeted operating costs (e.g. libraries, tutoring, advising, technology, facilities, administration, and other institutional expenses). The University must implement a strategic program review and enrollment plan to ensure the continued stability of high margin programs, many of which are graduate programs in highly competitive markets; a determination of programs with substantial growth opportunity; and consolidation and/or elimination of programs to solidify sustainability.

Goal 1 of *The University of Baltimore* strategic plan 2018-23 provides the guidepost for the development of a sustainable academic portfolio by leveraging its strength and legacy in graduate and professional education to grow enrollments and achieve financial stability. An equally visible annual scorecard should be developed to measure the success in achieving this goal. Academic program review should be holistic and include metrics such as faculty-student ratios; average class size; the number of new, returning and graduating students; undergraduate students continuing in graduate programs; contribution to *The University of Baltimore* mission; as well as contribution margin analysis by program and by school.

To view the Executive Summary of the Strategic Plan, see Appendix D.

Recommendations:

4.1   Update the Strategic Marketing and Enrollment Plan and Strategic Analysis of Academic Programs in support of Goal 1 of *The University of Baltimore* Strategic Plan. *Timeline: by December 31, 2020 for AY 21-22 and May 1, 2021 for AY 22-23.*

4.2   Develop an annual scorecard to measure and publish success in achieving the enrollment and financial goals of the Strategic Marketing and Enrollment Plan and Strategic Analysis of Academic Programs. The President shall report progress quarterly to the Chancellor. *Timeline: by December 31, 2020 for AY 21-22 and May 1, 2021 for AY 22-23.*

4.3   Using the scorecard in 4.2, evaluate programs across the campus and **recommend the elimination of programs and associated costs.** Resources should be redistributed to strengthen remaining programs. The evaluation should include an examination of market relevance. *Timeline: by April 30, 2021.*

13

5. STUDENT EXPERIENCE

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

Recommendations:

5.1   Evaluate the distinct service needs and preferences of ***The University of Baltimore*'s** targeted student populations and develop a timeline to align ***The University of Baltimore***'s services for excellence in meeting these needs and preferences. Integrate services and processes across offices to improve the student experience. *Timeline: by December 15, 2020 complete evaluation; by April 1, 2021, establish a project plan and begin implementation.*

5.2   Develop documented service level standards for student interactions for all student-facing offices. Develop and deliver training to all employees and supervisors for exceptional student service and establish a schedule for ongoing training new and continuing employees and supervisors. Implement a sustainable mechanism for regular surveying of students and reporting of performance relative to service level standards along with timelines actions for corrective actions and continual improvement. *Timeline: by March 31, 2021.*

5.3   Provide students with community engagement and partnership opportunities through an increased focus on internships and coursework involving applications in the community. *Timeline: ongoing starting immediately.*

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

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

14

6. MARKETING AND BRANDING

The University of Baltimore has made changes to the marketing, branding and public relations operations several times over the past 15 years. Currently, the Marketing and Branding function reports to the VP, Enrollment Management and the Public Relations function reports to the VP, Government and Community Relations. This has caused *The University of Baltimore*'s marketing and branding to become diluted over time. The approach has also caused fragmentation because the exclusive focus is on enrollment management and not on showcasing the university to those in the business, government, legal and philanthropic communities. There is wide-spread perception among the campus community that the university is not spending enough on marketing; however, the Task Force learned that 30% of the annual marketing budget was unspent for FY2020. The market position in the Baltimore region should focus on high quality, professional education and training.

Recommendations:

6.1   Consolidate the Marketing, Branding and Public Relations functions and move reporting to the current Office of Institutional Advancement while also changing the office name to the Office of Advancement and External Relations with a focus on the University as a whole. The team will work in conjunction with PR professionals within each school to ensure a fully integrated, holistic approach for the entire campus. Consistent with other universities similar in size within the USM, this change will return to a previous reporting structure. *Timeline: by November 30, 2020.*

6.2   Change all communications, both internal and external, to distinguish the institution's Baltimore focus by using *The University of Baltimore* instead of UB or University of Baltimore which perpetuates confusion with other USM institutions. *Timeline: Progress ongoing to begin immediately.*

6.3   Redesign *The University of Baltimore*'s website to ensure that it is user friendly. The website should focus on both the student experience at *The University of Baltimore* as well as the community engagement, research, and impact of the university. More clearly articulating *The University of Baltimore*'s focus externally should help everyone understand the focus internally as well. *Timeline: by March 31, 2022.*

6.4   Design, fund and implement a clear marketing strategy that ensures that internal and external stakeholders that *The University of Baltimore* is a four-year undergraduate institution with strong graduate programs and a law school - all of which transform lives. *Timeline: Progress ongoing to begin immediately.*

Fundamentals to be considered:

   a. Include the use of students, faculty, staff and alumni success stories.
   b. Focus on the MBA, MPA, MFA, and other graduate degrees to take advantage of current market interest as well as *The University of Baltimore*'s location. The Greater Baltimore Committee will be issuing its economic development report in 2020 which could aid in this analysis.
   c. Convert new student leads into students registered at *The University of Baltimore* with a focus on *The University of Baltimore*'s signature programs/pathways.

6.5   Evaluate current use of marketing dollars and marketing firm to ensure that *The University of Baltimore* has the best possible outreach strategy and team to meet its needs. All materials should be evaluated based on *The University of Baltimore* being a premium brand, in a great location with a community engaged, transformative education. *Timeline: by January 31, 2021.*

15

7. FINANCIAL RESPONSIBILITY AND ALIGNMENT

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

Recommendations:

7.1   Stabilize, then grow, enrollment per actions detailed as the Enrollment Management and Academic Portfolio recommendations. *Timeline: Per Enrollment and Academic Portfolio sections.*

7.2   Reduce and balance the university expense budget to coincide with expected revenues and USM-required transfers and fund balance requirements. *Timeline: by March 15, 2021, complete proforma budgets for FY2021 and FY2022, with specific reductions identified.*

7.3   Seek support and advocacy from USM to address the historical and current State underfunding of *The University of Baltimore* as compared with other USM institutions under the MHEC Funding Guidelines. *Timeline: Partner with USM to develop strategy in summer 2021.*

7.4   Complete the pending financial and operational actions specified in *A Pathway to **The University of Baltimore**'s Future Success*, issued by President Schmoke in November 2018. (See Appendix B) *Timeline: by November 30, 2020, produce a progress report and action plan with timeline for completion.*

7.5   Right-size personnel, programs, and facilities for *The University of Baltimore*'s current enrollment size and enrollment profile, to both reduce costs and align resources with *The University of Baltimore*'s identity and student populations. *Timeline: by March 15, 2021 for implementation in FY2021 and FY2022 budgets.*

   a. Reduce and align the number of faculty and staff positions.
   b. Reduce and align academic, administrative, and service programs.
   c. Reduce and align the physical campus footprint.
   d. Modify compensation structure if appropriate.

7.6   Gain cost and process efficiencies through operational changes in academic and non-academic areas. Evaluate and implement opportunities for partnerships, internal and external shared services, and outsourcing, particularly in administrative and service functions. *Timeline: by March 15, 2021 for implementation in FY2021 and FY2022 budgets.*

7.7   Invest in initiatives consistent with the vision, direction, and recommendations outlined in this report. *Timeline: by March 15, 2021 for implementation in FY2021 and FY2022 budgets.*

7.8   Implement a Responsibility Centered Management (RCM) budget model University-wide. *Timeline: by November 15, 2021, outline an RCM implementation plan effective July 1, 2023 provided the operating budget is balanced then.*

16

8. PHYSICAL ENVIRONMENT

The University of Baltimore's location in Mid-Town Baltimore is viewed as a positive for the university, and the campus has a good safety record. The physical campus occupies approximately 1 million gross square footage (GSF).

Students, faculty, and staff experience uneven facilities conditions as several high-use buildings have very high deferred maintenance while deferred maintenance in other buildings is more manageable. Accumulated deferred maintenance exceeds $100M as renewal of facilities has been constrained by financial pressures.

The University of Baltimore has excess campus space. The utilization of campus buildings for instruction has been declining due to a combination of lower enrollments coupled with increased online and hybrid course delivery. Classroom utilization for FY2019 was 36%, which is very low compared to both the statewide benchmark target of 66% and utilization by other USM schools. The year-over-year percentage of academic credits delivered online has been increasing for both graduate and undergraduate courses.

Recommendations:

8.1   Articulate future course delivery format (i.e. credits delivered online, hybrid, and in-person) looking forward one year (2021-22), two years (2022-23), and longer term. Tailor delivery formats to suit *The University of Baltimore*'s targeted student populations and academic programs. This academic planning will be used to inform facility and technology decisions. *Timeline for academic planning for course delivery: by November 16, 2020 for 2021-22; by December 15, 2020 for 2022-23; by March 15, 2021 for longer term.*

8.2   Evaluate the possibility of some functions being performed remotely more permanently to inform facility and technology decisions. *Timeline: by December 15, 2020 for 2021-22.*

8.3   Determine the technology requirements for excellence in the current and future teaching, learning, and operating environment. *Timeline: by March 1, 2021.*

8.4   Right-size the physical campus. Establish a plan and timeline to meet current and future needs while improving utilization of classrooms and other space by consolidating into fewer buildings while monetizing spaces that are vacant or not fully used. *Timeline: by March 1, 2021 establish a prioritized, multi-year actionable plan with emphasis on actions to be implemented for fall 2021.*

8.5   Revise operations and staffing to correspond with recent changes and anticipated future changes in facilities use and technology needs to reflect possible changes in the online environment for *The University of Baltimore*. *Timeline: by March 15, 2021, make decisions for implementation in FY2021 and FY2022 budgets.*

8.6   Perform required maintenance and improve technology and facilities to meet current and future teaching, learning, service, and administrative needs in the buildings that will continue to be used. Develop and implement a capital investment plan and operational plan with timelines.
Timeline: by April 12, 2021 establish the plan

8.7   Update the physical campus and the university technology plans. *Timeline: by May 3, 2021.*

17

APPENDIX A

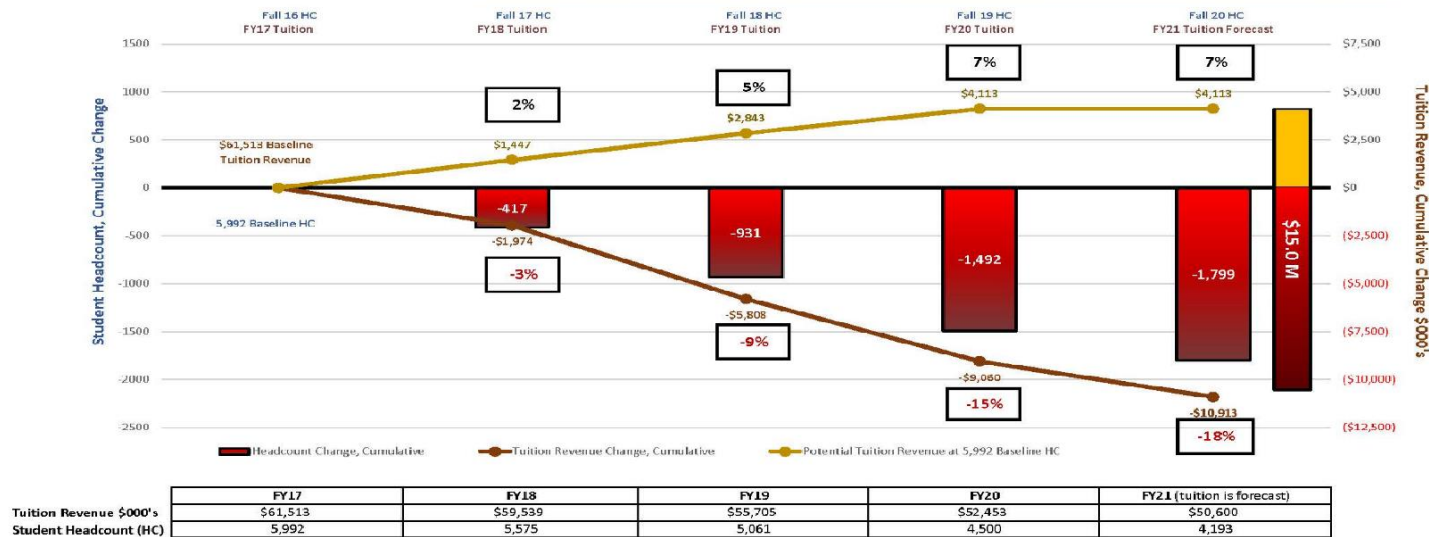## Student Enrollment and Tuition Revenue: FY2017-FY2021

UNIVERSITY OF BALTIMORE
FY2017-FY2021 Student Enrollment and Tuition Revenue
Data as of September 28, 2020

Student Enrollment
In Fall 2020, 4,193 students are enrolled at UB. In Fall 2016, 5,992 students were enrolled. This is a 4-year decline of 1,799 students or 30%.

Tuition Revenue
- Tuition revenue is the largest source of funding for UB's educational mission, followed by State appropriations.
- Based on Fall 2020 enrollment, FY2021 tuition is forecast at $50.6M. FY2017 tuition revenue totaled $61.5M. This is a 4-year decline of $10.9 M or 18%.
- This 4-year tuition revenue decline is less than the 4-year enrollment decline because tuition rates increased and because the student enrollment mix changed, with a greater proportion of graduate and law students currently enrolled.
- If the student enrollment numbers and mix from Fall 2016 had been maintained, FY2021 tuition revenue would been $65.6M, which is $4.1M or 7% more than the $61.5M tuition revenue in FY2017, and $15.0M or 30% more than $50.6M forecast tuition revenue for FY2021. These differences illustrate the significant impact of enrollment on financial health.

	FY17	FY18	FY19	FY20	FY21 (tuition is forecast)
Tuition Revenue $000's	$61,513	$59,539	$55,705	$52,453	$50,600
Student Headcount (HC)	5,992	5,575	5,061	4,500	4,193

Headcount
- FY17-FY21 Student Headcount (HC) is the number of enrolled students at fall census.

Tuition Revenue
- Tuition Revenue Change, Cumulative is the cumulative change from a baseline of FY17 full year tuition revenue. FY21 is a forecast amount and subject to change.
- Estimated Tuition Revenue, No Headcount Change projects what the institutional tuition revenue would be if UB had maintained the same enrollment and credit composition from FY17 through FY21. Increases are due to tuition rate increases. Tuition rates were not increased for FY21.

18

APPENDIX B

A Pathway to UB's Future Success
November 29, 2018

The recently adopted Strategic Plan for the university recognizes that if we are to thrive in the rapidly changing and competitive environment of higher education we must take several complementary steps. We must clearly define who we are and who we serve and position UB as the region's premier, professional, career-focused university. We must address the near-term financial challenge and we must organize for long-term financial stability.

With respect to the first matter, we seem to have reached consensus. Our identity is: a regional university with high quality professional programs for serious-minded, career-oriented students, particularly working adults. In the context of this identity we aim to recruit and educate five primary populations of students:

- Law, JD students
- Graduate students (working professionals interested in advancing their careers)
- Transfer students with associate degrees
- Transfer students without degrees
- A limited number of first-time freshmen pursuing careers in UB's pathways of excellence

Regarding this year's immediate revenue shortfall we have implemented a plan that relies on cash resources for FY19, including aggressive cost management and the potential for a targeted use of cash reserves. However, this approach cannot be maintained in the long run. In order to achieve our strategic goals, we must grow revenue, realign our resources, and reduce expenses to live within our means. The plan described below and in the attached document outlines UB's strategy for achieving a minimum of $4.5 million in budget reductions over the next two years. Unless otherwise noted, reductions will be effective July 1, 2019 or earlier. Reductions were derived based on the following guiding principles:

1. Align university functions with mission and student profile.
2. Identify opportunities for enhanced operational efficiencies.
3. Deploy alternative funding sources.
4. Minimize displacement of UB's extant workforce.

<u>Revenue Growth Initiatives</u>

1. **Increase the incoming (new) student body head count by 350 students over the next three years as compared with fall 2018 levels.**

   Executing to the first goal in our strategic plan will be the catalyst to effectively differentiating the University to grow enrollment. Our first priority is to implement a coordinated admissions strategy, including actions to stabilize the Office of Admissions; hire staff to focus on transfer students and community college partnerships; ensure a cohesive and integrated marketing and enrollment strategy; and task the Deans to take greater responsibility for graduate admissions. We will develop UB's ideal student body profile with desired headcounts, academic credentials, and other characteristics for each targeted student population, and organize our admission, marketing, and financial aid strategies to attain the profile. We will increase focus on our targeted student populations and our academic programs of first emphasis, actively integrating efforts across the

19

university to growing these populations and programs in particular. Consolidating programs and focus around our distinctive signature areas/pathways will also be important in strengthening UB's academic reputation and competitive market advantage.

2. **Improve retention across the student profile.**
    As identified in the second goal of our strategic plan, student retention will be emphasized across all student populations and academic programs. Improving student retention not only fosters greater student success but it also improves the university's financial stability. Improving the Fall to Fall retention rate by 100 students can yield over $500,000 in additional revenue for UB.

3. **Increase enrollments and revenues in the summer and winter terms.**
    Increasing off-cycle enrollments not only increases revenues but it also promotes opportunities for students to continue their academic progress. Our goal is to restore the revenue lost in the summer by developing a comprehensive summer strategy, including publishing two year rolling schedules and piloting shared revenue models for summer and winter terms. Our profile of career-oriented, working, adult students does not require summer breaks that traditional-age residential campuses use. Also, greater emphasis will be placed on offering non-credit programs during the summer months

4. **Monetize real estate.**
    Generating revenues from our real estate assets will be multi-faceted. We will relocate OTS, the Schaefer Center and all functions now in the Charles Royal Building to the core campus, allowing us the ability to lease the vacated properties and additional spaces at the Maryland Avenue Garage. We will also negotiate with one or more developers to create a project on the USPS Maintenance Facility site to generate a long-term revenue stream for the university while benefitting UB and the neighboring community.

Realignment

1. **Consolidate and align student services with UB's student profile.**
    Aligning student services with who we are and who we serve (our targeted populations) is imperative. UB's new division of Student Success and Support Services will continue its realignment initiatives, including the addition of a licensed social worker to partner with our online counseling service provider. Academic advising will be aligned to reflect current and projected enrollment. Effective summer 2019, we will close the aging campus recreation and wellness center and seek an outside vendor to be a preferred partner that our faculty, staff and students may opt to join.

2. **Restructure funding for centers and sponsored research.**
    Providing support to faculty and centers to secure extramural funding and grants will continue. However, funding for several positions in the Office of Sponsored Research will be shifted from state to overhead dollars. Additionally, state support of center directors will be reduced and shifted to either overhead or foundation supported endowments. Moving forward, UB will also allow residual funding from centers to remain with the centers and develop guidelines for more timely access to reserves.

20

3. **Continue consolidation of key university functions.**
    Moving forward there will be more emphasis on the consolidation and sharing of key university functions and on the enhanced use of technology to improve business processes throughout the university.

4. **Improve student-faculty ratios and increase average class size.**
    The FTE student to faculty ratio has declined to 12.2 to 1. A priority is to move this ratio to a minimum of 15 to 1 as circumstances permit, and to increase average class to a minimum of 22 students over the next two years. This work will be led by deans and faculty who are best able to consider curricular factors, student needs, and success in the teaching and learning environment. Each school will develop a plan by the end of April for implementation in AY 19-20. Increases to these ratios are reasonable for universities like UB and will have a positive budgetary impact over the three-year period.

5. **Reassess and realign academic structure across and within colleges, schools and libraries.**
    Over the past decade, the University evolved into a structure aligned with a prior goal of serving 8,000 to 10,000 students. Today, we serve 5,000 and are expected to be at or slightly below this enrollment for the foreseeable future. Right sizing the University ensures that we have an academic structure aligned not only with our mission but our budget. The competitive challenges of career-focused institutions and the ubiquity of on-line entities require a careful reconsideration of how UB is structured to deliver its academic offerings. Therefore, I will charge the Strategic Planning and Budget Committee to propose ways in which UB's structure can be restructured to deliver its academic offerings and programs, and to present their recommendations by February 15, 2019.

6. **Reduce spending in academic affairs.**
    Deans will be asked to make reductions in administrative spending including revising course release policies, eliminating courses that are consistently under-enrolled, and temporarily suspending the awarding of one-semester sabbaticals. Deans are encouraged to realign their respective organizational structures to improve operational efficiency.

    Additionally, UB will be piloting a new approach to budgeting, deploying a version of responsibility centered management model (RCM), in the Law School. Beginning July 1, 2019, we will adopt a budget management model for the law school similar to the one in operation at the University of Virginia. This is an attempt to address accreditation concerns raised by the ABA Section on Legal Education in two successive site visits. If the pilot proves successful, the RCM model will be subsequently rolled out to the academic divisions.

7. **Reduce spending in administrative offices.**
    Spending will be reduced in the Offices of the President, Provost, and Administration & Finance with the goal of achieving parity with peer institutions.

Attached to this document is the estimated financial impact of each proposal. Operational changes are also identified. The success of the plan requires the involvement of all segments of the UB community, faculty, staff, students, alumni, and administrators. Successful implementation will lead to a brighter future for this essential university.

21

UNIVERSITY OF BALTIMORE
Initial Financial Assessment of Plan
DRAFT November 29, 2018

Revenue growth initiatives - These targeted revenue initiatives will soften the downward trend in revenues

1   **Increase incoming, new student body headcounts year-over-year in Fall 19, Fall 20, and Fall 21**

   Targeted total increases for incoming, new graduate and undergraduate students
   Annual year-over-year headcount increases of 100 students in Fall 19, another 120 in Fall 20, and another 120 in Fall 21.
   3-year increase of 340 students. From 1043 incoming, new students in Fall 18 to 1358 in Fall 21.
   Graduate students
   Annual year-over-year headcount increases of 55 graduate students each year Fall 19, 20, 21.
   3-year increase of 165 graduate students. From 428 incoming, new graduate students in Fall 18 to 593 in Fall 21.
   Undergraduate students
   Annual year-over-year headcount increases of 45, 65, and 65 undergraduate students in Fall 19, 20, 21, respectively.
   3-year increase of 150 undergraduate students. From 615 incoming, new undergraduate students in Fall 18 to 765 in Fall 21.

2   **Improve retention across the student profile**
   Graduate students: ~$900k per incremental 100 students retained; undergraduate students: ~$500k per incremental 100 students retained

3   **Increase revenues and enrollments in the summer and winter term**
    $200k year-over-year tuition revenue increases for 3-year total of $600k

4   **Monetize real estate**
   Lease UB-owned space at 40 West Chase, the Schaefer Center, and Charles Royal, and Maryland Avenue garage after moving staff from those locations to core campus buildings ($250k annually)
   Engage 3rd party(ies) within two years for development of the postal site

22

UNIVERSITY OF BALTIMORE
Initial Financial Assessment of Plan
DRAFT November 29, 2018

Resource realignments and expense reductions			
	Minimum Targets		
	FY20	**FY21**	**2 Year Total**
1 **Consolidate and align student services with UB's student profile**	594,000	0	594,000
Close campus recreation and wellness; identify a preferred external provider			
Modify Student Success and Support Services; align academic advising			
2 **Restructure funding for centers and sponsored research**	346,800	0	346,800
3 **Continue implementation of shared services**	130,000	0	130,000
4 **Increase student: faculty ratios**	600,000	900,000	1,500,000
Move FTE student: FTE faculty to 15:1 within two years			
Move average class size to 20 for Fall 2019 and 22 for Fall 2020			
5 **Realign/restructure across and within colleges, schools, and libraries**	150,000	500,000	650,000
Phased reduction anticipated to be achieved over up to three years: $500-750k			
SPBC report due Feb 15, 2019; decisions communicated by March 15, 2019			
6 **Reduce academic spending** (savings not counted above)	745,900	0	745,900
7 **Reduce administrative spending** (President's office, Provost's office, CFO/VPAF)	542,100	0	542,100
Totals, resource realignments and expense reductions	3,108,800	1,400,000	4,508,800

23

UNIVERSITY OF BALTIMORE
Initial Financial Assessment of Plan
DRAFT November 29, 2018

Operational changes

1   Pilot responsibility centered management (RCM) model for Law beginning July 1, 2019
2   Pilot shared revenue models for CAS, CPA, and MSB for summer term, winter term beginning summer 2020
3   Organize recruitment around targeted student populations and programs of first emphasis
        Increase responsibility of deans for graduate recruitment and retention
        Hire enrollment professional to focus on transfer students
        Stabilize enrollment staff
        Target and enhance marketing
4   Restructure contracts for academic administrators relative to compensation upon return to full-time faculty status
5   Improve business processes and improve efficiencies through technology
6   Incorporate funding plan for embedded gaps
        Underfunding of renewal and replacement (capital budget) ~$8 million
        Reliance on turnover savings ~$2.5 million

24

APPENDIX C

PROFESSIONAL PATHWAYS FOR UNDERGRADUATE PROGRAMS (effective for Spring 2021 recruiting)

LAW, JUSTICE and PUBLIC AFFAIRS	BUSINESS and ENTREPRENEURSHIP	COMMUNICATION and DESIGN	Psychology, Health and Human Services	CYBER SECURITY, GAMING and TECHNOLOGY
Four-Year • Criminal Justice • Forensic Studies – Police Science Concentration • History • Legal Studies • Philosophy, Law and Ethics • Policy, Politics & International Affairs • Environmental Sustainability (science + policy courses)	*Four-Year* • Business Administration • Accounting *(area of concentration in Business Administration; aligned with CPA preparation)* • Real Estate and Economic Development *(specialization; unique in MD)* • Risk Management and Insurance *(specialization; unique in MD)*	*Four-Year* • Digital Communication • English • Integrated Arts • Simulation & Game Design	*Four-Year* • Human Services Administration • Psychology	*Four-Year* • Applied Information Technology • Cyber Forensics • Information Systems & Technology Mgmt. • Simulation & Game Design
Upper-Division Only* • Forensic Studies – Forensic Science concentration			*Upper-Division Only** • Health Management	
Upper-Division Certificates • Crime Scene Investigation • Forensic Document Analysis	*Upper-Division Certificates* • Accounting			*Upper-Div. Certificates:* • Computer Programming • Cyber Security

Notes: *Students can transfer into any 4-year program, and numerous articulations exist for clear 2+2 programs. Upper-division-only programs cannot be entered prior to the student completing two years elsewhere. **BA in Interdisciplinary Studies allows for an interdisciplinary degree across three schools but is not defined as a program for targeted recruitment.

25

GRADUATE, JD AND DOCTORAL PROGRAMS

LAW, JUSTICE and PUBLIC AFFAIRS	BUSINESS and ENTREPRENEURSHIP	COMMUNICATION and DESIGN	PSYCHOLOGY, HEALTH and HUMAN SERVICES	CYBER SECURITY, GAMING and TECHNOLOGY
Degree Programs • Criminal Justice (MS) • Forensic Science: Cyber Investigations (MS) • Global Affairs & Human Security (MA) • Negotiations & Conflict Management. (MS) • Nonprofit Management & Social Entrepreneurship (MS) • Public Admin. (MPA, DPA) • Law (JD) (w/ dual degrees in MBA, CJ, MPA, Negotiations & Conflict Mgmt.) • Law of the United States (LLM) • Legal Studies (MA) • Taxation (LLM; JD/LLM)	**Degree Programs** • Accounting & Business Advisory Services (MS) • Applied Psychology (Industrial/Organizational Psych) (MS) • Business Administration (MBA w/dual degrees JD; MS Nursing; MPA; PharmD) • Business-Finance (MS) • Cyber Security Mgmt (MS) • Nonprofit Management & Social Entrepreneurship (MS) • Taxation (MS)	**Degree Programs** • Creative Writing & Publishing Arts (MFA) • Integrated Design (MA) • Integrated Design (MFA) • Interaction Design & Info Architecture (MS) • Information & Interaction Design (DS)	**Degree Programs** • Applied Psychology (Industrial/ Organizational Psych) (MS) • Applied Psychology (Counseling Psychology) (MS) • Health Administration (MS) • Human Services Administration (MS)	**Degree Programs** • Cyber Security Mgmt (MS) • Forensic Science: Cyber Investigations (MS) • Interaction Design & Info Architecture (MS) • Information & Interaction Design (DS)
	Certificates • Accounting Fundamentals • Business Fundamentals • Business Valuation • Global Industrial-Organizational Psychology • Government Financial Management • Health Systems Management • Internal Audit Services • Organizational Leadership	**Certificates** • Digital Communications • User Experience (UX) Design	**Certificates** • Global Industrial-Organizational Psychology • Health Systems Management • Professional Counseling	**Certificates** • User Experience (UX) Design

26

STRATEGIC PLAN

RE-IMAGINING UB 2018-23

The University of Baltimore has a long, proud history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers. As the University prepares for its centennial in 2025, we strive to build upon this legacy and leverage our strengths to forge a bold future. The result is Re-Imagining UB, an ambitious plan that articulates our shared goals for the next five years. As we define the goals, we keep five imperatives in mind:

1. Build UB's reputation and brand.
2. Grow revenue and solidify long-term financial stability.
3. Enable exceptional student experiences, outcomes and value.
4. Strengthen UB's commitment to community engagement.
5. Foster a welcoming, inclusive and diverse campus community.

Building on these imperatives, six strategic priorities will carry us into our next century.

27

GOAL 1:

POSITION UB AS THE REGION'S PREMIER PROFESSIONAL, CAREER-FOCUSED UNIVERSITY.

UB must leverage its strength in graduate and professional education to effectively differentiate the University, grow enrollments and achieve financial stability. This requires realigning our academic portfolio of programs around professional career pathways, optimizing program delivery and developing a brand proposition that resonates in the market around the University's **Signature Areas of Excellence**:

1. **Law, Justice and Public Service**
2. **Business and Entrepreneurship**
3. **Media, Communication and Design**
4. **Behavioral, Health and Human Services**
5. **Cyber, Gaming and Technology.**

STRATEGIES

1.1 Align UB's academic program offerings around the Signature Areas of Excellence to ensure mission fit and enrollment growth.

1.2 Leverage the differential advantage of being the only Maryland university with both a law school and undergraduate programs.

1.3 Rebrand the University for growth and strategic positioning.

1.4 Strengthen UB's academic reputation.

1.5 Improve quality and effectiveness of online programming to optimize flexibility and program delivery.

GOAL 2:

STRENGTHEN STUDENT SUCCESS.

Student success requires a complex combination of accessibility, affordability and academic rigor. In light of this, UB offers exceptional experiences both inside and outside of the classroom in a supportive learning environment. We will expand opportunities for awarding credit, giving our students the flexibility they need to complete degrees as quickly as possible. We also will increase need-based financial aid and ensure that our financial aid process is clear and easy to understand.

STRATEGIES

2.1 Increase degree completion rates and shorten students' time to degree.

2.2 Enhance affordability and student financial literacy.

2.3 Grow student participation in high-impact educational practices.

2.4 Strengthen excellence in teaching and learning.

GOAL 3:

SOLIDIFY UB'S COMMITMENT TO COMMUNITY ENGAGEMENT AND SERVICE.

UB seeks to ignite untapped student talent and potential through research, student learning experiences and applied practice. We will develop stronger, beneficial partnerships with public, private and nonprofit organizations. We will invite employers, our retired faculty and our alumni to demonstrate the benefits of lifelong learning, teaching, mentoring and innovation. In doing so, we will ensure our academic programs meet the needs of our community and elevate UB's role as an anchor institution.

STRATEGIES

GOAL 4:

ORGANIZE FOR LONG-TERM FINANCIAL STABILITY.

In order to flourish, UB must be financially secure. We must maximize our institutional capabilities, build efficiencies, grow revenue and increase the University's endowment to support outstanding education. We will leverage best practices as we revise our budget model and seek diverse sources of revenue. Developing UB's campus as a year-round institution will optimize facilities and provide more flexible course options for students.

STRATEGIES

4.1 Improve efficiency and effectiveness of administrative/business operations.

4.2 Foster academic innovation to drive enrollment and improve operational performance.

4.3 Modify budgeting process to better support enrollment growth.

4.4 Build endowments to ensure sustained support for students, faculty and programs.

GOAL 5:

ACHIEVE EXCELLENCE IN RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY.

Research, scholarship and creative activity (RSCA)—theoretical, applied, discipline-focused and pedagogical—are integral to enhancing UB's reputation. By supporting RSCA, we will attract and retain excellent faculty while encouraging students to grow personally and professionally. UB will cultivate an environment that supports and rewards excellent scholarship, promotes opportunities for student research and encourages interdisciplinary collaborations. UB will leverage its libraries, centers, clinics and institutes to highlight our expertise and impact in the broader community.

STRATEGIES

5.1 Expand research funding and leverage UB's centers, clinics and institutes to elevate UB's profile and commitment to the community.

5.2 Enhance support for research, scholarship and creative activity for faculty and students.

5.3 Nurture a campus culture of interdisciplinary collaboration and research.

GOAL 6:

STRENGTHEN UB'S COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION.

UB fosters a diverse community of students, staff and faculty. The experiences, perspectives and contributions of all individuals are valued and deemed central to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences and perspectives that strengthen professional, intellectual and cultural agility.

STRATEGIES

6.1 Foster a welcoming, inclusive and diverse campus community.

6.2 Refocus the Office of Human Resources to strengthen organizational climate and to advance talent management.

3.1 Promote faculty, staff and student engagement in tackling critical issues facing Baltimore and the region.

3.2 Cultivate lifelong community engagement.

3.3 Strengthen connections between members of the University and the region's business/professional leaders.

UNIVERSITY OF BALTIMORE
1925
Knowledge That Works

For more information, visit ubalt.edu/strategicplan.

28

APPENDIX E

Major and Interesting Rankings

<u>WASHINGTON MONTHLY</u>

- #1 public master's university in Maryland (#33 among top 200 master's universities nationally) (2019)

- #1 public master's university in Maryland (#7 nationally) for students' earning performance 10 years after entering college (2019)

- #1 public master's university in Maryland (#28 nationally) for advancing students' social mobility (2019)

- #1 public university in Maryland (#31 nationally) on list of Best 4-Year Colleges for Adult Learners (2019)

- #1 in Maryland (#18 overall) on list of the "Best Bang for the Buck—Northeast" colleges (2019)

- ranked among America's Best 80 Colleges for Student Voting (2019)

<u>U.S. NEWS & WORLD REPORT</u>

- Named a Top Performer on Social Mobility (North)—tied for #1 in Maryland and in the top 13% overall—in Best Colleges 2020 rankings

- College of Public Affairs ranked in the top 25 percent of the nation's graduate public affairs schools (2021)

- Top Public Affairs Nonprofit Management specialization (2021)

- ***The University of Baltimore*** School of Law ranked as having the 25th best part-time J.D. program and the 15th best clinical law program in the country (2020)

- Named to the list of the Best Regional Universities—North (2019)

- B.S. in Business Administration ranked as one of the nation's best undergraduate business programs (2020)

- On-line MBA ranked one of the nation's top such programs for the ninth consecutive year; also ranked one of the nation's best online MBA programs for veterans (2020)

29

GENERAL RANKINGS

- #2 public university in Maryland (#3 after 10 years) for graduates' return on investment 15 years after graduation (Georgetown University—A First Try at ROI: Ranking 4,500 Colleges)

- Top 10% in the nation—#4 in Maryland—on list of 2020 Best Colleges for Veterans (College Factual)

- Top 15% of all Maryland universities for the highest-paid graduates (*Baltimore Business Journal*, 2018)

- Top 10% nationally—#1 among all Maryland public, four-year colleges—for advancing the economic and social mobility of students (CollegeNET's 2018 Social Mobility Index)

- #1 on list of 2020 Best College Locations in Maryland (Niche.com)

- #1 on list of 2020 Safest College Campuses (Niche.com)

- One of the Best Online Business Administration Colleges in Maryland for 2020 (ValueColleges)

- #2 in Maryland on the list of Most Affordable Colleges and Universities by State (University HQ)

PROGRAM-SPECIFIC RANKINGS

MBA
- Third-largest MBA program in Maryland (*Baltimore Business Journal*)
- 2020 Global MBA Rankings: Tier One (*CEO Magazine*)
- #27 nationally for Best Online MBA Program (*CEO Magazine*)
- #5 of 15 Best Online Public Administration MBA Degree Programs for 2019 (MBA Central)

M.P.A.

- #19 on list of Best Online Master's in Public Administration Degree Programs and Best Dual-Degree Option for 2020 (Intelligent.com)
- Top 30 Best NASPAA-Accredited M.P.A. Programs in the nation (NoGRE.com)
- #14 on list of Top 25 Online Master's in Public Administration for 2019 (Best Master's Programs)
- #14 nationally for Best Online M.P.A. Program (TheBestSchools)
- #13 on list of Best Online M.P.A. Programs (SuccessfulStudent)
- #10 on list of Top 25 Best Value Online M.P.A. Programs for 2019 (ValueColleges)

Law

- **The University of Baltimore** School of Law Ranked 13th Nationally for Diversity (*PreLaw* magazine)

- #3 nationally in Overview of State Clerkships (Above the Law)

Simulation and Game Design

- #2 on the list of Best Game Design Schools and Best Bachelor's Degree program for 2020 (Intelligent.com)
- #3 on list of Best Online Game Design Degree Bachelor's Program for 2019 (Bachelor's Degree Center)
- Third Most Affordable Online Bachelor's Program in Game Design for 2018 (Affordablecolleges.com)
- #8 on list of Most Affordable Online Game Design Degrees (College Choice)
- One of the Best Online Bachelor's in Video Game Design Programs for 2019 (BestColleges.com)

Other Standout Programs

- Best Forensic Science College in Maryland for 2019 (Universities.com)
- Top 50 Best Value Interaction Design/UX/HCI Graduate Degrees 2020 (ValueColleges)
- Top 50 Alternative UX Design Programs (ValueColleges)
- Best Master's Degrees in Taxation 2020 (Grad School Hub)
- #4 on the list of Best Online Master's in Negotiation and Conflict Management degree programs for 2020 (Intelligent.com)
- Master's Program in Conflict Negotiations in National Top 10 (College Choice)
- #7 in the nation for the Top Master's in Negotiation and Conflict Management Programs in 2019 (Social Work Degree Guide)
- Best in State for 2018: Top International Relations Master's Programs in the U.S. (InternationalRelationsEDU)
- One of 7 Best Colleges for History Majors in Maryland for 2018 (Zippia)
- #3 on list of Best Colleges for English Majors in Maryland for 2018 (Zippia)

31

APPENDIX F

Major Findings and Observations

These major findings and observations represent recurring themes and perceptions gathered from listening sessions; emails and SharePoint portal postings from campus community members; and Task Force research and review of documents and data relevant to its charge. The findings and observations group naturally into eight categories.

1. _Strengths of **The University of Baltimore**_

   a. Deeply committed faculty and staff and engaged centers
   b. Demonstrated history of educating adult learners
   c. Location – near various modes of transportation, in the heart of Baltimore, and the city is our classroom
   d. Decades of experience in on-line learning
   e. Flexibility of scheduling and modalities
   f. Ranked number one on Social Mobility in the state of Maryland
   g. Ranked number one public master's university in Maryland
   h. Highly rated Law Clinics
   i. Dedicated to educating public servants, as well as the legal, liberal arts and business communities.
   j. A strong network of successful alumni

2. _Institutional Mission, Identity, and Marketing_

   a. **The University of Baltimore** community does not have a clear and consistent vison of its place in higher education within the community. There is disagreement over whether freshman and lower division students are consistent with **The University of Baltimore's** identity.

   b. Marketing needs to be clearer as to what a **The University of Baltimore** education means to prospective students and graduates.

   c. Many perceived **The University of Baltimore** programs are not well known because of the lack of marketing and concerns of an inadequate marketing budget.

   d. Many staff and faculty have the perception that the resources for marketing have been diluted with the addition of the freshman and sophomore program. The full budget for this office was not fully spent in FY20.

3. _Enrollment Management_

   a. **The University of Baltimore**'s enrollment has been declining year-over-year since 2013. Five years ago, enrollment was over 6,500. Fall 2020 census enrollment is slightly under 4,200. This has caused budget pressures resulted in deep spending reductions that have impacted morale and a negative public market perception of **The University of Baltimore**.

   b. For decades, **The University of Baltimore** was known as an upper division and graduate school. With the addition of freshman in 2007, **The University of Baltimore** became a competitor of the community colleges that had been primary partners. This change also caused

32

resources to be redirected and created confusion in the marketplace as to whom The ***University of Baltimore*** serves.

c.   The lack of vigorous growth in the lower division program as outlined in the initial document by Former President Bogomolny, has prompted many to question and debate the continuation of this program. This has caused uncertainty in the community and, therefore, in the prospective student body.

d.   *A Pathway to **The University of Baltimore**'s Future Success,* issued by President Schmoke in November 2018, states:

   - ***The University of Baltimore***'s identity is a regional university with high quality professional programs for serious-minded, career-oriented students, particularly working adults. In the context of this identity we aim to recruit and educate five primary populations of students:
   - Law, JD students
   - Graduate students (working professionals interested in advancing their careers)
   - Transfer students with associate degrees
   - Transfer students without degrees
   - A limited number of first-time freshmen pursuing careers in ***The University of Baltimore's*** pathways of excellence

e.   ***The University of Baltimore*** has not yet achieved full alignment of its recruitment efforts to align with this direction, particularly relative to prioritizing the transfer students with associate degrees and limiting resources devoted to freshmen.

4.   *Partnerships and Relationships*

a.   Relationships with community colleges need to be strengthened across the board. Articulation agreements should be updated and/or signed with ALL community colleges within Maryland. Opportunities at the Universities at Shady Grove should be considered.

b.   Ensure programs are focused on workforce needs within the Baltimore community.

c.   Build strong relationships with businesses, government and not for profit organizations in the community for job placement for students, training, possible enrollment from individual employees or groups of employees, expertise in relevant areas and potential fundraising opportunities.

5.   *Leadership*

a.   Consistency, strong leadership, and comprehensive enrollment and retention strategies are needed. Processes within the enrollment management area are broken and need to be fixed.

b.   Decisions need to be made about ***The University of Baltimore***'s educational focus. Specifically, should ***The University of Baltimore*** continue offering lower division programs or return to upper division and graduate programming only? The many differing opinions about the focus make resource allocations, ability to participate in surveys, quality vs. quantity, and decisions about essential resources for lower division particularly challenging.

33

6. *Budgeting and Funding*

   a. The relative level of State appropriation allocated to **The University of Baltimore** and the attainment of MHEC Funding Guidelines has been among the lowest among USM institutions. This raises the question of funding equity and adequacy in support of the unique student population of adult learners that **The University of Baltimore** serves and in light of the importance of the university and our graduates to the City of Baltimore and the region. **The University of Baltimore**'s funding compared to the MHEC target is low, creating financial strains that impact all areas of **The University of Baltimore**'s operations. Furthermore, compared to other USM institutions, **The University of Baltimore** self-generates a greater portion of its funding through tuition and receives a lesser portion of its funding through State appropriation; this circumstance exacerbates the financial impact of enrollment declines as compared with the impact at other universities. In addition, a disparity exists in the methodology underlying the Funding Guidelines relative to the law school at **The University of Baltimore**.

   b. **The University of Baltimore** is managing a structural deficit caused primarily by enrollment declines of 30% over four years as tuition is the primary revenue source and further impacted by the recent reduction in State funding resulting from the pandemic.

   c. Although significant spending reductions have been made, they have not kept pace with the persistent, year-over-year enrollment-driven revenue declines.

   d. University spending must be reduced to a level that is supportable by available revenues.

   e. All areas for investment and disinvestment should be evaluated to achieve a balanced budget that aligns resources, people, programs, facilities, and technology with **The University of Baltimore**'s mission, identity, and student populations.

   f. Because personnel accounts for approximately 75% of spending, reduction of vacant and filled positions will be required, along with efficiency gains in operations and prudent use of all resources for stability and growth.

7. *Student Experience*

   a. Student services area should be evaluated for use and needs of student body to see if changes would be impactful to the overall student experience.

   b. Though most students felt like their experience while on campus was good, many expressed frustrations with the admissions/enrollment/financial aid process.

8. *Physical Environment*

   a. **The University of Baltimore**'s location in Mid-Town Baltimore is viewed as a positive for the University. The campus is in the arts district and near Station North, MICA, numerous restaurants and entertainment venues, and a variety of market-rate apartment options. Nearby parking is readily available. The campus has low crime and is among the safest in the USM. The physical campus occupies approximately 1 million GSF.

34

b. Utilization of the campus buildings for instruction has been declining due to a combination of lower enrollments coupled with increased online and hybrid course delivery. Classroom utilization for FY2019 was 36%, which is very low compared to the statewide benchmark target of 66%. No other USM schools were below 50% (UMGC excluded). ***The University of Baltimore***'s average classroom utilization for the three years prior to FY2019 was 47%, evidence of the downward utilization trend as compared with 36% in FY2019.

c. During 2019-20, prior to the pandemic, approximately half of graduate credits (excluding Law) and one-third of undergraduate credits were delivered through fully online courses, with the remainder delivered in hybrid and in-person formats. The percentage of courses being delivered online has increased year-over-year for both graduate and undergraduate courses. Law delivers almost all courses in person.

d. The condition of facilities is starkly uneven, with several workhorse buildings in serious need of remediation. ***The University of Baltimore*** has over $100M in accumulated deferred maintenance, of which $72M is in two buildings in prominent campus locations. Specifically, the Academic Center (221,530 GSF) has $52M in deferred maintenance and the William H. Thumel Sr. Business Center (120,790 GSF) has $20M. As measured on the Facilities Condition Index (FCI), both these buildings are in Poor (FCI 4) to Deficient (FCI 5) condition, yet they are primary locations for the courses that are delivered in person to ***The University of Baltimore***'s graduate and undergraduate students. Other buildings have deferred maintenance that requires investment, although at more manageable levels. Buildings in this category, measuring as Good (FCI 2) condition, include the John and Frances Angelos Law Center, the Liberal Arts and Policy Building, and the Student Center. The recently reopened Robert L. Bogomolny Library is in Good to Excellent condition.

e. ***The University of Baltimore*** has participated in real estate development opportunities through third-party partnerships and has been successful in generating revenue by leasing underutilized facilities. Further opportunity exists with the recent acquisition of the postal site and potential for additional leases.

f. Staff and faculty have been working remotely during the pandemic and investments have been made to support operating in the online and telework environment. This current experience could help to identify functions where remote operations might be appropriate and desirable for the long term and opportunities where the need for physical campus buildings and the financial support they require could be reduced.

35

APPENDIX G

Listing of all documents collected and reviewed by the
USM/*The University of Baltimore* Task Force

1. Overview of ***The University of Baltimore*** Academic Units
   • College of Arts and Sciences Overview
   • College of Public Affairs Overview
   • School of Law Overview
   • RLB Library Overview
   • Office of Sponsored Research Overview

2. Enrollment and Retention
   • 2019 THE UNIVERSITY OF BALTIMORE Factbook
   • Signed Collaborative Agreement Between ***The University of Baltimore*** and Coppin State University (June 2015)
   • Studies including the 2012-2013 Enrollment Analysis: Context for Enrollment Study Group Population Profiles including the Hanover Study, and the Ologie Study/ Brand Strategy and Creative Concepts.
   • ***The University of Baltimore*** Student Data 2004 – 2005 (Showing Minority and African American Enrollment Percentages)
   • Chart Extracted from 2019 Factbook Demonstrating Headcount Enrollment by Degree and Admission Type, Fall 1978 – 2019
   • Spreadsheet Demonstrating Maryland's Statewide Entrance of the First-Time Freshmen Cohort at Public Four-Year Universities, 2007 – 2019
   • Chart Extracted from 2019 Factbook Demonstrating Enrollment by Time, Attendance Status, and Degree Level, Fall 2007 – Fall 2019
   • Chart Comparison of Market Share among Maryland Public Four-Year Institutions by the Eight Major Enrollment Counties of ***The University of Baltimore***, Full-Time Freshmen, 2014 – 2017
   • ***The University of Baltimore***'s Strategic Enrollment Management and Marketing Plan: 2018 – 2023
   • Email from Vice President of Enrollment Management and Marketing Victoria Reid to Provost Darlene Smith and President Kurt Schmoke Regarding the Final Version of the Strategic Enrollment Management and Marketing Plan Executive Summary (November 2017)
   • Executive Summary: Enrollment Systems Teamwork, April 2019 – March 2020
   • Enrollment Projection from the Office of Institutional Research: Fall 2020 to Fall 2024 (October 2019)
   • Freshmen Professional Scholarship Proposal (February 2019)
   • Freshmen Course Risk Assessment Report (August 2020)
   • Freshmen Admission Profile Strategy (August 2020)
   • Email from Paul Moniodis to Catherine Andersen Regarding Undergraduates as Source of Graduate and Law Students (August 2020)
   • Enrollment Trends and Diminished Pipeline Chart – New Undergraduate and Graduate Students by School, FY04 – FY19 (September 2020)
   • Retreats
   • Retention Retreat February 2019
     o Retention Retreat Agenda (February 2019)
     o AAC&U News Article: Alumni Reflect on Relationships with Mentors (December 2018)
     o CAS Retention Plan – Strategic Goals and Priorities 2018 – 2019 DRAFT
     o CPA Retention Plan – Steps for 2018 – 2019 DRAFT

36

- o MSB Undergraduate Retention Plan DRAFT
  - ▪ DFW Report: Undergraduate and Graduate Courses, Fall 2013 – Fall 2018, version 2.1
- o Chronicle of Higher Education Article: How to Teach a Good First Day of Class (January 2019)
- o Email from Provost Regarding Retention Retreat Agenda and Background Material (January 2019)
- o Chronicle of Higher Education Article: It Matters a Lot Who Teaches IntroductoryCourses (April 2018)
- o National Survey of Student Engagement Article: Promoting Student Success -What Faculty Members Can Do by Jillian Kinzie
- o Strategic Retention and Student Success Plan 2017 – 2022 UFS Presentation
- o Return Rate – Chart Showing Enrollment Behavior of Eligible to Enroll from Fall 2017 to Spring 2018
- o Return Rate – Chart Showing Enrollment Behavior of Eligible to Enroll from Spring 2018 to Fall 2018
- o Student Success – Understanding Your Current Practice Inventory
- o Chronicle of Higher Education Report: The Truth About Student Success
- o Strategic Retention and Student Success Plan, 2017 – 2022
- o ***The University of Baltimore*** Strategic Retention and Student Success Plan, 2017– 2022
- o Introductions, Goals, and Strategies Summary Report
- Provost's December 2019 Academic Affairs Leadership Retreat Materials
  - o Chart of Graduate and Law Students with ***The University of Baltimore's*** Undergraduate Degree (November 2019)
  - o Instructional Productivity Ratios Analysis – FY19
  - o Chart of 2019 Program Profitability by Major
  - o Email from Provost Regarding General Education Materials to Review for Retreat (11/2019)
  - o List of Scheduled General Educations Courses since 2016
  - o General Education Courses in Majors with Fill Rates and Five-Year Averages
  - o General Education Final Report and Recommendations (November 2017)
  - o General Education Requirements for Students Entering Fall 2017
  - o General Education Course Frequency by College
  - o Average Class Size Report, Summer 2014 – Fall 2019
  - o Average Course Enrollment Report, Summer 2014 – Fall 2019
  - o Email from Provost Regarding Academic Affairs Leadership Retreat Agenda and Meeting Materials (December 2019)
  - o Provost's Retreat Agenda (December 2019)
  - o List of Meeting Material for Retreat

3. Financial Information
   - General Education Cost Analysis and Recommendations Chart, FY16
   - Personnel and Enrollment Trends - Comparative Data FY11 to FY19
   - ***The University of Baltimore*** Enrollment and Financial Information for BOR Finance Committee
     Meeting (December 2019)
   - Presentation for BOR Finance Committee Meeting (December 2019)
   - Spreadsheet of ***The University of Baltimore***'s Marketing Budget and Actuals, FY20 & FY21
     (September 2020)
   - Financial Review Model (FRM) 2019 Profitability Report for BOR Task Force

37

- [FY20 Financial Results Report – Final Version](#) (September 2020) (*The University of Baltimore*)
- Funding Guideline Presentation

4. Strategic Planning
   - *The University of Baltimore* Self-Study Design: Strengthening Foundations for the Future DRAFT (April 2005)
   - [School of Law Strategic Plan 2013 – 2018](#)
   - [A Pathway to THE UNIVERSITY OF BALTIMORE's Future Success (November 2018)](#) (THE UNIVERSITY OF BALTIMORE login required)
   - [Strategic Plan: Re-Imagining The University of Baltimore 2018 – 2023](#)
   - [Strategic Plan: Re-Imagining The University of Baltimore 2018 – 2023 Overview](#)

5. Strategic Planning and Budgeting Committee (SPBC) 2019 –2020
   - List of SPBC Members, AY219 – AY220
   - Academic Restructuring: Ideas and Models – SPBC Response to President Schmoke (February 2019)
   - Strategic Planning and Budgeting Committee Charge (February 2020)
   - SPBC Report to President Schmoke on Academic Restructuring (March 2020)

6. Lower Division Initiative
   - Lower Division Initiative Memo from *The University of Baltimore* President Robert Bogomolny to
      Chancellor Britt Kirwan (September 2005)
   - Lower Division A&F Analysis Chart - FY17 (February 2018)
   - Catherine Andersen's Freshmen Task Force Memo to *The University of Baltimore*'s Faculty
      Senate Regarding Preliminary Recommendations for The Freshmen Taskforce to Re-Envision *The University of Baltimore*'s Freshman Program (October 2018)

7. Program Prioritization
   - Strategic Analysis Report from Program Prioritization Task Force (October 2017)
   - Email from Laura Wilson-Gentry to Task Force, Deans, and Faculty Senate Regarding Final Report (October 2017)
   - 2019 Classroom Utilization as Reported on USM Dashboard Indicator
   - *The University of Baltimore* Foundation Five-Year Fundraising Report, FY16 - FY20
   - Board of Regents Faculty Awards List (1998-2020)
   - Middle States Commission on Higher Education (MSCHE) Annual Institutional Update 2020
   - American Bar Association 2019 Approval Letter for School of Law
   - Merrick School of Business Documents
   - AACSB 2019 Continuous Improvement Review Report
   - AACSB Continuous Improvement Review – Business Peer Review Team Report (November 2019)
   - AACSB Accreditation Letter (March 2020)
   - MSB "Fast Pitch" YouTube Video Links
   - Email from Danielle Giles to Marilyn Oblak Listing MSB Faculty Awards (August 2020)
   - "The Role of *The University of Baltimore* in Maryland Higher Education" Report from The Jacob France Institute
   - Abstract of JFI's "The Role of *The University of Baltimore* in Maryland Higher Education"

8. Task Force Materials
   - Memo regarding *The University of Baltimore* Board of Regents Task Force's Charge and Process

38

- Combined Task Force Member Recommendations (September 2020)
- Memo from Provost Catherine Andersen to Board of Regents Task Force (September 2020)
- Task Force Website and Email Feedback Summary (September 2020)
- Listening Session Meeting Notes

39

The USM/
The University of Baltimore
Task Force Presentation
to the Board of Regents

October 19, 2020

Barry Gossett

Leonard Raley

49

2

As part of its review, the Task Force was charged to:

- Assess **The University of Baltimore's** position among public and private higher education institutions in the state and region.

- Review institutional educational and administrative programs and consider their financial health/status and future.

- Consider the current state and future needs of **The University of Baltimore's** physical environment, including facilities, security and implications for expanded/remote learning.

- Assess the value of the lower division as it relates to the support of the upper division.

- Seek broad input from **The University of Baltimore's** leadership, faculty, students, staff and alumni.

3

Timeline of History

UNIVERSITY SYSTEM of MARYLAND

UNIVERSITY OF BALTIMORE
1925

1925 - Founded as a private institution with focus on business and law and an athletic program that started in 1928

1975 - Became a public institution - moving to upper division and graduate school only

1988 - Moved under the governance of USM

1959 - Evolved to four year institution with a Law School, Business School and College of Liberal Arts

1983 – Discontinuation of intercollegiate athletics at the University of Baltimore

4

Timeline of History

2007 – Return of lower division/freshman

2012 – Highest enrollment ever at the school – 6,500

2014 – Decline of undergraduate, transfer and graduate enrollments begin

2010 – College of Public Affairs established

2013 – Law School enrollments begin to decline ultimately from 1150 – 725 students

2020 – Enrollment stands at 4,200 for fall 2020

5

Mission/Vision

MISSION

- ***The University of Baltimore*** offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

VISION

- To be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local and global challenges.

6

Process

- 24 Listening sessions with various groups and individuals.

- Questionnaire to community on the most important topics.

- Private email to task force available to all members of the community.

- Google poll to student body.

- Many financial, academic review and statistical reports placed in a SharePoint folder for review by committee members.

- Nine meetings of the committee to discuss findings, recommendations and report.

7

Four findings and observations recurred. They are:

1. Lack of clarity on the path forward for the university.

2. Confusion about the university's identity due in part to inconsistent branding and marketing efforts.

3. Serious financial difficulties for the university resulting from a 30% decline in enrollment.

4. Inadequate attention to delivery of seamless and convenient student centric services in enrollment related areas.

8

Recommendation Highlights

Identity

Clearly communicate *The University of Baltimore's* mission and vision to all audiences.

- Finalize and clearly state *The University of Baltimore's* mission and market positioning.

- Reinforce the specific and prioritize student populations that *The University of Baltimore* aims to serve.

10

57

Enrollment Management

Focused actions are urgently required to increase enrollment.

- Strengthen the nature, depth, and impact of relationships with community colleges such as 2 + 2 and dual enrollment.

- Improve the admission and enrollment process for a seamless experience.

11

Lower Division/Upper Division

Recruit and retain a modest number of high performing freshman and lower division students fitting the profile of upper division programs.

- Recruit freshmen into cohorts aligned with The University of Baltimore's five signature areas of excellence.

- Evaluate the success of the freshman program with an annual scorecard.

12

Academic Portfolio

Determine high priority and growth potential programs and evaluate low-enrolled academic programs for market relevance and sustainability to determine those to sunset. Eliminate low enrolled programs.

- Develop an annual scorecard to measure and publish success in achieving the enrollment and financial goals.

- Evaluate programs across the campus and recommend the elimination of programs and associated costs.

13

Student Experience

Focus on building a culture dedicated to seamless student centric services.

- Integrate services and processes across offices to improve the student experience.

- Develop documented service level standards for student interactions and provide training for all offices serving students.


14

Marketing and Branding

Restructure and refocus marketing, branding and public relation efforts with a holistic approach to showcasing the university to all key audiences.

- Consolidate the Marketing, Branding and Public Relations functions and move reporting.

- Distinguish the institution's Baltimore focus by using ***The University of Baltimore*** instead of UB or University of Baltimore.

15
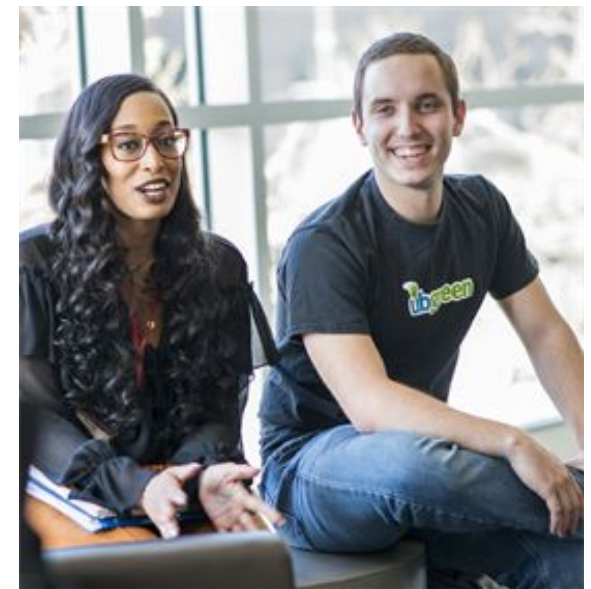
Financial Responsibility

Right size the university by making the necessary difficult decisions to balance and align the budget with fiscal realities and institutional priorities.

- Stabilize, then grow, enrollment.

- Right-size personnel, programs, and facilities.

16

Physical Environment

Utilize space more efficiently and invest in technology to meet institutional needs.

- Right-size the physical campus and perform required maintenance and improve technology.

- Articulate future course delivery format - e.g. online, hybrid, and in-person.

17

Next Steps

- A review, discussion and vote today to recommend acceptance of the report.

- Form implementation team.

- Assign accountability, responsibility and timeline milestones for each recommendation.

- Review, prioritize and study recommendations for financial implications.

- Provide quarterly reports to the Chancellor and Board of Regents.

18

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 19, 2020

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: October 19, 2020
Time: Approximately 3:45 p.m.
Location: Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1)   To discuss:

    [X]   (i)   The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

    [ ]   (ii)   Any other personnel matter that affects one or more specific individuals.

(2)   [ ]   To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3)   [ ]   To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4)   [ ]   To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5)   [ ]   To consider the investment of public funds.

(6)   [ ]   To consider the marketing of public securities.

(7)   [ ]   To consult with counsel to obtain legal advice on a legal matter.

(8)   [ ]   To consult with staff, consultants, or other individuals about pending or potential litigation.

(9)   [ ]   To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING   PAGE TWO

(10)   [ ]   To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

    (i)   the deployment of fire and police services and staff; and

    (ii)   the development and implementation of emergency plans.

(11)   [ ]   To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12)   [ ]   To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13)   [ ]   To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14)   [ ]   Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15)   [ ]   To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

    (i)   security assessments or deployments relating to information resources technology;

    (ii)   network security information, including information that is:

        1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

        2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

        3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

    (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

    [ ]   Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meeting with President Schmoke as part of his performance review.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel and personal information regarding specific employees' performance evaluations (§3-305(b)(1)).