MIDDLE STATES Self Study

2016

UNIVERSITY of MARYLAND, BALTIMORE

Self-Study Report

DRAFT

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Table of Contents

Chapter 3 Student Life, Career Development, and Support Services 64

Chapter 4 Institutional Effectiveness 74

Chapter 5 Community Engagement 98

Introduction

Overview

Key facts

The University of Maryland, Baltimore (UMB) was founded in 1807 along a ridge in what was then called Baltimore Town. Today, this 71-acre research and technology complex encompasses 65 buildings in West Baltimore near the Inner Harbor. UMB is Maryland's only public health, law, and human services university. Its seven professional and graduate schools train the majority of the state's physicians, nurses, dentists, lawyers, social workers, pharmacists, as well as a substantial number of the state's biomedical scientists. Under the leadership of President Jay A. Perman, MD, the University is a leading partner in the redevelopment of Baltimore's Westside. The University of Maryland BioPark, which opened in October 2005, promotes collaborative research opportunities and bioscience innovation. Sponsored research totaled $500 million in Fiscal Year 2014. With 6,329 students and 6,495 faculty members and staff, the University is an economic engine that returns more than $15 in economic activity for every $1 of state general funds appropriation. The University community gives more than 2 million hours a year in service to the public.

Mission

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

Vision

The University will excel as a pre-eminent institution in our missions to educate professionals, conduct research that addresses real-world issues affecting the human condition, provide excellent clinical care and practice, and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and interprofessional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

Organizational Structure

The following organizational chart represents the reporting lines of the University's senior leadership:

USM Board of Regents

USM Chancellor

UMB President
Jay A. Perman, MD

Chief Administrative &
Financial Officer & VP
Kathleen M. Byington, MBA

Chief Accountability Officer,
VP Operations and Planning,
Interim Chief Human
Resource Services Officer
Roger J. Ward, EdD, JD, MPA

UMB VP for Medical Affairs
**E. Albert Reece, MD,
PhD, MBA**

Chief Communications
Officer, VP & Special
Assistant to the President
Jennifer B. Litchman, MA

Chief Government Affairs
Officer & Associate VP
Kevin P. Kelly, JD

Chief Development
Officer & VP
Michael B. Dowdy, MBA

Chief Counsel & VP
Susan Gillette, JD

Chief Academic &
Research Officer & SVP
Bruce E. Jarrell, MD, FACS

Chief Enterprise & Econ.
Dev. Officer & VP,
Dir. UM Ventures
James L. Hughes, MBA

Chief Information
Officer & VP
Peter J. Murray, PhD

SCHOOLS

Dentistry Dean
**Mark A. Reynolds, DDS,
PhD, MA**

Graduate Dean
Bruce E. Jarrell, MD, FACS

Law Dean
Donald B. Tobin, JD

Medicine Dean
**E. Albert Reece, MD,
PhD, MBA**

Nursing Dean,
UMB Director of
Interprofessional Education
**Jane. M. Kirschling, PhD,
RN, FAAN**

Pharmacy Dean,
Exec. Director University
Regional Partnerships
**Natalie D. Eddington, PhD,
FAAPS, FCP**

Social Work Dean
Richard P. Barth, PhD, MSW

President & CEO UMBF, Inc.
Michael B. Dowdy, MBA

PRIVATE CORPORATIONS

UMMS Board of Directors

University of Maryland
Faculty Physicians, Inc.
(FPI)

UMMS President & CEO
Robert A. Chrencik

UMMC
- University Hospital
- Cancer Center
- Shock Trauma

J.L. Kernan Hospital

St. Joseph Medical Ctr.

Civista Health System

MD General Health Sys.

Balt.-Wash. Medical Ctr.

Mt. Washington Pediatric

Shore Health System

Chester River
Health System

Upper Chesapeake
Health System

Information about the Schools

The University is uniquely organized as a collection of seven graduate and professional schools, each with a rich legacy of innovation and service. The following is a brief history of each of the schools in the order in which they were founded.

School of Medicine

Established in 1807, the School of Medicine is the first public and the fifth oldest medical school in the United States, and it was also the first to institute a residency training program. The School of Medicine was the founding school of the University of Maryland. Today, the School of Medicine serves as the anchor for a large academic health center, which aims to provide the best medical education, conduct the most innovative biomedical research and provide the best patient care and community service to Maryland and beyond. Together with its clinical partner, the University of Maryland Medical Center (UMMC), the School of Medicine educates and trains many of the state of Maryland's medical professionals, and its continuing education programs serve more than 5,000 physicians and other health professionals annually.

While its tradition of excellence remains constant, the School of Medicine and its reputation for academic achievement continue to grow. The research productivity of the faculty is among the highest in the country, and the School of Medicine remains among the fastest growing research enterprises in the country. Total grants and contracts to the school of Medicine were $429.9 million in FY 2012. Among all medical schools, the School of Medicine ranks 8th in direct expenditures per principal investigator, according to the Association for American Medical Colleges (AAMC). The School of Medicine also ranks 16th in direct grant and contract expenditures across all 138 medical schools, and ranks 6th among all 76 public medical schools.

Francis King Carey School of Law

The Francis King Carey School of Law was established in 1816 and began regular instruction in 1824. It is the third-oldest law school in the nation, but its innovative programs make it one of the liveliest and most dynamic today. The Carey School of Law seeks to promote a more just society by educating outstanding lawyers, by advancing understanding of law and legal institutions, and by enhancing access to justice. Through excellence in teaching, the school seeks to prepare students for productive leadership and professional success in a wide range of careers and to promote in both students and faculty the highest standards of public and professional service.

The school's experiential programs are among the most extensive in the country. Through a nationally recognized Clinical Law Program, students can enroll in an array of courses to represent criminal defendants, emerging business owners, persons with HIV/AIDS, an environmental group, persons with a disability, or scientists seeking to patent new drugs. Students meet regularly with their professors to review the professional, ethical, and practical issues raised by their work. They also explore the connections between what is taught in the classroom and the practice of law as they are experiencing it.

The school also offers specialty certificates in Environmental Law and Law and Health Care. Other programs include Advocacy, Alternative Dispute Resolution, Business Law, Clinical Law, Intellectual Property Law, and International and Comparative Law. Because these programs are interdisciplinary, students can work with lawyers and professionals in related fields

to resolve problems that transcend traditional disciplinary boundaries. For example, a student in the Law and Health Care Program could supplement a diverse curriculum of classroom courses with clinical opportunities, internships with organizations such as the National Institute of Health, and an editorial position on the school's Journal of Health Care Law and Policy.

School of Dentistry

Formal education in the practice of dentistry originated in 1840 when the General Assembly of Maryland chartered the Baltimore College of Dental Surgery (BCDS). BCDS served as a prototype for dental schools founded across the nation, and it also established the pattern of modern dental education, with equal emphasis on sound knowledge of general medicine and on the development of the skills of dentistry. Through the prominent role of its faculty and graduates and their contributions to dental and medical progress, BCDS exerted a remarkable influence on professional dentistry.

The present dental school evolved through a series of consolidations involving the BCDS, Maryland Dental College, the Dental Department of the University of Maryland, and the Dental Department of the Baltimore Medical College. In its current form, the School of Dentistry seeks to graduate exceptional oral health care professionals, contribute to the scientific basis of treatments for diseases of the orofacial complex, and deliver comprehensive dental care. These accomplishments will promote, maintain, and improve the overall health of the people within Maryland and have a national and international impact.

School of Pharmacy

The School of Pharmacy has a rich and distinguished heritage. First incorporated as the Maryland College of Pharmacy on Jan. 27, 1841, it is one of the oldest pharmacy schools in the country. Primarily an independent institution until 1904, the Maryland College of Pharmacy then became the Department of Pharmacy of the University of Maryland. Throughout this history, the School of Pharmacy has been a local and national leader in the profession. It was a founding member of the American Association of Colleges of Pharmacy, the national organization of schools and colleges of pharmacy and their faculty. The School also was instrumental in the formation of the Accreditation Council for Pharmacy Education, the national accreditation organization for educational programs in pharmacy. In 1970, through the efforts of the School and the Maryland Board of Pharmacy, Maryland became the first state to replace unstructured internships with a professional-experience program incorporated in a school's curriculum, setting a national standard for professional pharmacy education. In 1993, the School again set the pace for curriculum reform by adopting a four-year Doctor of Pharmacy program as its sole professional educational program. The PharmD is now the required program in all schools and colleges of pharmacy nationwide.

Today, the School of Pharmacy continues to lead pharmacy education, scientific discovery, patient care, and community engagement in the state of Maryland and beyond. The School is a comprehensive institution, offering not only the Doctor of Pharmacy degree but also post-PharmD residency and fellowship opportunities, two Doctor of Philosophy programs training independent scientists, and a variety of dual-degree programs with law, business, public health, and the pharmaceutical sciences. The School's research program in pharmaceutical health services and pharmaceutical sciences is at the cutting edge of scholarly advances. A wide range of clinical service programs provides excellent pharmaceutical care to patients. Community

outreach programs touch thousands of individuals through the Maryland Poison Center, the Peter Lamy Center for Drug Therapy and Aging, and the Maryland P3 (Patients, Pharmacists, Partnerships) Program.

School of Nursing

In 1889, Louisa Parsons, a colleague of Florence Nightingale, established the School of Nursing, one of the nation's oldest formal nursing training programs, at the University of Maryland. The School of Nursing has pioneered a variety of innovative educational programs, including the world's first Nursing Informatics graduate program. The school offers a range of specialties at the master's level, including informatics, community/public health, and health services leadership and management. Nurse practitioner options, such as pediatrics, adult/gerontology, and anesthesia, are also offered.

The School of Nursing is affiliated with more than 300 hospitals and health care entities throughout Maryland and operates a mobile health clinic for people who are uninsured. In addition, the 154,000 square-foot building in Baltimore as well as the site at the Universities at Shady Grove in Rockville, Maryland house state-of-the-art clinical simulation and standardized patient laboratories, giving students extensive hands-on training in a real-life setting. This approach to clinical instruction enhances students' learning experiences while providing vital health care services to Maryland residents.

The School of Nursing is ranked 6th among graduate nursing programs by *U.S. News & World Report* and is ranked 11th in receipt of research funding by the National Institute of Health's National Institute of Nursing Research, with extramural research funding of $4.8 million and total extramural funding of $12.8 million in Fiscal Year 2014. In addition, the School of Nursing receives substantial funding from the Agency for Healthcare Research and Quality, Centers for Disease Control & Prevention, the National Institute for Occupational Safety and Health, and other sources.

Graduate School

Since 1917, the Graduate School has offered graduate education and training in biomedical, health, and human service sciences. The school currently offers twenty-three Master of Science and Doctor of Philosophy degree programs, along with three post-baccalaureate certificate programs. The Graduate School also offers dual degrees with the University's professional schools, including PhD/MD, PhD/PharmD and PhD/DDS degree programs. The school also participates in inter-institutional studies in biochemistry, gerontology, and toxicology with other University System of Maryland (USM) campuses.

All doctoral students are actively engaged in research with faculty members to address some of society's most pressing problems and biomedical research's most challenging questions. These innovative efforts, supported by research grants and contracts, are undertaken collaboratively with the National Institutes of Health, the National Science Foundation, the University of Maryland Medical Center, the Veterans Affairs Medical Center, the Institutes for Human Virology, the University of Maryland Biotechnology Institute, and others.

School of Social Work

In response to growing social and cultural needs, the School of Social Work opened in 1961 with a mission to develop practitioners, leaders, and scholars to advance the well-being of populations and communities and to promote social justice. As national leaders, the school creates and uses knowledge for education, service innovation, and policy development. Currently, the School of Social Work is educating the vast majority of social workers throughout Maryland. Students come to the School of Social Work from over 20 states, the District of Columbia, and several foreign countries.

In a short period of time, the School of Social Work has become the leader in social work education in the state, as well as become known to a national and international audience. The School of Social Work is a highly-ranked institution that produces outstanding social workers whose practice advances the well-being of all the people they serve, especially members of populations at risk. The school also focuses on services through Social Work Community Outreach Service (SWCOS). Much of the school's research supports SWCOS's work. The School of Social Work provides 500,000 hours of social work services per year within the state of Maryland and surrounding communities.

Summary of Major Accomplishments

Professional and Graduate Education

As the State of Maryland's academic health, law and social work institution, the University includes a unique configuration of schools and educational programs with extensive responsibilities for clinical care and legal and social services. Our student mix differs markedly from other University System of Maryland institutions. Only 12% of our students are enrolled in our three baccalaureate degree programs; namely, nursing, dental hygiene, and biomedical research and technology. The remaining 88% of students are in post-baccalaureate programs leading to licensure, including medicine (MD), law (JD), dentistry (DDS), nursing (BSN, clinical masters, DNP), pharmacy (PharmD), social work (MSW), public health (MPH), physical therapy (DPT), dental hygiene, genetic counseling and biomedical research and technology, preventive medicine, toxicology, and pathology.

The campus also offers the traditional research-based doctor of philosophy and masters of science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, and various biomedical science disciplines and interdisciplinary programs such as neuroscience.

Clinical Care and Service

Because of its health schools' clinical departments and programs and its affiliated practice plans and hospitals, UMB is uniquely qualified within the public higher education sector in Maryland to transfer results from basic laboratory research to the patient's arena by developing new treatments for disease, and establishing best practices for clinical care. Moreover, the presence and active involvement of the Carey School of Law and the School of Social Work enable UMB faculty and students to investigate the interaction of health sciences with the law and human services, thereby advancing public policy and improving the health and welfare of the citizenry.

Biomedical Research

UMB builds upon its excellence in basic science and biomedical/biohealth research to develop large, interprofessional projects of national and global stature. An illustrative, but not exhaustive list includes neuroscience, psychiatric disease, obesity, diabetes, family welfare, stem cell and regenerative medicine, HIV-AIDS, celiac and other autoimmune and inflammatory diseases, global health, cardiology and cardiovascular disease, nanomedicine and cellular delivery, infectious diseases, cancer, vaccinology, genomics, proteomics, and personalized medicine.

Carnegie Classification

UMB is one of approximately 53 public institutions in the United States whose official Carnegie Classification is "Special Focus Institution—Medical Schools and Medical Centers." This classification is used for institutions that include a medical school and other health related professional schools, and do not have large comprehensive undergraduate programs. Other examples include the University of California San Francisco; Oregon Health Sciences University; University of Massachusetts, Worcester; and University of Texas Health Sciences Center, San Antonio.

Important Recent Developments

Strategic Planning

UMB has a long, illustrious history of achieving excellence and providing benefit to the state. However, the University, like all institutions of higher education, finds itself in challenging times. Yet these challenges also provide great opportunities. The University's strategic plan is designed to take advantage of these opportunities. UMB created its strategic plan in careful alignment with the USM Board of Regents' strategic plan. The plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to its completion. Hundreds more participated in town halls, interactive feedback sessions, focus groups, surveys, and online feedback. The participation was exceptional, but perhaps more impressive is the genuine enthusiasm at all levels for moving the University forward. Eight themes were identified as major areas of focus for the strategic plan. Work groups consisting of faculty, staff, and students from across the University, with input from town halls, online surveys, and community focus groups, developed the goals and tactics for each theme. The themes are as follows:

- Achieve Pre-Eminence as an Innovator
- Promote Diversity and a Culture of Inclusion
- Foster a Culture of Accountability and Transparency
- Excel at Interdisciplinary Research and Interprofessional Education, Clinical Care and Practice, and Public Service
- Develop Local and Global Initiatives that Address Critical Issues
- Create an Enduring and Responsible Financial Model for the University
- Drive Economic Development
- Create a Vibrant, Dynamic University Community

The implementation of the strategic plan is guided by the following *Core Values,* as defined during the planning process:

- Accountability: The University is committed to being responsible and transparent in all areas.
- Civility: The University expects interactions to be professional, ethical, respectful and courteous.
- Collaboration: The University promotes teamwork that fosters insightful and excellent solutions and advancement.
- Diversity: The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership.
- Excellence: The University is guided by a constant pursuit of excellence.
- Knowledge: The University's industry is to create, disseminate, and apply knowledge.
- Leadership: The University strives continuously to be a leader and to develop leaders.

MPowering the State

Pursuant to the charge of the Maryland General Assembly in 2011, the USM Board of Regents charted a bold new course by bringing the leading institutions in the system—UMB and University of Maryland College Park (UMCP)—together through the *MPowering the State* initiative to jointly compete for funding for collaborative projects. This initiative uses the resources of the two universities to better serve students, attract more exceptional faculty and researchers, and boost research, technology transfer, and commercialization. While *MPowering the State* is just getting started, it has already had a profound impact on technology transfer and commercialization efforts at UMB and UMCP.

Interprofessional Education

Interprofessional education (IPE), a priority at UMB since the arrival of Dr. Perman as president, reached new heights in 2013 with the formation of the Center for Interprofessional Education and the launch of UMB's first IPE Day. The center, which serves as a resource and as a connector for IPE initiatives across UMB, is headed by Jane M. Kirschling, PhD, RN, FAAN, who, in addition to being the center's director and University director of IPE, is dean of the School of Nursing. The center advances President Perman's vision for preparing all UMB students to provide high-quality, affordable health care and human services within a team-based model. Formation of the center was announced at IPE Day in April 2013. During this event, 309 health and human services students and 114 faculty gathered to form multidisciplinary teams to tackle complex scenarios such as "Crossing the Line," a case staged at the School of Dentistry in which a child's broken teeth may be a clue to child abuse. Since then, health fairs and Interprofessional Critical Care Simulation exercises have emerged, as well as an enhanced annual Interprofessional Patient Management Competition, where teams of students representing UMB's schools pool their knowledge to devise a treatment strategy for a hypothetical patient whose case presents complex medical as well as legal issues.

Academic Transformation

In FY14 the legislature approved UMB's plan to invest $1.8M from fund balance in new funding for academic enhancements. That funding is already paying dividends by transforming

UMB's academic programs, supporting student success, and expanding the health care workforce. For example, a new program has been added to respond to the need for more primary care clinicians, a need well-documented both nationally and in Maryland. Physician assistants are trained to work with a physician to deliver team-based care, which can extend the reach and productivity of physician providers. In December 2010, Anne Arundel Community College (AACC) approached UMB about developing a Master of Science in Health Sciences (MSHS) degree program. This was the result of changes in the credential recognized for entry into the Physician Assistant profession and health policy changes occurring at the state and national levels. In collaboration with faculty from AACC, UMB faculty from multiple disciplines designed the framework for the MSHS, which is delivered completely online. In addition, course redesign initiatives that incorporate technology to enhance teaching and learning are underway in the Graduate School as well as in the Schools of Nursing, Pharmacy, and Social Work.

Community Engagement

The University has recently expanded its community-engagement efforts. Through the President's Outreach Council, which is now a part of UMB's new Center for Community Based Engagement, Dr. Perman oversees an expanded partnership with community schools—such as Vivien T. Thomas Medical Arts Academy, Southwest Baltimore Charter School, and George Washington Elementary School—to help meet identified needs of children and their families. An executive team is working with community groups to develop a West Baltimore initiative to foster an environment that enables young people from elementary school through college to prosper. Reducing chronic absenteeism in targeted local schools is a key goal, as is creating a pipeline to success for children with an interest in careers in health care and law. UMB has also hired an executive director of community engagement and initiatives who, working directly with President Perman, will direct and coordinate initiatives that enhance the community and the University through the establishment of an enduring umbrella of coordinated programs.

NIH Funding

The University's entrepreneurial revenues (i.e. revenue derived from research grants and patient care) have shown tremendous growth over the last decade. However, revenue from contract and grant awards has declined since FY10. This decline leads, over time, to both a decrease in direct spending on grants and a decrease in recovery of indirect costs. This decline puts substantial pressure on the University's budget to fund the largely fixed expenses related to facilities and infrastructure for research. For the past two years UMB, has utilized efficiency measures and reallocation of internal resources to absorb these decreases. Awards have stabilized for FY15. This stabilization will put UMB back on the trajectory for growth in sponsored programs in the future though there is clearly a need to further diversify our revenue funding streams.

Law School Enrollment

The national trend in declining enrollments facing law schools has also impacted UMB's Carey School of Law. The collapse of the job market for law school graduates has convinced many potential students not to apply for law school. The University has created a multi-year plan to rebalance and revitalize this important school. The University is funding this transformation by utilizing its existing resources, increasing efficiency, and re-evaluating other programs. The

current situation facing law schools, including the one at UMB, is an excellent example of the challenge of tuition affordability. Tuition affordability is very much a concern at the University.

Affordability

Unfortunately, UMB did not see much benefit from the "enrollment initiative" of the former governor that provided state support in lieu of tuition increases for undergraduate in-state students. The majority of our students are graduate and professional students, so UMB saw very little in the way of tuition replacement funds. Tuition affordability is very much a concern at the University and UMB remains sensitive to substantial increases to tuition that could be a barrier to entry into its educational programs, particularly those that address workforce shortage areas.

The Death of Freddie Gray and the April 2015 Baltimore Protests

On April 19, 2015, a 25-year-old man from West Baltimore named Freddie Gray died from injuries sustained in police custody. In the days following Gray's death and funeral, Baltimore saw a wave of both peaceful demonstrations and violent unrest. The protests provided added urgency to the University's community-engagement efforts. For example, the School of Nursing deployed one of the Governor's Wellmobiles, a mobile health clinic, to an area where the local pharmacy had been destroyed. Just recently, the Rite Aid Corporation made a $10,000 gift, upon reopening a store that had been destroyed, to a Baltimore public school. The grant application was co-authored by the program director of the School of Social Work's Promise Heights program, which works to improve the lives of Baltimore children.

On campus, the University created a space for its members to openly discuss the events. Two forums on the topic of race were held by the President's Office, leading to a renewed conversation about the University's community-engagement efforts and its hiring and promotion policies. An ad-hoc committee of UMB staff and faculty got together to publicize, campus wide, their personal availability to discuss the campus climate after the protests with a particular emphasis on supporting students of color. During this time, admissions officers also worked to assure prospective students of their safety on campus.

Additionally, a course in the Carey School of Law was offered this fall with enrollment slots for students from the School of Social Work was created to explore the legal and socioeconomic factors at play in the Freddie Gray case.

After April 2015, campus police and safety conducted an "after action" review and have used the results of their review to bolster their planning for the upcoming trials of the police officers who were charged.

Why UMB Chose the Comprehensive Model

The University chose the Comprehensive Report Reordering the Standards to Reflect an Institution. UMB has a robust culture of planning and accreditation and the self-study design that was chosen allows UMB to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals while simultaneously focusing on its strategic priorities. In addressing all the

standards in a way that reflects the unique nature of the institution, UMB can integrate existing strategic planning and accrediting processes and create a "living document" that will be used after the Accreditation Team leaves.

Description of Self-Study Process

The following section includes various details about the University's Self-Study process, including the process timeline, an explanation of working group themes, and the organization of the steering committee and working groups.

Timeline

Summer 2013

- ALO receives invitation to attend the MSCHE Self-Study Institute

Fall 2013

- ALO forms the Self-Study Logistics Team (SSLT)
- Members of the SSLT attend the Self-Study Institute held to orient institutions beginning the Self-Study process
- President Perman appoints the Steering Committee Co-Chairs
- Nominations for the Steering Committee are made
- USM Board of Regent designee identified
- Visit for MSCHE liaison is scheduled

Spring 2014

- Steering Committee Co-Chairs establish and charge the Self-Study Steering Committee
- Steering Committee chooses its Self-Study design model
- Working groups are established
- The Self-Study process is officially launched
- The draft of the Self-Study design is finalized and submitted to MSCHE
- UMB hosts the visit of Middle States liaison
- The Self-Study design is finalized and accepted by MSCHE
- Steering Committee and Working Group volunteers participate in the Self-Study retreat
- Working groups begin to study the research questions

Summer 2014

- Working groups continue to meet
- SSLT assembles and organizes supporting documents
- Steering Committee and Working Group members attend MSCHE workshops and trainings

Fall 2014

- The Steering Committee oversees research and reporting by Working Groups

- Working Groups engage the University community
- Working Groups prepare annotated outline of reports
- Steering Committee Co-Chair, Working Group Co-Chairs and several Logistics Committee members attend MSCHE Annual Conference

Spring 2015

- Working Groups submit draft reports to readers for review due March 1, 2015
- Working Groups submit final reports April 1, 2015
- MSCHE selects and notifies UMB of the evaluation team chair
- University approves the selection of the evaluation team chair
- University and team chair select dates for team visit and for the chair's preliminary visit
- University sends a copy of the Self-Study design to the team chair

Summer 2015

- Steering Committee produces first draft of Self-Study report
- MSCHE selects evaluation team members
- University approves the selection of evaluation team members

Fall 2015

- Community Engagement (WG5) Town Hall,
- Educational Innovation and Transformation (WG1) Town Hall
- Student Life, Career Development and Support Services (WG3) Town Hall
- Research, Scholarship and Entrepreneurship (WG2) Town Hall
- Institutional Effectiveness (WG4) Town Hall
- University community reviews draft Self-Study report
- University sends evaluation team chair draft Self-Study report
- Board of Regents reviews draft Self-Study report
- University hosts simulated Self-Study site visit team
- Team chair makes preliminary visit to University
- University prepares final version of the Self-Study report

Spring 2016

- University sends final report to evaluation team and MSCHE at least six weeks prior to team visit
- University hosts evaluation team visit
- University receives and reviews team report
- University writes and submits institutional response to team report

Summer to Fall 2016

- MSCHE Committee on Evaluation meets to take action on University's Self-Study report

Working Group Themes and Research Questions

The Steering Committee agreed on five themes for the Self-Study and elected to establish the working groups around these themes. To explore these themes, the working groups were assigned specific standards and research questions.

Working Group 1: Educational Innovation and Transformation

Educational innovation and transformation drives the University's mission to improve the human condition and serve the public good of Maryland and society at large through education, research, clinical care, and service. As the University continues to provide its students with a rigorous education, it must look to the future and ensure that its offerings make use of new technology, promote interprofessional collaboration, remain affordable, and contribute to the public good.

Standards:

- Standard 11: Educational Offerings
- Standard 12: General Education
- Standard 14: Assessment of Student Learning

Research Questions:

1. What, if any, are the benefits to the University of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high-demand, and self-sustaining academic offerings?
2. What actions could the University undertake to promote interprofessional teaching and learning across the professions?
3. How could the University ensure that its academic programs remain affordable and accessible?

Working Group 2: Research, Scholarship, and Entrepreneurship

As a university with a strong research focus, UMB embraces high standards of scholarship and strives to embrace entrepreneurship by establishing faculty business ventures to capitalize on important scholarly research. In the current economic climate of greatly diminished federal funding, the University must diversify its funding portfolio via entrepreneurship and innovative scholarly activities.

Standards:

- Standard 3: Institutional Resources
- Standard 5: Administration
- Standard 6: Integrity
- Standard 10: Faculty

Research Questions:

1. What strategies can the University adopt to diversify the sources of funding for biomedical and social sciences research?

2. How can the University enhance its research environment to make the institution more competitive in securing grants and awards?
3. How can the University nurture, promote, and sustain an environment where innovation and entrepreneurship in teaching, research, and scholarship are recognized, rewarded, and encouraged?
4. How can the University continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?

Working Group 3: Student Life, Career Development, and Support Services

Creating the conditions that foster student success has never been more important. Graduate and professional students' personal and professional development is linked to their well-being and physical, mental and social health. These students are also eager for robust support in the realm of career development, from job search strategies and resume development to alternative career pathways. As the University looks to the future, it must embrace the complexity of graduate and professional students and focus on encouraging student involvement in university life, providing superb academic and psychosocial supports, and developing professional and career opportunities to advance students' interests.

Standards:

- Standard 8: Student Admissions and Retention
- Standard 9: Student Support Services

Research Questions:

1. How could the University pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?
2. What trends in the employment market or changes in competition may affect enrollment and training in the University's schools and programs?
3. What is the outlook for the US and global biomedical research workforce, and what, if any, changes could the University contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?
4. In what ways could student support services change to support a more diverse student body and enhance career development services?

Working Group 4: Institutional Effectiveness

Institutional Effectiveness is crucial for UMB to effectively educate its students, provide appropriate and superlative care to its clients, and to perform efficiently. UMB's effectiveness is determined by its commitment to strategic planning, leadership and governance, and assessment.

Standards:

- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 4: Leadership and Governance
- Standard 7: Institutional Assessment

Research Question:

1. How could the University design and operationalize an institutional decision-making framework that promotes the University's *Core Values* and positions the institution to realize its strategic objectives?
2. What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?
3. How could the University capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?

Working Group 5: Community Engagement

As an anchor institution located on the west side of Baltimore, the University has an economic stake in the safety, health, and welfare of the community surrounding the campus. More importantly, the University has a moral obligation as a public institution to serve the greater good of the community. But neither the University nor the community operates in a vacuum; they must work together to create a thriving environment for students, faculty, staff, and citizens alike.

Standards:

- Standard 1: Mission and Goals
- Standard 13: Related Educational Activities

Research Questions:

1. How could the University leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?
2. How does the University create learning opportunities for students that foster community involvement and service?
3. How could the University bring about better coordination of our disparate community initiatives to maximize community impact and to extend our outreach efforts?

Organization of Steering Committee and Working Groups

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                    │     Steering Committee      │
                    │   Roger J. Ward,  EdD, JD, MPA │
                    │     Natalie Edington, PhD     │
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│  Educational Innovation and  │   │   Research, Scholarship, &   │
│       Transformation         │   │       Entrepreneurship       │
│                              │   │                              │
│     David B. Mallott, MD     │   │   Kathleen M. Byington, MBA  │
│    David Roffman, PharmD     │   │     Peter W. Swaan, PhD      │
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│ Student Life, Career Development, & │ │  Institutional Effectiveness │
│      Support Services        │   │                              │
│                              │   │    Carol McKissick, MBA      │
│    Erin Golembewski, PhD     │   │   Megan Meyer, MSW, PHD       │
│    Flavius R. Lilly, MPH     │   │                              │
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│    Community Engagement      │
│                              │
│      Geoffrey Heinzl         │
│  Rebecca Wiseman, PhD, RN    │
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Steering Committee Membership by Unit

The following list details the broad representation on the Steering Committee. Individuals who have since left the Steering Committee are indicated by an asterisk.

UMB Administration

- Roger J. Ward | Vice President, Operations and Planning, Chief Accountability Officer
- Kathleen M. Byington | Chief Administrative and Finance Officer
- Flavius R. Lilly |Assistant Vice President, Academic and Student Affairs
- *Teresa K. LaMaster | Executive Director, MPowering the State, and Advisor, Institutional Effectiveness
- M. J. Tooey |Associate Vice President, Executive Director, HSHSL Library
- Phil Robilotto | Assistant Vice President, Research & Development

UM Governance

- Louise Michaux Gonzales | Chair, Committee on Education Policy and Student Life, USM Board of Regents

School of Pharmacy

- Natalie Eddington | Dean
- David Roffman | Professor, Pharmacy Practice and Science
- Peter Swaan | Professor, Pharmaceutical Sciences, and Director, Center for Nanomedicine and Cellular Delivery
- Robert S. Beardsley | Professor, Pharmaceutical Health Services Research

School of Medicine

- David B. Mallott | Associate Dean, Office of Medical Education
- Toni Antalis | Professor, Physiology
- Carol McKissick |Administrative Program Director
- Dorothy A. Snow | Associate Dean, Veterans Affairs
- Anthony F. Lehman | Professor and Senior Associate Dean, Clinical Affairs

Graduate School

- Erin Golembewski | Senior Associate Dean

Dental School

- Maureen L. Stone | Professor, Neural and Pain Sciences
- Richard J. Manski | Professor and Director, Health Services Research

School of Nursing

- Rebecca Wiseman | Assistant Dean, Universities at Shady Grove
- Nina Trocky | Assistant Professor, Organizational Systems and Adult Health, and Faculty Senate President
- Carolyn F. Waltz | Professor, Organizational Systems

School of Social Work

- *Jesse J. Harris | Professor and former dean
- Megan Meyer | Associate Dean, Academic Affairs

Carey School of Law

- Michelle Harner | Professor and Director, Business Law Program
- Crystal Edwards | Assistant Dean, Academic Administration, and Lecturer, Law

UMB Students

- Geoffrey Heinzl | President, University Student Government Association
- Amber Mueller | President, Graduate Student Association
- *Spencer Todd | President, University Student Government Association

Self-Study Logistics Team Membership and Responsibilities

The members of the Self-Study Logistics Team (SSLT) include the following individuals:

- Roger Ward | Vice President, Operations and Planning, Chief Accountability Officer
- Flavius Lilly | Assistant Vice President, Academic and Student Affairs
- Tricia O'Neill | Assistant Vice President, Compliance & Reporting
- Gregory Spengler | Assistant Vice President, Institutional Research
- Laura Kozak | Assistant Vice President, Communications
- Karen Matthews | Director, Planning & Program Development
- Jenny Owens | Director, Academic and Student Affairs
- Clancy Clawson | Associate Director, University Writing
- Robin Klein | Research & Assessment Librarian
- Malinda Hughes | Program Manager, Academic Affairs

The SSLT was charged with the following roles and responsibilities:

- To prepare for the establishment of the Self-Study Steering Committee by organizing, archiving, and synthesizing relevant documents.
- To support the Self-Study Steering Committee by having in-depth knowledge of two Middle States publications that are invaluable guides to the process and expectations:
  - *Characteristics of Excellence in Higher Education; and*
  - *Self-Study: Creating a Useful Process and Report*.
- To support the Self-Study Steering Committee in the coordination of Self-Study activities.
- To support the Self-Study Steering Committee in campus communication and promotion of the accreditation process to the UMB community including a Self-Study website.
- To support the Self-Study Steering Committee in report drafting, editing, and organization.
- To prepare for Middle States evaluator visits by arranging lodging and meals, transportation for team members, clerical support, and meeting agendas.

Expected Outcomes

The major outcomes expected from the Self-Study are as follows:

- To engage in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members of the University community from every corner of the campus.
- To produce a Self-Study report that demonstrates compliance with the Middle States Commission on Higher Education accreditation standards.
- To develop forward-looking recommendations to move the institution further along its quest for excellence in graduate and professional education, research, clinical activities, and service for the public good.

Community Impact and Feedback

University community involvement is vital in the reaccreditation process, and the Steering Committee has sought active participation and comment from the community to inform the working groups preparing reports on the five themes covered in the Self-Study Design.

Faculty, staff and students have been encouraged to:
- Stay informed about the Middle States process through communication from the Team and Office of the President.
- Volunteer to participate on a theme-based working group.
- Respond to surveys, focus groups and questionnaires prepared by the working groups.
- Communicate with the Steering Committee via suggestion form on the Middle States website.
- Attend the town halls to become familiar with the working group findings and to offer feedback and prioritize results in an analytical framework.

The Steering Committee plans to continue to offer opportunities for comment throughout the remainder of the process of preparation of the final report.

Chapter 1
Educational Innovation and Transformation

Introduction

Theme

Educational innovation and transformation drives the University's mission to improve the human condition and serve the public good of Maryland and society at large through education, research, clinical care, and service. As the University continues to provide its students with a rigorous education, it must look to the future and ensure that its offerings make use of new technology, promote interprofessional collaboration, remain affordable, and contribute to the public good.

Standards

This chapter demonstrates compliance with the following standards:

- Standard 11: Educational Offerings
  The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

- Standard 12: General Education
  The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

- Standard 14: Assessment of Student Learning
  Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Research Questions

This chapter also addresses three research questions:

1. What, if any, are the benefits to the University of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high-demand, and self-sustaining academic offerings?
2. What actions could the University undertake to promote interprofessional teaching and learning across the professions?
3. How could the University ensure that its academic programs remain affordable and accessible?

Working Group Process

The Educational Innovation and Transformation Working Group consisted of education leaders from each of UMB's schools who were able to provide the current status and planned future of educational offerings as well as information about the strengths and weaknesses of the various programs. The Working Group met as a full committee throughout the information gathering, discussion, and compiling process. Much of the work was done in two half-day retreats. The first retreat focused on determining compliance with the standards while the second focused on answering the research questions. Data from individual schools—particularly accreditation materials and the Middle States Self-Study Survey—were integral parts of the discussion and development of conclusions. The Working Group also reviewed pertinent financial and student debt documentation.

Standards

Standard 11: Educational Offerings

Statement of the Standard

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Declaration of Compliance

The University's rigorous educational offerings are consistent with its mission. Program goals are clearly articulated and focus on providing students the knowledge and skills they need to succeed in their chosen professions.

Educational Offerings

The University offers a variety of rigorous graduate and professional programs. These programs are closely aligned with Mission of the University and with the standards of each school's respective accrediting body. Adherence to professional accreditation standards, as demonstrated by the continuous accreditation of all of the University's programs, is a primary method of determining the rigor and coherence of UMB's educational offerings. The University's programs, along with their corresponding accrediting bodies, are listed in the table below.

Program	Accrediting Body	Current Status	Next Review
School of Dentistry			
DDS	Commission on Dental Accreditation (CODA)	Accredited	2018
BS Dental Hygiene	Commission on Dental Accreditation (CODA)	Accredited	2018
Carey School of Law			
JD	American Bar Association	Accredited	2017

Program	Accrediting Body	Current Status	Next Review
	(ABA)		
LLM	American Bar Association (ABA)	Accredited	2017
MSL	American Bar Association (ABA)	Accredited	2017
School of Medicine			
MD	Liaison Committee for Medical Education (LCME)	Accredited	2016
DPT	Commission on Accreditation in Physical Therapy Education (CAPTE)	Accredited	2016
MGC	Accreditation Council for Genetic Counseling	Accredited	2016
PA	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Accredited	2016
DMRT	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Accredited	2015 Oct. site visit reported no concerns.
MPH	Council on Education for Public Health (CEPH)	Accredited	2021
School of Nursing			
BSN	Commission on Collegiate Nursing Education (CCNE)	Accredited	2024
MS	Commission on Collegiate Nursing Education (CCNE)	Accredited	2024
CNL	Commission on Collegiate Nursing Education (CCNE)	Accredited	2024
DNP	Commission on Collegiate Nursing Education (CCNE)	Accredited	2024
School of Pharmacy			
PharmD	Accreditation Council for Pharmacy Education (ACPE)	Accredited	2020
School of Social Work			
MSW	Council on Social Work Education (CSWE)	Accredited	2017

In addition to the offerings of the professional schools, the Graduate School offers graduate programs in biomedical, health, and human service sciences. These programs are initially reviewed for rigor, coherence, and consistency by the Maryland Higher Education Commission

(MHEC). UMB is currently working on a definitive timetable for internal and external review of all programs in the Graduate School.

Program	Degrees Offered	Program Review	Next Review
Applied Thanatology	Graduate Certificate	MHEC & UMB	TBA
Biochemistry	MS, PhD, MD/PhD	MHEC & UMB	TBA
Cellular and Molecular Biomedical Science	MS	MHEC & UMB	TBA
Clinical Research	Graduate Certificate	MHEC & UMB	TBA
Epidemiology and Human Genetics	MS, PhD	MHEC & UMB	TBA
Forensic Medicine	MS	MHEC & UMB	TBA
Gerontology	PhD	MHEC & UMB	TBA
Health Science	MS	MHEC & UMB	TBA
Marine-Estuarine Environmental Science	MS, PhD	MHEC & UMB	TBA
Medical and Research Technology	MS	MHEC & UMB	TBA
Microbiology and Immunology	PhD, MD/PhD	MHEC & UMB	TBA
Molecular Medicine	PhD, MD/PhD	MHEC & UMB	TBA
Neuroscience and Cognitive Sciences	PhD, MD/PhD	MHEC & UMB	TBA
Nursing	MS, PhD, BSN/PhD	MHEC & UMB	TBA
Oral and Experimental Pathology	PhD	MHEC & UMB	TBA
Pathology	MS	MHEC & UMB	TBA
Pharmaceutical Health Services Research	PhD, PharmD/PhD	MHEC & UMB	TBA
Pharmaceutical Sciences	PhD, PharmD/PhD	MHEC & UMB	TBA
Pharmacometrics	MS	MHEC & UMB	TBA
Physical Rehabilitation Science	PhD, MD/PhD	MHEC & UMB	TBA

Program	Degrees Offered	Program Review	Next Review
Research Ethics	Graduate Certificate	MHEC & UMB	TBA
Regulatory Science	MS	MHEC & UMB	TBA
Social Work	PhD	MHEC & UMB	TBA
Toxicology	MS, PhD, MD/PhD	MHEC & UMB	TBA

Program Goals and Objectives

Program goals and objectives in each school correspond to the standards of their respective accrediting bodies. All programs are constructed so that students learn essential knowledge and skills, assume increasing levels of professionalism and responsibility, and prepare for life-long learning and service.

Program goals are available to current and prospective students on each school's website. For example, the School of Social Work clearly articulates the goals of its MSW program in its Academic Catalog, which is available on its prospective students' page. The MSW program's stated goals are to prepare students

- For advanced practice with individuals, families, groups, organizations, communities, and society;
- For advanced practice in a method of concentration and an area of specialization; and,
- To practice in a manner that reflects the principles underlying the Social Work Code of Ethics of the National Association of Social Workers (NASW);
- To practice effectively with, and on behalf of, systems and people of diverse backgrounds and needs;
- To practice with, and on behalf of, vulnerable populations, populations in-need, and oppressed populations;
- To practice in a manner that promotes social and economic justice;
- To practice utilizing a person-environment framework and a strengths perspective; and
- To appreciate the importance of continuing professional development and of contributing to the knowledge and skill base of the profession.

These program goals reflect the nine social work competencies outlined in the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). Additionally, these competencies are listed in the syllabi of each course within the MSW program, along with details on practice behaviors associated with each competency and information about corresponding assignments and assessments. Thus, a student in the School of Social Work can see how each assignment corresponds to a practice behavior of a particular core competency, which in turn corresponds to a program goal.

Similarly, the School of Nursing provides the program outcomes for its programs on its webpages for prospective students. These outcomes are informed by the accreditation standards of the Commission on Collegiate Nursing Education (CCNE). For instance, the goals for the BSN program state that students will

- Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.
- Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations. Integrate competencies in leadership, quality improvement, and patient safety to improve health and promote interdisciplinary care.
- Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care.
- Incorporate information management and patient care technology in the delivery of quality patient-centered care.
- Integrate knowledge of health care policy from social, economic, political, legislative, and professional perspectives to influence the delivery of care to individuals, families, communities, and populations.
- Employ interprofessional communication and collaboration to ensure safe, quality care across the lifespan.
- Use principles of ethics, legal responsibility, and accountability to guide professional nursing practices across the lifespan and across the health care continuum.
- Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.

Along with these program outcomes, potential BSN nursing students can find a sample plan of study, which allows them to see the coursework through which these outcomes will be met.

The goals and outcomes of all of the University's programs can be found in Appendix X.

Learning Resources

The University offers various learning resources to support its students in achieving the goals of their programs. For example, the Health Sciences and Human Services Library (HS/HSL) is dedicated to providing quality information resources, services, and infrastructure to support the education, research, clinical care, and public service missions of the University. One of the largest health sciences libraries in the United States and a recognized leader in state-of-the-art information technology, the HS/HSL supports the various programs on campus, as well as the University of Maryland Medical Center (UMMC), the R. Adams Cowley Shock Trauma Center, and the Baltimore Veterans Affairs Medical Center. The HS/HSL offers a robust collection of digital resources (journals, databases, books) and counts 363,332 print volumes in its holdings. The Library continues to seek out new resources and emerging technologies to advance the campus' mission. In FY14, 115 databases, 13,000 e books, over 4900 electronic journals and more than 70 videos and online tutorials prepared by faculty librarians were accessible through the HS/HSL website, resulting in over 1.5 million hits to the site.

Within HS/HSL's physical setting, users have space, tools and technology support to study, discover and collaborate. The library offers 106 individual study carrels, 45 group study rooms (some can be reserved), and 56 computer workstations. There are three computer-equipped teaching labs where hundreds of classes are taught each year. A state of the art presentation practice studio providing recording and editing equipment is available by reservation. Expert assistance is offered if necessary. Two videoconferencing facilities are available for use. An Innovation Space with 3D printing capabilities designed to focus on the research, study and instruction needs of the UMB community is available on the main floor of the library. To encourage informal group study, there are flexible learning pods and rolling white boards throughout the library. To meet the needs of its users, the HS/HSL is open approximately 90 hours per week (hours vary during exams and holidays).

Other the University-wide services include the Writing Center, which provides one-on-one consultations at any stage of the writing process and Academic Coaching, which provides students the opportunity to work with a professional coach regarding academic-related goals, concerns, and stressors. For a full list of University-wide services, please see Standard 9: Student Support Services, in Chapter 3: Student Life, Career Development, and Support Services.

Each school also provides learning resources for its students. For example, the School of Medicine and the School of Nursing jointly operate a patient simulation facility. Standardized patients are used in all four years of the curriculum, including interviewing in Year I, support for physical diagnosis in Year II, teaching on required clerkships in Year III, and the required multi-station Objective Structured Clinical Examinations (OSCE) in the fall of Year IV, which is a requirement for successful completion of medical school. Physical therapy students also use the standardized patient facility. Similarly, the Clinical Simulation Labs in the School of Nursing provide over 134 beds in 24 contemporary clinical simulation settings, in which undergraduate and graduate students learn and enhance their skills using intelligent mannequins and clinical simulators.

Transfer Policies

Policies on transfer credit are established in the schools. The University requires that these policies be clearly articulated and published on each school's website, handbook, or catalog. For example, the Carey School of Law's website provides guidance for 1) students who transfer in after one or more semesters at another law school; 2) students who did not transfer after one or more semesters at another law school and who have not been granted permission to visit at another law school for one or two semesters; and 3) students in approved dual-degree programs.

Assessment of Program Outcomes

The chief indicator that program outcomes are being met is each program's continuing accreditation. To maintain accreditation, programs must demonstrate to their respective accrediting bodies that they are achieving their goals. All of the University's professional programs have full accreditation status, and all of its graduate programs have passed MHEC's initial program review process and undergo periodic internal and external review in accordance with USM policy. None of the University's programs are on probation. Within the schools, specific committees verify that curricula meet accreditation standards. For example, in the

School of Medicine, the Curriculum Coordinating Committee of the MD degree program reviews LCME accreditation standards to make sure the curriculum is in compliance.

The University also uses other measures to assess program outcomes, including employment rates, certifying exam passing rates, course evaluations, and exit surveys.

The schools and the University monitor post-graduation employment rates to ensure that their programs adequately prepare students for success in their chose fields. For example, the School of Medicine reported a 94% match rate for its 2015 graduates. In the School of Nursing, employment rates were self-reported as 93% for the BSN and 100% for the DNP. In the School of Dentistry, graduates reported at near 100% for DDS and at 100% for Dental Hygiene.

Many programs at UMB require students to pass a licensing or certifying examination. Student success rates in licensure examinations are monitored and are critically examined in relation to the demands of the curriculum and the clinical experiences available to every student. Passing rates are provided in the table below.

Program	Exam	First-Time Testers	Number Passing	Passing Rate
School of Dentistry				
DDS				
Class of 2012	ADEX	113	108	95.58%
Class of 2013	ADEX	114	113	99.12%
Class of 2014	ADEX	126	119	94.44%
Carey School of Law				
JD				
Feb. and July 2011	Maryland Bar	243	214	88.07%
Feb. and July 2012	Maryland Bar	262	213	81.30%
Feb. and July 2013	Maryland Bar	236	197	83.47%
School of Medicine				
MD				
July 2012 – June 2013	USMLE Step 2 CK	n/a	n/a	99%
July 2013 – June 2014	USMLE Step 2 CK	n/a	n/a	99%
July 2014 – June 2015	USMLE Step 2 CK	n/a	n/a	97%
DPT				
Class of 2011	NPTE	n/a	n/a	100%
Class of 2012	NPTE	n/a	n/a	100%

Program	Exam	First-Time Testers	Number Passing	Passing Rate
Class of 2013	NPTE	n/a	n/a	100%
School of Nursing				
BSN				
July 2011 – June 2012	NCLEX	244	228	93.44%
July 2012 – June 2013	NCLEX	209	202	96.65%
July 2013 – June 2014	NCLEX	235	211	89.79%
CNL				
July 2011 – June 2012	NCLEX	104	99	95.19%
July 2012 – June 2013	NCLEX	66	62	93.94%
July 2013 – June 2014	NCLEX	81	72	88.89%
School of Pharmacy				
Pharm D				
Class of 2012	NAPLEX	122	122	100%
Class of 2013	NAPLEX	124	123	99.19%
Class of 2014	NAPLEX	129	127	98.45%
School of Social Work				
MSW				
2011 Exam	LGSW	312	278	89.10%
2012 Exam	LGSW	360	319	88.61%
2013 Exam	LGSW	332	298	89.76%

Additionally, schools utilize course evaluations. In the School of Social Work, students complete course evaluations online at end of every course in the MSW program. The same is true at the Carey School of Law for the JD program. The evaluations assess both the quality of the course and its content as well as the faculty member teaching the course. The dean of the School of Social Work, in his State of the School annual presentation to faculty and students, shares the results of the student evaluations, most recently showing a student satisfaction rate of 83%.

Some schools like SON and SOM use graduation and exit surveys. Upon completing a program in the School of Nursing, graduates complete a 56-item Program Assessment Questionnaire (PAQ), which assesses five aspects of program satisfaction:

1. program utility and efficacy

2. learning resources
3. time efficiency and student demands
4. faculty-student relationships
5. curricular options and utility

Two global questions assess overall satisfaction with the program and willingness to recommend it to other potential students.

The Schools use all of this data to make adjustments to their curricula. In many schools, this is accomplished by a faculty-led curriculum committee. For example, each year the dean of the Carey School of Law appoints and charges a curriculum committee and its chair, which evaluates initiatives to enhance or alter the existing curriculum for degree programs and then brings these recommendations to the faculty council for approval. In the School of Nursing, data guides the curricula as well as admission and progression policies. Throughout the academic year, faculty members in each program meet regularly to evaluate and revise courses, review evaluation data, analyze progress toward meeting strategic plan goals, and share insights gained from attendance at national conferences. For example, faculty and student feedback on the 4 credit graduate research core course that covered both design and statistics, resulted in the development of a new research core that includes a 3 credit course in evidence-based design and a 3 credit course in statistics. These courses launched in the Fall Semester 2014 and replaced the former research core. Another example of student outcome data driving change is a recent change in the DNP curriculum. Students consistently rated NDNP 811 very low on the amount of work required for the credit assigned. The curriculum committee reviewed the course and determined that the work exceeded the credit assignment and made a modification to the curriculum. The content was spread over two courses, adding a credit to the plan of study.

Because of how the University is organized within the University System of Maryland (USM), University-Level assessment of program outcomes is informed by USM and MHEC policy. For example, the new Masters of Science in Law (MSL) program was initially reviewed by the School's Faculty Council. Their proposal was built around eight core learning outcomes. The Carey School of Law next sent the MSL proposal to President Perman and his Executive Council who evaluated the program proposal and sent it on to the University System of Maryland (USM). USM made sure it conformed to policies and procedures put in place by the Board of Regents and provided other USM institutions an opportunity to comment. Lastly, MHEC evaluated it using the rigorous analysis called for under the standards it has announced for new academic program proposals. Paramount to the University is its obligation to ensure that revised program outcomes do not depart drastically from those initially approved by MHEC.

Additionally, every year the University updates its institutional profile. As part of that process, senior leadership reviews the current educational offerings with the deans of each school to ensure that UMB offers the right complement of educational programming.

Summary

Consistent with its mission, the University maintains an extensive portfolio of rigorous academic programs. Therefore, the University is in compliance with Standard 11: Educational Offerings.

Standard 12: General Education

Statement of the Standard

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Declaration of Compliance

As an upper division and graduate professional schools university, UMB does not provide general education. The three baccalaureate programs— nursing, dental hygiene, and medical and research technology—accept general and essential skills education as provided by the institutions from which students transfer under negotiated and publicized articulation agreements. (Appendix X – list of articulation agreements) Therefore, the University is in compliance with Standard 12: General Education.

Standard 14: Assessment of Student Learning

Definition

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Declaration of Compliance

Student learning at the University focuses on specific learning outcomes derived from each program's accrediting body. These outcomes are assessed at multiple levels, and the University uses this data to ensure continuing student success.

Statement of Student Learning Outcomes

The University's schools and programs have clearly articulated statements of student learning outcomes (SLOs) at all levels. These outcomes are informed by the University's mission and by each program's accrediting body. One clear example of the multi-level functioning of SLOs comes from the School of Pharmacy. Within this school, General Abilities (GAs) and Terminal Performance Outcomes (TPOs) have been created for the PharmD program in accordance with the standards of the Accreditation Council for Pharmacy Education (ACPE). The GAs and TPOs inform individual course SLOs, which define the knowledge, skills, and abilities that the successful learner is expected to achieve by the end of the course. GAs include

- Thinking abilities: The student shall find, understand, analyze, evaluate, and synthesize information and shall make informed, rational, and ethical decisions.
- Communication abilities: The student shall read, write, speak, listen, and use data, media, and computers to communicate effectively with various audiences for a variety of purposes.
- Self-learning abilities and habits: The student shall demonstrate the ability and inclination to learn on one's own, to pursue new knowledge, to self-assess, to

respond appropriately to assessment by others, and to modify one's ideas in light of new discoveries.

- Values and ethics: The student shall articulate the influence of values on ideas and actions and shall demonstrate the ability and inclination to take personal responsibility for ethical conduct in personal and professional settings.
- Social awareness and social responsibility: The student shall demonstrate an understanding of self, the strengths and challenges of cultural diversity, and the historic responses of society in times of rapid change
- Social interaction and citizenship: The student shall demonstrate effective interpersonal and intergroup behaviors in a variety of situations and circumstances.
- Information literacy: The student shall recognize when information is needed and be able to locate, evaluate, and use appropriate resources to meet the information need in an effective and ethical way.
- Cultural competency: The student shall possess an awareness of how culture impacts interpersonal and intergroup interactions and shall demonstrate effective behaviors to work in cross-cultural environments.

Each GA is further broken down into specific levels. For example, thinking abilities operate on three levels:

- Level 1: Understand critical thinking processes and apply them at basic levels.
- Level 2: Identify and analyze ideas and problems of increasing complexity, generate defensible solutions, and establish criteria for evaluation of solutions.
- Level 3: Make decisions regarding complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, and ethical issues.

The TPOs describe specific abilities all pharmacists are expected to competently perform in order to fulfill their professional responsibilities. TPOs include

- TPO 1: Participate in the development of patient-specific therapeutic plans.
- TPO 4: Use technology effectively to carry out professional functions.
- TPO 6: Educate patients regarding patient-specific therapeutic plans.
- TPO 7: Administer drug products to patients.
- TPO 10: Participate in the process of monitoring patient outcomes.
- TPO 16: Maintain professional competence.

Like the GAs, the TPOs are also broken down into more specific outcomes. For example, TPO 16 contains three sub-outcomes:

- TPO 16: Maintain professional competence.
  - o TPO 16.1: Identify and analyze emerging issues, products, and services related to drug therapy and health.
  - o TPO 16.2: Carry out responsibilities in accordance with legal, ethical, social, economic, and professional norms.
  - o TPO 16.3: Demonstrate self-awareness, identify self-learning needs, and engage in a process of continual professional development.

In addition to GA and TPO-informed course goals, School of Pharmacy courses also have lecture or session SLOs. Session SLOs emphasize major points and reduce non-essential material, thus helping students focus when studying and taking notes. Learning activities within each session practice the SLOs, and exams and assessments measure the effectiveness of teaching the SLOs. Thus, each learning activity functions within an extensive framework of SLOs on the session, course, and program level.

While SLOs for the individual schools are located on respective school websites, for convenience, they have also been collected into Appendix X.

Assessment of Student Learning Outcomes

The University's programs use a variety of methods to assess SLOs, including examinations, clinical assessments, self-evaluations, and alumni data. Faculty members also evaluate progress to identify and help struggling students.

Examinations

Programs use examinations to assess student knowledge as it pertains to course-level and program-level SLOs. Some of these exams are created by faculty, and others are national normed standardized products. Within the School of Medicine, the MD program uses multiple-choice exams in order to provide immediate feedback to students. The Carey School of Law relies heavily on exams with open-ended questions for almost all of its didactic courses. Schools also use oral exams to evaluate analytical skills of students. Where applicable, narrative assessment, peer assessment, and research assessment are used.

Certifying and licensing exams are also used to assess SLOs for the schools. More information about the passing rates of the University's students can be found on pages 31-32.

Clinical Assessments

Given the nature of UMB's programs, a considerable portion of student learning takes place in clinical settings, and this learning is also assessed. In many schools, students are evaluated along attitudinal and professionalism lines within both classroom and clinical activities. Various degree programs also use clinical performance ratings, narrative assessment, oral patient presentation, peer assessment, and research experiences. Programs are devised to assure educational equivalency with virtual patients provided to meet these needs. Faculty development includes instruction on the development of assessment tools.

Self-Evaluation

UMB also requires students to evaluate their own learning. Graduating DDS students self-evaluate their preparedness for practice in relation to the Maryland Dental Competency Statements through the mandatory senior exit survey. The results of this survey are reviewed by administrators and members of the Predoctoral Directors Committee and analyses become a formal part of the curriculum evaluation feedback loop. In alternating years, surveys are sent to dental and dental hygiene program alumni who graduated in the previous year and to directors of educational programs in which Maryland dental graduates have enrolled. Survey items are structured to assess the level of knowledge, skills, and competencies developed during the educational program. Data from these questionnaires are supplemented by surveys administered one year after graduation to School of Dentistry graduates, who self-appraise their knowledge,

skills, and level of competence, once they have begun clinical practice. The results of these supplemental surveys also provide additional information for ongoing programmatic review.

Alumni Data

Alumni survey data is also used to inform student outcomes, and includes information about how well the graduates, as well as the employers of graduates, evaluate the preparation of students for the performance/practice expectations for the respective degree. In the School of Nursing, these surveys are administered every three years and longitudinal summary data are used to track trends and make recommendations on program content, structure, and learning activities. At the School of Nursing, major stakeholder data is also collected through annual meetings that include nursing leaders across practice settings where students have completed clinical learning and also those who hire our new graduates.

Faculty Evaluation of Student Progression

Faculty in the schools review assessment data in order to identify struggling students. School of Dentistry faculty members carefully monitor the performance of dental and dental hygiene students in the didactic, laboratory, and clinical components of the educational program at Student Progression Committee meetings. Members of the Preclinical Progression Committee and the Clinical Progression Committee review overall dental student performance during Years I and II, and Years III and IV, respectively. Members of the Dental Hygiene Progression Committee review all dental hygiene student performance. The committees meet six times annually to assess student performance in courses (internal assessments), as well as performance against standardized tests, such as the National Board Dental Hygiene Examination Parts I and II (external assessments). To supplement this review process during the clinical years, course directors and clinical directors use information from the Clinical Dashboard to assess clinical competence, patient management, and attendance during required block rotations.

Faculty in the Carey School of Law review GPAs to identify struggling students in first and second years. First-year students who complete the first semester and are ranked in the bottom 20% of the class are strongly encouraged to take the spring elective Legal Profession/Reasoning and Rhetoric, a course that uses substantive learning as foundation for working on academic skills like reading and briefing cases, time management, class participation, outlining, and exam skills. A special emphasis is placed on developing and reinforcing the ability to apply substantive law effectively in a time examination setting. First semester first-year students who have a GPA below 2.0 are required to take the spring elective Legal Profession/Reasoning and Rhetoric. Additionally, students who finish their first semester of law school with a GPA below 1.5 are placed on academic probation and must meet with the Associate Dean for Students & Student Services for academic and other counseling immediately upon receiving first semester grades. Students who, upon completion of their entire first year have performed in the lowest twenty percent – based on cumulative grade point averages – are strongly encouraged to take Commercial Law/Reasoning & Rhetoric II or its equivalent. In addition, a student will be required to take Commercial Law/Reasoning & Rhetoric II or its equivalent if the student (i) was ranked in the lowest twenty percent of the class at the conclusion of the fall semester of the first year, (ii) did not take Legal Profession/Reasoning & Rhetoric or its equivalent during the spring semester of the first year, and (iii) is ranked in the lowest ten percent of the class at the conclusion of the spring semester of the first year.

Review and Use of Assessment Data

The University's programs review and use assessment data to ensure that students are achieving their program's SLOs. In fact, the School of Pharmacy received the American Association of Colleges of Pharmacy 2014 award for Excellence in Assessment. After each semester in this school, its Office of Academic Affairs (OAA) provides its course managers (CMs) with a summary of course-related data and comments. These summaries compare results in key course areas to those in all courses taught during a given semester. The CMs and department vice chairs for academic affairs review and sign off on the results, each noting their interpretation of the data and any plans for improvement. OAA retains this documentation and provides general feedback to students during class meetings as tool to improve survey response rates and demonstrate a commitment to continuous course quality improvement. OAA follows up with chairs if persistent teaching effectiveness or student learning issues are not successfully addressed. Simple graphs and cross-course comparisons enable faculty to quickly analyze their results. On a broader level, monthly meetings of the assessment committee are held jointly with other standing committees including the curriculum committee. Membership of the assessment committee includes the associate deans, faculty and student representatives, and the joint meeting arrangement has proven to be an excellent forum to discuss data and resources related to standing committee charges and relevant strategic plan goals on which those committees may have interest or impact. Identified issues are delegated to appropriate stakeholders including standing committees, department chairs and vice chairs, or course managers and instructors for further investigation. Significant opportunities for improvement, such as curricular refinement, are developed in conjunction with the faculty assembly, which provides feedback and approval.

Similarly, all courses designed in the Graduate School utilize Quality Matters (QM), a faculty-centered peer review process designed to certify the quality of online courses and online components. Program and course-level outcomes and instructional objectives for each course are all aligned with a comprehensive assessment strategy. Each instructional objective has linked assessment questions. After each exam, a qualitative and quantitative analysis is performed to evaluate individual and cohort performance. Additionally, mid- and post-course student surveys are used to make course improvements. For example, mid-course evaluations during the initial offering of PREV 621 "Biostatistical Methods" revealed concerns with the statistical package used in class and the desire for additional practice opportunities. Based on these results, the instructor provided additional practice opportunities with enhanced student-centered feedback. Students improved throughout the course, and final exam data showed marked improvement.

Institutional Assessment of Student Learning Outcomes

President Perman has regular performance meetings with the deans of each school in which they discuss student performance. Additionally, the Office of Institutional Research and Accountability reports student performance to USM in its *Managing for Results* report. The University also produces specialized reports, such as the UMB Achievement Gap Report, which examines the difference in graduation rates in the BSN program between minority and white students and between African-American and white students.

Summary

The University and its schools and programs regularly assess student learning and uses this data to make informed adjustments to its programs. Therefore, the University is in Compliance with Standard 14: Assessment of Student Learning.

Research Questions

Research Question 1

What, if any, are the benefits to the University of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high-demand, and self-sustaining academic offerings?

Findings

Instructional technology will continue to be an evolving field within the world of education at large and within the schools at UMB in particular. The current platforms within the schools have shown tremendous growth, though major commitments to coordination and planning will be a key going forward.

The Need for Increased Coordination

To create a more collaborative environment on campus, instructional technology will need to become more coordinated. Currently, differences in hardware and software make coordination difficult, and the University will need to selectively standardize these IT elements in order to maximize collaboration. With the plethora of hardware and software in the market place (desktops, laptops, tablets, smartphones, etc.), careful coordination and selective standardization across the University will be needed to maximize collaboration. The goal is to leverage the educational resources within UMB as well as across the University of Maryland system as a whole so that students, faculty and administrators all benefit.

The UMB Middle States Self-Study Survey responses support the need for improvements in the relationship among university IT resources and individual schools' IT resources. Coordination requires addressing the universal tension between centralized and decentralized models of IT management. This balance of competing interests will require careful management and oversight.

Innovation is the Result of Coordination

Increasing IT coordination will help University faculty access and use innovative instructional technologies. However, faculty also need training in order to use these technologies to their fullest. To this end, faculty development (including sufficient release time from other activities) must continue at both the school and university levels. Enhancing faculty development activities with regard to instructional design and implementation at the University level would allow UMB to maximize current resources and allow faculty members from each school to share best practices. At present, some schools are experimenting with the flipped classroom model of instruction where students' in class time is devoted to exercises and projects. This format makes availability of instructional technology critical. Other schools mount virtually all of their curricular materials on line. Distance learning, especially as exemplified by the Shady Grove campus, demonstrates the need for synchronous instructional technologies in which students and

instructors can interact in real time. Audience response is used in several schools, and the Center for Interprofessional Education (described below) has already begun to lay the groundwork for virtual IPE across schools.

Research Question 2

What actions could the University undertake to promote interprofessional teaching and learning across the professions?

Findings

UMB presents a wealth of opportunities for interprofessional education (IPE). With an IPE needs assessment, the University should be poised to create a roadmap for the Center for Interprofessional Education. The likelihood of success of this endeavor is supported by the fact that resources have already been allocated by the President and the Strategic Plan.

The Center for Interprofessional Education

The Center for IPE is led by the Dean of the School of Nursing as director and two co-directors, each from different schools across campus. Over the past two years, the center has launched many new initiatives, including an IPE website, grant support for faculty seed and development grants, financial support for team training programs (e.g. IPEC Institute and Team STEPPS), and an annual IPE Day. Yet, there is still more to be done. The plan for the center is that it will serve as a repository for IPE offerings across campus and as a location where all students, faculty, and staff can go to find existing and planned IPE opportunities and resources.

IPE Needs Assessment

In order to guide activities listed above, UMB must be properly equipped with information about the current climate of IPE at a University as well as at the national and international level. Conducting a needs assessment across the University would guide development of new IPE activities. Additionally, knowledge about IPE curricula and initiatives at other leading IPE institutions across the country could help shape IPE experiences at UMB.

There are three main categories of IPE experiences:

1. introductory experiences, including early exposure to different disciplines and learning about discipline specific roles and responsibilities;

2. simulation "practice" experiences, including case-based team activities to use of high fidelity simulation and standardized patients (SPs) to simulate a safe environment to practice team-based care; and

3. clinical experiences, including seeing patients in a team-based collaborative setting.

UMB already has opportunities for students in each of these areas, but not enough to meet the needs of the entire UMB student body. The needs assessment would identify successful existing IPE opportunities and use them as a source of best practices for replication across campus.

Innovative IPE Offerings

Once existing IPE opportunities are maximized, the exploration and creation of new IPE collaborative opportunities should occur. A review of elective coursework at the University

during the development of the Strategic Plan revealed overlap in areas including geriatrics, pediatrics, oncology, and leadership. Bringing faculty together from different schools that teach similar class content could be a means to create new IPE offerings with relative ease.

Another way to afford students and faculty with more opportunities to engage in IPE activities is to leverage innovative technologies to bring students and faculty together and foster collaboration. Space constraints can limit the number of students that can participate in IPE activities. Online IPE learning tools, applications, and technologies should be explored to maximize IPE opportunities at UMB, regardless of their school or campus, and they will need to be supported by robust IT resources.

In 2009, six national educational associations of schools of the health professions formed the Interprofessional Education Collaborative (IPEC). In 2011, IPEC developed Core Competencies for Interprofessional Collaborative Practice surrounding the following IPE domains: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; and Teams and Teamwork. As existing IPE opportunities are expanded and new experiences created and implemented at UMB, each IPE opportunity should be mapped to the IPEC Core Competencies for Interprofessional Collaborative Practice as well as UMB student learning outcomes. Once IPE opportunities are mapped, IPE graduation requirements can be defined based on completion of identified IPEC Core Competencies.

Expanded Collaboration

In order for UMB faculty to be equipped to develop, implement and lead IPE opportunities for students, robust and ongoing faculty development programs must be available. UMB, through the Center for IPE, should offer regular (e.g. every semester) IPE faculty development workshops at varying levels of IPE expertise. Further, an IPE Focused Interest Group could be created as a means for faculty interested in IPE to network and collaborate.

Finally, in order to augment the potential for IPE opportunities, UMB should foster collaboration with other USM institutions and community partners. Many USM institutions have health-related programs that could significantly enhance IPE opportunities for our students. Community partnerships could also bring opportunities for IPE internships and experiential rotations, affording students additional opportunities to refine their IPE knowledge and skills.

Research Question 3

How could the University ensure that its academic programs remain affordable and accessible?

Findings

While the constituent schools of UMB remain affordable, the combination of current state spending trends and prior necessary tuition increases requires acknowledgement that future affordability may be in jeopardy.

Affordability

Questions of affordability must consider a range of variables. Obvious costs include tuition and fees, room and board, and textbooks and supplies. But given the increasing number of non-traditional students on campus, costs can also take the form of lost wages: hours spent learning are also hours not spent earning. While affordability is usually determined by comparing

these costs against expected family contributions (EFC) and potential financial aid, this calculation often fails to take in into account future earnings. The ability to borrow today is not the same as the ability to repay tomorrow. Additionally, calculating based on EFC fails to recognize the socioeconomic reality of many Marylanders. As a public institution, the University believes that its programs should remain accessible and should reflect the demographics of the state of Maryland.

Recent research suggests that debt also impacts career choice. Students with higher debt are more likely to seek jobs with higher initial wages, and often these jobs fall outside of the categories of public interest and primary care. In fact, one study has suggested that graduates pursuing primary care with higher than median debt levels would need to consider strategies to support repayment outside of earned salary. Thus, in a sense, burdening students with a large debt load is antithetical to the University's mission to improve the human condition and serve the public good of Maryland and society at large through education, research, clinical care, and service. When considering affordability, the University has a moral obligation to ask itself, "affordable for whom?" For a full review of the research, please see Appendix X.

Tuition and Fees

Due to the fact that the majority of our students are graduate and professional students, UMB did not benefit from the prior governor's "enrollment initiative" that provided State support in lieu of tuition increases for undergraduate in-state students over a number of successive years. Nonetheless, the University works diligently during each year's budgeting cycle to diminish, where possible, the need to increase tuition and fees as a way to supplement state funding shortfalls. Tuition and fees are set at UMB through both a top down and a bottom up process. The Board of Regents must approve, annually, proposed tuition and fees for each school and program in the University of Maryland System. It begins the process by setting a threshold percentage by which tuition may not be raised. This information is communicated by President Perman to the deans who then consult with the appropriate administrators within the school to determine a proposal for the next academic year's tuition and fees. (Because there are school/program specific fees as well as University fees, UMB also has a student fee committee that gives advice and counsel with regard to campus wide fee increases.) Once President Perman has reviewed the deans' proposals, and each dean is called upon to explain the rationale for any proposed increase. UMB then submits a schedule, covering all schools and programs, to the Board of Regents for final approval. Decisions regarding increases are also made with an eye toward ways to supplement available financial aid.

Because of the University's unique structure, tuition and fees differ across the schools. Current tuition for each school is listed in the table below:

Program	Resident Tuition	Non-Resident Tuition
School of Dentistry		
DDS	$16,846.00	$31,306.00
BS Dental Hygiene	$2,397.50	$12,699.50
Carey School of Law		

Program	Resident Tuition	Non-Resident Tuition
JD	$14,179.00	$20,919.00
LLM	$12,218.50	$12,218.50
MSL	$750.00 per credit	$750.00 per credit
School of Medicine		
MD	$16,331.00	$29,453.00
DPT	$573.00 per credit	$990.00
MGC	$8,226.00	$13,569.00
MPH	$740.00 per credit	$1,136.00
School of Nursing		
BSN	$4,164.50	$15,482.50
MS	$682.00 per credit	$1,251.00 per credit
CNL	$633.00 per credit	$1,127.00 per credit
DNP	$692.00 per credit	$1,251.00 per credit
School of Pharmacy		
Pharm D	$10,880.50	$19,091.00
School of Social Work		
MSW	$6,472.00	$14,164.00
Graduate School		
Various	$635.00 per credit	$1,135.00

Students also pay a number of fees. Fees standard across all schools include student activities, student government, supporting facilities, shuttle, and technology fees. Each school has additional fees. For example, dental students pay fees covering dental equipment purchases, laundry services, and malpractice insurance. A full breakdown of tuition and fees by school and program can be found in Appendix X.

Managing Costs

The Office of Student Financial Assistance and Education (SFAE) provides many resources to help prospective, current, and graduating students manage the costs of their education. The Office provides prospective students with detailed cost of attendance information for the programs on campus. Prospective students can also easily find information about applying for financial aid and a detailed explanation about how financial need is determined, including information on budgets and expected family contributions on the SFAE website. The

assistant vice president in charge of SFAE also is available to answer questions as are trained counselors specifically dedicated by school/program For the past few years, the Associate Dean for Admissions at the School of Medicine has had the SFAE assistant vice president address all applicants on their interview day. The student affairs staff at the Carey School of Law includes a student financial planning coordinator who assists both prospective and current students with the financial aid process. The student financial planning coordinator can help students to understand the various options available and can assist students in making their way through what can be a complex and confusing process.

Current students also utilize the wide range of financial aid information available on the SFAE website. For example, for students who qualify for Federal Work Study, there is an online listing of available positions. SFAE awards over 1 million dollars in non-repayable funds each year through the federal work study program. School specific counselors also offer individual consultations. Moreover, SFAE has a director of financial wellness who offers an extensive variety of financial literacy workshops on topics like maintaining good credit, preparing taxes, and investing.

Approximately 80% of UMB students receive assistance through SFAE. Roughly $150 million in financial assistance is processed annually for eligible students from a variety of sources, including institutional grants and scholarships, loans, and federal student aid programs. Finally, SFAE provides graduating students with exit counseling and with information on loan consolidation, public service loan forgiveness, and the federal "Pay As You Earn" loan repayment plan. For example, SFAE created a comprehensive worksheet to walk students through the process of using the Pay As You Earn calculator. The worksheet provides specific instructions:

> These calculators were designed to provide borrowers with a view of how payments made under IBR and Pay As You Earn (ICR-A) may vary from the standard repayment plan. With your input, the calculators will estimate your required monthly payment under each repayment plan. The calculator provides estimates for a one year period, as each borrower's monthly payment is recalculated annually based upon the borrower's financial characteristics (i.e. income, residence and family size).

It goes on to literally describe the appropriate keystrokes students should use when utilizing the calculator:

INSTRUCTIONS
You will need to answer five questions in order to obtain your payment estimate.

Question 1: Residence   **Cell E8**
Will you live in the Continental United States (this includes 48 contiguous states and the District of Columbia)? Click on Cell E8 and Select **YES** or **NO**

Question 2: AK or HI Residents   **Cell E10**
If you plan to live in Alaska or Hawaii then use the dropdown menu to select your state of residence. Click on Cell E10 and select **Alaska** or **Hawaii**

*Question 3: Family Size   **Cell E12**

If you are single with no dependents, click Cell E12 and type the number 1. Increase this number by one for each individual you claim as a dependent for tax purposes. *Note: Tips for married borrowers can be found in the last section of this document.*

Question 4: Adjusted Gross Income   **Cell E15**
Click cell E15 and enter the salary you expect to earn (before taxes) once you begin working after graduation. Note: Repayment may not begin until several months after you graduate. If you choose a repayment plan that considers your income, then your initial payment may be based upon your adjusted gross income for the year in which you graduated. If you had no income during that year, then it is possible for your required payment to equal zero for the first year of repayment.

Question 5: Your Student Loans   **Cells H9:J16**
Your student loans may be broken down into the following categories: Direct Stafford Subsidized, Direct Stafford Unsubsidized, Direct PLUS Graduate or Direct Consolidation. Do not include Parent PLUS Loans.

Remaining Affordable and Accessible

The University has worked to keep its educational programs affordable. For example, President Perman has pushed the state legislature for increased scholarships and loan repayment programs. To keep the amount need-based borrowing low, the schools have continued to expand their philanthropic efforts focused on providing scholarships. After out of state students are admitted, some are successful in obtaining a deferral so that they may move to Maryland and obtain employment thereby increasing the possibility of being classified as an in-state resident for purposes of tuition. Likewise, to accommodate students who, for financial reason prefer to work during the day, the Carey School of Law offers an evening program and a limited part-time day program. Other efforts across USM include the Maryland Open Source Textbook initiative, which aims to advocate for the use of open source textbook throughout the system in order to reduce costs. UMB also complies with state law concerning textbook adoption and affordability and has compiled "best practices" that apply across the board.

President Perman values transparency and in the first year of presidency when he was the one evaluating tuition and fee increase requests, he published a letter to all students explaining the financial picture for the University in relation to what was ahead for the upcoming year and with regard to the tuition and fees schedule being put forth to the Board of Regents. At the same time, he acknowledged that the information was being shared "a bit late in the process" and promised more student communication in coming years. He has met his promise. Under Dr. Perman's leadership, a Student Fee Advisory Board now exists to provide feedback, annually, with regard to the type and amount of mandatory student fees, including student government association, transportation, housing, and support facilities.

Still, without a more rigorous understanding of what affordability actually looks like for Maryland residents from diverse socioeconomic backgrounds, the University risks becoming increasingly inaccessible. Adopting consistent, evidence-based metrics of affordability would help guide the University's decisions.

Summary of Findings and Strategic Priorities

Opportunities exist for the University to enhance its educational offerings through technological innovation and interprofessional collaboration. However, these efforts will matter little if the University's programs become unaffordable and inaccessible.

The Educational Innovation and Transformation Working Group that the following be considered in the University's next Strategic Plan:

- Establish a University-wide "Center for Faculty Excellence and Innovation in Teaching, Learning, and Instructional Design" whose mission includes enhancing the information technology infrastructure to more fully integrate student learning and faculty development across all schools.

- Establish "Affordability Metrics" that form the basis of a financial aid program that ensures UMB's academic offerings remain affordable and accessible to Maryland residents from a diverse range of ethnic and socio-economic backgrounds.

Chapter 2
Research, Scholarship, and Entrepreneurship

Introduction

Theme

As a university with a strong research focus, UMB embraces high standards of scholarship and strives to embrace entrepreneurship by establishing faculty business ventures to capitalize on important scholarly research. In the current economic climate of greatly diminished federal funding, the University must diversify its funding portfolio via entrepreneurship and innovative scholarly activities.

Standards

This chapter demonstrates compliance with the following standards:

- Standard 3: Institutional Resources
  The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

- Standard 5: Administration
  The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

- Standard 6: Integrity
  In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

- Standard 10: Faculty
  The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Research Questions

This chapter also addresses the following research questions:

1. What strategies can the University adopt to diversify the sources of funding for biomedical and social sciences research?
2. How can the University enhance its research environment to make the institution more competitive in securing grants and awards?

3. How can the University nurture, promote, and sustain an environment where innovation and entrepreneurship in teaching, research, and scholarship are recognized, rewarded and encouraged?
4. How can the University continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?

Working Group Process

After initial meetings of the collective Research, Scholarship, and Entrepreneurship Working Group, three subcommittees were formed to focus on the individual research questions and their related standards. Subcommittee 1 focused on the first two research questions, while each of the other two subcommittees either addressed question 3 or 4.

The research process entailed gathering relevant documents and data from campus resources and interviewing key stakeholders on campus, such as deans and vice presidents. The working group also developed a set of survey questions for dissemination to faculty and staff in the campus wide Middle States Self-Study Survey. Based on these collective data, each subcommittee submitted draft reports, which were integrated by the two co-chairs to form a completed draft.

Standards

Standard 3: Institutional Resources

Statement of the Standard

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Declaration of Compliance

UMB has sufficient human, financial, technical, and physical facilities to support its mission to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. The adequacy and effectiveness of these resources are assessed through the University's comprehensive and integrated strategic planning process.

Human Resources

There are sufficient faculty, staff, and administration to support the University's institutional mission and goals. As of 2014, University employment totaled 7,365, which includes 1,903 full-time and 807 part-time faculty members. Among the faculty, 51% are female and 29% are minority. Among the remaining staff, 60% are female and 38% are minority.

The University's Human Resource Services (HRS) works in conjunction with campus leadership to maintain staffing levels and to ensure that new hires and current employees receive the training they need to be successful. HRS is staffed with certified human resource professionals and generalists with subject-matter expertise in the areas of benefits, compensation,

employee and labor relations, talent acquisition, professional development and training, career services, equal employment opportunity and affirmative action, organization and employee development and human resources information systems and personnel records management.

HRS is led by the chief human resources officer. Additionally, the University's deans and vice presidents provide feedback on staffing procedures to ensure they conform to acceptable national standards.

Financial Resources

UMB's financial resources stem from various sources, including state-appropriated funds, tuition and fees, external grants and contracts, and philanthropy. State-appropriated funds, or general funds, are important not only to the University's continued growth and development, but also to the state's economic and social health and development. In FY 2015, the University's state appropriation of $217 million provided 44% of its financial support.

Due to the fact that the majority of our students are graduate and professional students, UMB did not benefit from the prior governor's "enrollment initiative" that provided State support in lieu of tuition increases for undergraduate in-state students over a number of successive years. Nonetheless, the University works diligently during each year's budgeting cycle to diminish, where possible, the need to increase tuition and fees as a way to supplement shortfalls. A student fee committee exists to give advice and counsel with regard to fee increases and each dean is called upon to explain the need for any proposed tuition increase. Decisions regarding increases are also made with an eye toward ways to supplement available financial aid. In the end, all increases in tuition and fees must be approved by the Board of Regents.

The University's faculty generated $755 million in external grants and contracts in FY 2015. The value of these funds extends beyond the financial because they also represent the primary mechanism by which new knowledge is generated. However, grants and contracts are restricted in nature and cannot be used to address the basic funding needs of campus.

University and school-level financial resources are assessed and allocated as part of the annual budgeting process, which also includes three-year financial projections. The University's financial statements are audited as part of the consolidated statements for the University System of Maryland (USM). In the most recent annual audit, there were no management comments related to UMB. In addition to the annual financial statement audit, USM internal auditors review specific financial and operational compliance areas each year (See Appendix X). Any issues identified are remedied, and a review audit is usually conducted within 6 months. Finally, on a periodic basis, the University undergoes a comprehensive audit from the Maryland Office of Legislative Audits. (See Appendix X).

Technical Resources

The Center for Information Technology Services (CITS) is the central information technology organization for the University, and it develops and maintains mission-critical enterprise systems and technologies including network infrastructure, web, and telecommunications. CITS is led by the chief information officer and vice president for information technology, who reports directly to President Perman.

In addition to providing high-speed access to national research networks through its membership in the Internet2 consortium and the National Lambda Rail, CITS maintains numerous services, including

- Accellion, a secure file-transfer service
- AppSpace, digital signage equipment
- Blackboard, the University's learning management system
- Eduroam, an international higher education wireless network
- eUMB, an integrated system for HR and financial data
- Kuali Coeus, a grant proposal submission tool
- myUMB, a platform for timesheets, paychecks, and personal info
- RAVEN, a payroll and financial reporting tool
- SURFS, a platform for student grades, billing, and finance
- UMB Alerts, emergency text, phone, and email alerts to the UMB community
- Vibe, an online collaborative workspace

CITS also maintains policies with regard to the use and security of its information technology resources. All users of these resources (staff, faculty, students, and guests) are expected to be familiar with these policies and the consequences of violation. These policies have been developed to protect the confidentiality, integrity, and availability of University data.

Physical Facilities

The University's Facilities Master Plan ensures that the university possesses and maintains the physical facilities necessary for institutional excellence. The university has almost 6.5 million gross square feet of space in 67facilities located on its downtown campus, and it occupies an additional 468,000 gross square feet in non-University facilities near the campus. Within the past ten years, the University has constructed new buildings for the School of Pharmacy, School of Dentistry and School of Medicine as well as a new Campus Center and student housing. The largest current construction project is the Health Sciences Facility III, a 428,970-square-foot research facility that will be completed in September 2017.

Every five years, campus leadership engages in a facilities master planning exercise to ensure the Facilities Master Plan is relevant to UMB's mission and Strategic Plan as well as the programming needs of individual schools. Also considered are the development needs of UMB's affiliated institution, the University of Maryland Medical Center (UMMC) and the impact of the evolving campus on the surrounding neighborhoods. The next Facilities Master Plan process is scheduled to begin in December 2015. Additionally, campus spaces are reviewed each year with respect to state guidelines for academic facilities. The review is based on enrollment, weekly student contact hours in classrooms and teaching laboratories, the number of faculty and staff, number of library volumes, and other relevant space data. This review looks not only at current space allocation but also at future space needs.

Research Facilities

The University maintains a robust system of research-oriented resources and facilities. UMB has thirty-three interdisciplinary research centers and institutes, including the Institute for Human Virology, Institute for Genome Sciences, Center for Pain Studies, Center on Drugs and Drug Policy and more. The Clinical and Translational Sciences Institute provides an

infrastructure to facilitate the translation of fundamental science to patient care and to the community. Additionally, the Office of Research and Development furthers research and economic development by providing high quality service to investigators, fostering new research and clinical initiatives with industry, and promoting translational discoveries into public benefit. The Office of Technology Transfer recently launched a new venture creation group with former pharmaceutical industry and biotechnology CEOs and start-up financing experts.

The Health Sciences and Human Services Library (HS/HSL) and the Thurgood Marshall Law Library provide the expertise, resources, services and facilities that are essential to achieve UMB's strategic priorities. The libraries advance faculty success throughout the research lifecycle, from idea exploration through dissemination of results. Space for collaborative work, interdisciplinary teaching and learning, and scholarship are provided at the libraries. Through the support of the *MPower Initiative*, the libraries at UMB and University of Maryland, College Park are expanding shared knowledge resources to encourage collaborative leaning and discovery between the campuses.

UMB also collaborates with other USM institutions to further expand its research-related resources. Since the last Middle States Self-Study, UMB and UMCP created the joint Research and Innovation Seed Grant Program. The intent program offers competitive grants to support targeted collaborations between UMB and UMCP to seed future funding requests that advance the institutions' goals in research and innovation. Meant to foster creative teams of investigators working across disciplinary boundaries, the seed grant program has funded over 50 UMB/UMCP research collaborations.

Summary

The University maintains the institutional resources necessary to achieve its mission and goals. Therefore the University is in compliance with Standard 3.

Standard 5: Administration

Statement of the Standard

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Declaration of Compliance

The University has qualified personnel in executive leadership roles. Each executive leader has an extensive combination of academic credentials and professional training, among other qualities appropriate to serving at an institution of higher education. The University is also equipped with adequate information and decision-making systems to support the work of administrative leaders.

Administrative Structure

Chief Executive Officer

The president of the University, Jay A. Perman, MD, is the institution's Chief Executive Officer and has the primary responsibility for leading the University toward achieving its

institutional goals. He became the president of UMB in July 2010. President Perman is a pediatric gastroenterologist and continues to practice medicine through his weekly President's Clinic, where he teaches team-based health care to students of medicine, nursing, pharmacy, dentistry, law, and social work.

President Perman received a Doctor of Medicine degree with Distinction in 1972 from Northwestern University. Following his residency in pediatrics at Northwestern University Children's Memorial Hospital, he completed a fellowship in pediatric gastroenterology at Harvard Medical School and at the Children's Hospital Medical Center in Boston. From 1977 to 1984, President Perman was an assistant professor and associate professor of pediatrics at the University of California, San Francisco. He first came to Baltimore to work at the Johns Hopkins University School of Medicine, serving as a professor of pediatrics and head of several divisions. President Perman was then named the Jessie Ball duPont Professor and chair in the Department of Pediatrics at the Virginia Commonwealth University's Medical College of Virginia from 1996 to 1999.

Named one of Maryland's Most Admired CEOs in 2013 by the *Daily Record*, President Perman is focused on creating a dynamic University culture. He began this effort by establishing a consistent identity for UMB, its seven schools, and its close clinical partner, the University of Maryland Medical System. He has since inaugurated a number of cross-University groups to build and nurture a cohesive community of students, faculty, and staff, and he has ushered in a series of UMB-wide events to spur dialogue on issues of institutional significance. For instance, a year-long Symposium and White Paper Project has tackled such topics as civility, community engagement, and interprofessionalism, and a Core Values Speaker Series brings renowned leaders to campus for a conversation on the values that guide UMB's work.

Administrative Officers

A team of vice presidents supports President Perman in his leadership roles. Each member of this leadership team possesses the skills, degrees, and training necessary for carrying out their responsibilities and functions:

- Chief Academic and Research Officer and Senior Vice President: Bruce Jarrell, MD, FACS
- Chief Administrative and Financial Officer and Vice President: Kathleen M. Byington, MBA
- Chief Development Officer and Vice President: Michael B. Dowdy, MBA
- Chief University Counsel and Vice President: Susan Gillette, JD
- Chief Enterprise and Economic Development Officer and Vice President: James L. Hughes, MBA
- Chief Government Affairs Officer and Associate Vice President: Kevin P. Kelly, JD
- Chief Communications Officer and Vice President: Jennifer B. Litchman, MA
- Chief Information Officer and Vice President: Peter J. Murray, PhD
- Chief Accountability Officer and Vice President: Roger J. Ward, EdD, JD, MPA
- Vice President for Medical Affairs: E. Albert Reece, MD, PhD, MBA

Diversity is one of the University's stated core values, and the team of administrative officers contains three women and two persons of color.

Deans

As the heads of UMB's individual schools, the deans work together to ensure that UMB achieves its mission and goals as a whole. Each dean has the necessary credentials and experience to lead their respective school:

- School of Dentistry: Mark A. Reynolds, DDS, PhD, MA
- Graduate School: Bruce Jarrell, MD, FACS
- Carey School of Law: Donald B. Tobin, JD
- School of Medicine: E. Albert Reece, MD, PhD, MBA
- School of Nursing: Jane M. Kirschling, PhD, RN, FAAN
- School of Pharmacy: Natalie D. Eddington, PhD, FAAPS, FCP
- School of Social Work: Richard P. Barth, PhD, MSW

Among this group of deans, there are two women and two persons of color.

Leadership Support

The central administrative units are supported by experienced higher education professional managers. Within their units, these managers account for the key services necessary to support and facilitate the University's complex education, research, and clinical programs. They work with University- and school-based Human Resources to ensure that staffing levels are adequate to fulfill UMB's mission. Human Resource Services has policies in place on the recruitment and selection of staff, and UMB strives to hire the best qualified candidates based on an assessment of their education and work experience against available positions and organizational requirements.

Assessment of Administrative Structures

All administrative personnel, including the president and the vice presidents, undergo substantial annual reviews. In-depth external reviews of deans are conducted at five-year intervals under President Perman's decanal review policy. Other staff members are reviewed under the University's annual Performance Development Program (PDP), in which they set goals and are held accountable for completing them by their supervisors.

The administrative structures and services of the University are formally reviewed each year as part of the annual budgeting process. The costs of these services specific to each school are reported to school leadership each year. To increase transparency, central administrative budget presentations beginning with FY16 are open to school leadership and are structured to present services and cost from a customer point of view. In addition to the annual review process, ongoing efficiency and effectiveness initiatives periodically solicit input from service providers and customers and improvement projects are defined and implemented.

The administrative structure of the University continues to evolve in response to assessment and review. For example, The University established, at the vice president level, a chief accountability officer and tasked him with creating a program to ensure that UMB met all federal, state and USM compliance obligations. In addition, the Enterprise Risk Management and Strategic Planning processes were elevated to the vice present level. Dr. Perman also created the position of senior vice president/chief academic and research officer and altered the existing reporting structure of some of the vice presidents so that they report to the senior vice

president. The changes allow the President to spend more time on advocacy with the legislature, philanthropy and working with the chancellor of the University of Maryland System.

Summary

The University has a fully-developed administrative and leadership structure. Therefore, the University is in compliance with Standard 5: Administration.

Standard 6: Integrity

Statement of the Standard

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Declaration of Compliance

The University displays integrity in its stated values, in its conduct toward internal and external constituents, and in its dedication to generating new knowledge in an atmosphere of academic freedom.

Faculty and Staff Integrity

UMB's commitment to integrity begins with its leadership. UMB leadership expectations of civility and high ethical standards are expressed in required adherence to written policies and procedures and providing education, training, services and support for the UMB community. Integrity, accountability, and transparency in research, scholarship and clinical activities are clearly delineated throughout the UMB's new Mission Statement, written policies and procedures, Core Values, and commitment to academic freedom.

The UMB Mission is "to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service." This statement provides a concise measure by which individuals, schools, and programs can measure the ethical intent of their actions and initiatives.

More specifically, written policies and procedures provide rational and consistent guidelines for ethical conduct. These policies and procedures include the UMB Code of Ethics and Conduct and specific policies on employee and student grievances and discipline, hiring, retention, compensation, and academic and research-related topics, such as conflicts of interest, intellectual property, use of humans and animals in research, etc. Written policies and procedures are directly in line with USM policies, state laws, federal regulations, and accreditation requirements.

UMB also strives to create a culture of integrity through its Core Values, which define the ethical standards that are disseminated throughout UMB programs and activities:

- Accountability: The University is committed to being responsible and transparent.
- Civility: The University expects interactions to be professional, ethical, respectful, and courteous.

- Collaboration: The University promotes teamwork that fosters insightful and excellent solutions and advancement.
- Diversity: The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership.
- Excellence: The University is guided by the constant pursuit of excellence.
- Knowledge: The University's industry is to create, disseminate, and apply knowledge.
- Leadership: The University continuously strives to be a leader and to develop leaders.

UMB has recognition and rewards programs to acknowledge individual faculty and staff excellence in demonstrating the Core Values through awards such as the UMB Employee of the Month, Community Service Awards, Cecil S. Kelly Memorial Employee of the Year, James T. Hill Scholarships, Entrepreneur of the Year, as well as a number of Student Leadership awards. Data from the Middle States Self-Study Campus Survey show that faculty, staff and student respondents feel that UMB promotes the Core Values (see Appendix X).

Finally, in order to protect academic freedom at UMB, the Faculty Senate ratified an academic freedom resolution. This was done after a discussion of the tenets of academic freedom within the context of the changes brought by the U.S. Supreme Court decision in Garcetti v. Ceballos, 547 U.S. 410 (2006) that called into question the First Amendment rights of public officials.

Student Integrity

Integrity is a key component of UMB's professional and graduate programs. As part of accreditation through their respective professional affiliations, each UMB school provides specific training on ethics and integrity within the profession. This training often includes information such as UMB's Code of Conduct and access to policies and procedures on ethics and integrity. Each school also informs students of their standards and expectations for academic performance, integrity, and accountability. For example, the School of Social Work orients incoming students to the professional standards governing the profession of Social Work as codified in the National Association of Social Workers Code of Ethics. Similarly, academic integrity is reflected in the School of Nursing Honor Code that students are introduced to in orientation and held accountable to during their education.

Ethics and responsible conduct of research topics are reiterated throughout students' academic career at UMB in intra- and inter-professional courses on methods and ethics; in curriculum design via undertakings like the Moser Ethics in Action Initiative: Exhibiting Professionalism in Law and Life; during clinical practice and simulation activities; and during events such as the White Coat Ceremony (for medical, dental and nursing students). The UMB Graduate School strives to create a climate of integrity by engaging students in guided discussions in curricular and co-curricular activities, involvement in scholarship activities, creating effective approaches to teaching, and bestowing Graduate Student Paper Awards on topics of ethics and integrity. School of Pharmacy student organizations intermittently arrange informal discussions and activities related to integrity and accountability, and a leadership development activity at a fall 2014 retreat contained a segment on integrity. The School of Pharmacy recently implemented "The Professionalism Project," which seeks to reinforce the value of honesty and integrity, among other things. Ethics of scholarship are addressed and discussed in relation to authorship/co-authorship, research, and clinical learning activities.

Accountability and Documentation

The University holds its students, faculty, and staff accountable for adherence to its ethical guidelines. UMB provides initial and ongoing training and education to inform the UMB community of its policies and procedures and as a vehicle to communicate changes that impact the campus community.

New faculty, staff and students participate in an onboarding process through UMB's Human Resources Services that provides coordinated, standardized processes for UMB's procedures and expectations at all levels. For example, new employees are required to take the Title IX for Higher Education and Employee Sexual Harassment Awareness courses. Moreover, employees are expected to keep current with annual and biennial training requirements regarding this topic and others related to ethics and integrity in research, scholarship and clinical activities. Specifically, initial and ongoing education and training programs are required of employees in designated areas. These include responsible conduct of research, human and animal subject research regulations, conflict of interest disclosure requirements, use of biological materials and radioactive materials in research, HIPAA and FERPA, among others. Completion of initial and refresher training requirements is monitored by the appropriate offices.

Under the direction of the UMB's Chief Accountability Officer (CAO), the UMB's Office of Accountability and Compliance has a mechanism for conducting internal audits and investigations of research, scholarly and clinical activities as needed to ensure compliance with ethical, legal and regulatory requirements, as well as institutional policies. Additionally, research conducted on campus is audited by the Office of Environmental Health and Safety and the Institutional Animal Care and Use Committee among others.

In integral part of UMB's culture of accountability and transparency includes well publicized opportunities for reporting suspected discrimination, malfeasance or misconduct. These include an anonymous mechanism for UMB faculty, staff, students, patients, clients, and others to report departures via the UMB Whistleblower Hotline/EthicsPoint, which is available through a link on the homepage of the UMB website. UMB's policies also include protection for reporters against reprisal actions.

Summary

UMB has a stated commitment to integrity and sufficient policies and programs in place to ensure ongoing ethical behavior. Therefore, the University is in compliance with Standard 6: Integrity.

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Standard 10: Faculty

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Statement of the Standard

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Declaration of Compliance

UMB has qualified faculty who develop and implement the institution's academic, professional, research, clinical, and service programs within the context of its mission and goals.

Faculty Profile

In the fall of 2014, there were 1,903 full-time (70%) and 807 part-time faculty (30%) at UMB. Twenty-eight percent of the full-time faculty hold tenured or tenure-track positions. The 2014 faculty headcount decreased 5% from the previous year, while the fall 2014 student headcount enrollment remained static at just under 6,300.

UMB schools conduct annual or periodic surveys of the faculty to inform strategic planning and monitor satisfaction within the school community. According to the American Association of Colleges of Pharmacy (AACP) 2015 Faculty Survey, 92% of the UMB School of Pharmacy faculty agreed or strongly agreed that the school has a sufficient number of qualified faculty, compared to 70% of pharmacy faculty at all public institutions. Additionally, 95% agreed or strongly agreed that the school consistently applies promotion and tenure policies and procedures, compared to 83% of pharmacy faculty at all public institutions.

Teaching

Excellence in teaching is a priority at UMB. Our schools and programs are cognizant of the fact that talented clinicians/practitioners often have no background in education theory or experience as classroom teachers. For this reason, supplemental education is made available. In the School of Nursing there is a 12-credit teaching certificate program that prepares new nurse educators to make the transition from clinician to expert teacher. As part of the program, there are regular lunchtime offerings for specific skills such as teaching online using Blackboard, grading using rubrics, etc. Other examples include the collaborative model used by the Carey School of Law's Legal Analysis & Writing faculty. These individuals convene regularly to share experiences and engage in demonstration teaching exercises. Each summer the School of Pharmacy offers a Teaching Excellence Day for skill development of new faculty, residents and preceptors. Likewise, the School of Medicine promotes development of teaching portfolios as well as attendance at workshops in instructional methods, curriculum development, and educational assessment.

Educational curricula are designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified. For example, the School of Nursing faculty oversee robust standards-based bachelors, masters and doctoral programs. The faculty meet regularly to evaluate and revise courses, review evaluation data, analyze progress toward meeting strategic plan goals, and share insights gained from attendance at national conferences. Program advisory groups comprised of nursing alumni, employers, and other key stakeholders meet once or twice a year to discuss expected student outcomes and current trends in the health care setting relevant to each program and make appropriate recommendations for improvement. Similarly, in the School of Dentistry, each course is reviewed on a periodic basis. Each course review takes into consideration a range of inputs including student evaluations, course director reflections, advances in science, advances in educational technologies and/or peer review. After the departmental review, if revisions are proposed, course directors consult with the Associate Dean of Academic Affairs, the Director of Instructional Evaluation and the Predoctoral Curriculum Committee regarding the need to eliminate, reduce, add, or re-sequence curriculum content.

Research

The UMB faculty continues to grow professionally in a campus environment rich with development opportunities. As an example, the School of Medicine's Office of Research Career Development offers workshops, classes and seminars in subjects that that are critical to an academic research career, including Grant Writing, Publishing Your Research and Identifying Funding Sources for Your Research. In addition, the Office offers symposia in Scientific Leadership & Professional Development. Also available through the University are funding source consultations through which junior faculty and postdocs can receive assistance with identifying sources of funding for their research including how to navigate the NIH funding database as well as a newsletter that highlights upcoming deadlines for funding opportunities. The Carey School of Law has implemented a junior faculty development program that includes collaborative workshops to discuss junior faculty members' scholarly works in progress, exchange ideas and share strategies for developing scholarly agendas. The School of Social Work promotes faculty development through frequent workshops and lectures open to all members of the UMB community during which faculty members receive feedback on their ongoing projects as well as on projects that they have published or presented at national conferences.

Service

At UMB, the desire to serve is expressed in the mission of the University to improve the human condition and serve the public good of Maryland and society at-large. All members of the University Community are eligible to join the UMB Kindness Initiative. The Initiative is designed to promote a culture of compassion and helping on campus and in the Baltimore community through drop-in service events at UMB and our local communities. Additionally, each individual school carries maintains a robust array of service activities. Community Service is a cornerstone of the student experience at the School of Medicine. For over 20 years, School of Medicine students and other campus volunteers have organized volunteers from across campus to feed hundreds of Baltimore's homeless and needy families on Thanksgiving Day and to provide health screenings. Additionally, the School of Medicine runs a Student Sight Savers Project which offers glaucoma screenings at Lexington Market in Baltimore. Likewise, the Carey School of Law offers a Leadership in Public Service program to celebrate and support students in the public interest community. Involved students serve as leaders in promoting service and pro bono opportunities with the goal of instilling the desire in future leaders in the legal profession to make a real difference in their communities. Project Jump Start is an interdisciplinary organization on campus that helps provide services and meals for homeless and low-income men and women in the West Baltimore and West Harbor communities.

Adjuncts

UMB's Policy on the Employment of Adjunct Faculty is designed to establish baseline standards for the University related to search processes, appointments, contracts, and conditions of employment for Adjunct Faculty. The goal of this Policy is to assure a high quality of instruction by individuals with appropriate credentials and experience and to provide a set of policies that will lead to continuous improvement in the status of Adjunct Faculty at the University. The Policy provides guidance on support for teaching, professional development, performance evaluation, advancement as well as delineating a grievance process. Additionally,

through the creation of the Adjunct I and Adjunct II positions, the Policy provides adjuncts with an opportunity for promotion.

Pursuant to the Adjunct Policy, President Perman and senior leadership have met with adjunct representatives over the past two years to hear their concerns. Additionally, the Faculty Senate has a seat for an adjunct representative.

Summary

UMB faculty and other professionals are appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately. Therefore, the University is in compliance with Standard 10: Faculty.

Research Questions

Research Question 1

What strategies could the University adopt to diversify the sources of funding for biomedical and social sciences research?

Research Question 2

How could the University enhance its research environment to make the institution more competitive in securing grants and awards?

Findings

Diversity of Funding

UMB's research portfolio currently contains diverse sources of funding. In 2014, approximately 51% of funding was obtained from federal sources, including NIH and non-NIH agencies. However, compared to 2013, NIH and non-NIH federal funding experienced a slight decrease in comparison to funding from other sources. Noteworthy, funding obtained from foundations, associations, and corporations in 2014 increased significantly in the same year. One example is the recent partnership with MedImmune, the global biologics research and development arm of AstraZeneca, which announced a five-year $6+ million strategic collaboration that includes UMB, UMCP, and UMBC. As a result, total research funding from all sources increased 4.4% from FY2013 to FY2014.

This growth could be sustained by clarifying University-wide strategies for securing funding from diverse sources. When asked as part of the Middle States Self-Study Survey if their school's leadership had a clear strategy from promoting diversity of research funding, nearly half of faculty reported that they either were unable to judge or neither agreed nor disagreed. A clarified strategy could focus on helping faculty secure NIH funding and encourage the pursuit of funding from foundations, associations, and corporations.

Research Environment

UMB has enhanced its culture of research, collaboration, and commercialization through the *MPowering the State* and *UM Ventures* initiative as well as through the establishment and development of the University of Maryland BioPark. The *MPowering the State* initiative, a joint

relationship with UMCP, attracts exceptional faculty, better serves students, and improves the economic position of the State of Maryland. UMB is engaging its researcher with expertise in bioscience, health, law, and human services with UMCP's engineering, mathematics, business, and social sciences programs to explore different approaches to creating collaborative and impactful results that improve human health. These efforts are aimed at triggering opportunities to bring research findings derived from the collaboration of clinicians, basic scientists, engineers, lawyers and business experts into the marketplace. *UM Ventures* is brining UMB and UMCP together to commercialize discoveries and create economic impact by engaging partners in industry and social ventures. By encouraging our students and faculty and by providing expert advice and business services, more discoveries reach the market. Engaging directly with external partners allows for new investment, expanded markets, and more startup ventures. Lastly, the University of Maryland BioPark is also bringing breakthrough therapies, diagnostics and devices into the marketplace, and promoting the creation of innovative start-up companies.

The UMB research community also benefits from state-of-the-art research facilities. For example, the Center for Innovative Biomedical Resources (CIBR) plays a major role in providing specialized expertise, cutting-edge technological and scientific resources to support the robust basic, clinical and translational biomedical research environment. Although it is considered the administrative home for the UMB School of Medicine biomedical core, CIBR serves as a center of excellence for state-of-the-art technologies and high-tech instrumentation for the UMB research community at large. Newly renovated space has allowed the physical consolidation of many core facilities in a common area, creating a dynamic environment that will enhance and stimulate high impact research. Faculty and other researchers can get access to sophisticated instrumentation, as well as highly-trained technical staff who can offer support on experimental design, data analysis and interpretation, and provide training opportunities for graduate and medical students, postdoctoral fellows, and faculty within the University and its collaborators. Additionally, the Health Sciences and Human Services library supports research activities on campus.

Opportunities exist for the University to strengthen its research environment by encouraging more collaboration within the schools. Enhanced collaboration can help reduce the silos that many faculty perceive on campus. For example, the University can continue to allocate seed money for interdisciplinary and interprofessional pilot grants. Additionally, UMB can provide ongoing support for upgrading equipment in core facilities and for maintaining the expert personnel necessary for this equipment's optimal use.

Research Question 3

How could the University nurture, promote, and sustain an environment where innovation and entrepreneurship in teaching, research, and scholarship are recognized, rewarded, and encouraged?

Research Question 4

How can the University continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?

Findings

Teaching

Each year, more and more students now arrive on campus expecting a flexible learning environment from faculty in ways such as the ability to hear lectures at the time and place of their choosing; receiving online resources rather than paper copies of documents and/or books; and the availability of online testing. Innovation in teaching is an important part of moving UMB forward and the faculty share the students' enthusiasm for new models. In their Self-Study Survey responses, two thirds of UMB faculty indicated that implementing new technology and pedagogical models to improve academic offerings should be a high or very high priority. Investments are being made each year to advance teaching technology. For example, the School of Dentistry purchased 450 new laptop computers to provide a testing environment that preserves the integrity of the examination and all lectures are disseminated using Mediasite. The School of Nursing, through its Teaching in Nursing and the Health Professions Certificate program trains faculty to design courses specifically for the online environment. Most recently, the School of Nursing has implemented Quality Matters to promote the integrity of online course design. Quality Matters is a nationally recognized peer review process that is designed to certify the quality of online courses and online components.

All has not been smooth, however. As distance learning and hybrid teaching become more common at UMB, additional investments will be needed. The teaching technology platforms are not consistent across schools, making online interprofessional teaching more challenging. Many faculty members have not been trained to use technology effectively to teach, and the opportunities to receive this training vary across schools. In the Middle States Self-Study Survey, 25% of faculty indicated that it would be difficult or very difficult to implement new technology and pedagogical models in their school. Additionally, faculty who are new to teaching with technology regret the loss of relationships with students that they have had in the past, and express concern that this lack of face-to-face mentoring could have deleterious effects. While UMB has encouraged the use of electronic formats, as an institution it can place more emphasis on preparing educators to use these platforms, as has been done in the Graduate School.

Research

Although research-related costs are high, UMB has responded to this challenge by making significant investments in promising areas for commercialization. The UMB BioPark co-locates academic investigators with commercial life science companies. The Institute for Genome Sciences and the Institute for Human Virology are two prominent research centers that have developed products for licensing. The University also provides significant services to innovators who develop patentable products, like new molecular devices, to transfer technology to commercial applications using the services of *UM Ventures*.

However, faculty indicate that existing workload measures do not adequately capture the effort required to obtain grants and contracts or the time spent helping others to be successful with their research and grant applications. Moreover, faculty responses to the Middle States Self-Study Survey indicated that the UMB Office of Research Development could do more to assist in the development of grant applications. Limitations of physical infrastructure and administrative assistance were also cited as a barrier to research. UMB should work to ensure that all faculty have access to its research-related resources.

Scholarship

UMB faculty non-instructional productivity is at a high level. For the AY 2013-2014 UMB faculty published 259 books, 5,609 refereed publications, 810 non-refereed publications. They engaged in 2,301 creative activities, gave 3,790 professional presentations, and contributed 10.2 days in public service per FTE. Faculty who responded to the Middle States Self-Study Survey indicated that these productivity metrics were moderately to very important. Faculty assessment of their School's active support (funds and/or programs) to increase scholarship was neutral to moderately positive.

To increase innovation and entrepreneurship in scholarly activities at UMB, three areas have been identified for further development: mentoring programs, non-traditional dissemination vehicles, and mechanisms to improve interprofessional scholarship. Strong faculty mentoring programs can assist new faculty and those that are re-tooling to develop or maintain a high level of productivity. Faculty mentoring varies between Schools and between departments within some Schools, but excellent examples of systematic mentoring do exist on the campus. The Carey School of Law's "half-baked" junior faculty sessions encourage faculty to share scholarly ideas and writing in the gestational stage and receive expert input. At present, traditional forms of dissemination, such as publications in peer reviewed journals and books, are highly valued and form the basis for promotion and tenure. However, creative projects are becoming increasingly common among faculty but it is reported that they are less valued for recognition and promotion despite their effectiveness in rapidly disseminating information in a more targeted and direct way. To date, UMB has not been as aggressive at using or recognize the newer media forms (e.g. YouTube) as some of its peer institutions. This should be remedied. Finally, in every key stakeholder interview, the issue of silos was raised. Reducing the silos that separate the schools holds the most promise to increase interprofessional collaboration innovation. Recent successes such as the 3rd Annual Interprofessional Education Day, which brought together students from all seven schools, along with faculty facilitators, to promote interdisciplinary team work should continue to be lauded and more activities of this nature should be encouraged. Awareness should also be raised about the existence of and activities hosted by the Center for Interprofessional Education, which was established in 2013 by Dr. Perman.

Ethics and Integrity

As was discussed in Standard 6: Integrity, the University has successfully created a culture of integrity and accountability. Information conveyed from in-person sessions and written communication corroborates adherence to UMB's Core Values, Code of Ethics and Conduct, and institutional as well as school policies and yielded specific examples to further demonstrate fulfillment of this Standard. Feedback from individuals across the University consistently recommended continuing existing programs and activities that promote ethics and integrity in research, scholarship, and clinical activities and enhance efforts to collaborate in inter- and intra-professional activities.

Summary of Findings and Strategic Priorities

Innovation and entrepreneurship are valued at UMB, particularly in research areas where commercialization opportunities exist, and UMB can do more to diversify its funding sources.

Innovation in teaching is a developing area, particularly in interprofessional education. UMB should continue to work to increase collaboration among its faculty.

The Research, Scholarship, and Entrepreneurship Working Group proposes that the following be considered in the University's next Strategic Plan:

- Assess and revise, as appropriate, the "Appointment, Promotion, and Tenure Policies and Procedures" at the University and in each of the schools to advance a culture that values and promotes both conventional and non-traditional sources of research funding; inter- and intra-school collaborations in research, teaching, and scholarship; and ethics and integrity in research, scholarship, and clinical activities.

Chapter 3
Student Life, Career Development, and Support Services

Introduction

Theme

      Creating the conditions that foster student success has never been more important. Graduate and professional students' personal and professional development is linked to their well-being and physical, mental and social health. These students are also eager for robust support in the realm of career development, from job search strategies and resume development to alternative career pathways. As the University looks to the future, it must embrace the complexity of graduate and professional students and focus on encouraging student involvement in university life, providing superb academic and psychosocial supports, and developing professional and career opportunities to advance students' interests.

Standards

      This chapter demonstrates compliance with the following standards:

- Standard 8: Student Admissions and Retention
  The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

- Standard 9: Student Support Services
  The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Research Questions

    This chapter also addresses the following research questions:

1. How could the University pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?
2. What trends in the employment market or changes in competition may affect enrollment and training in the University's schools and programs?
3. What is the outlook for the US and global biomedical research workforce, and what, if any, changes could the University contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?
4. In what ways could student support services change to support a more diverse student body and enhance career development services?

Working Group Process

The Student Life, Career Development, and Support Services Working Group was composed of faculty, student support staff, administrators, and students. The Working Group organized into four subcommittees, and each subcommittee was tasked with demonstrating compliance with the standards and with examining one of the research questions. The subcommittees collected information from several sources: surveys, interviews, focus groups, UMB internal reports and documents, UMB school websites, scholarly literature, and external reports from higher education professional organizations and educational research and policy organizations.

Standards

Standard 8: Student Admissions and Retention

Statement of the Standard

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Declaration of Compliance

The University admits and retains highly qualified students for its rigorous academic programs. Admission policies are readily available to prospective students through the University's website.

Admissions

The admissions policies of UMB's schools and programs reflect the University's Mission to improve the human condition and serve the public good of Maryland and society at large through education, research, clinical care, and service. Each degree program has separate, independent admissions policies, processes, and standards that are derived from their professional accreditation requirements. Admissions standards common to most programs include undergraduate GPAs and transcripts, letters of recommendation, and test scores from admissions exams, such as the Dental Admission Test (DAT), Graduate Record Examination (GRE), Law School Admission Test (LSAT), Medical College Admissions Test (MCAT), or the Pharmacy College Admissions Test (PCAT). Some schools also have technical standards, which are non-academic criteria for admission. These include such things as the ability to perform therapeutic maneuvers or the ability to interpret x-rays. Since instruction is provided in English, all schools and programs also require applicants who are non-native speakers of English to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination.

To assist prospective students in making informed decisions, the University has links to each school's admissions page from its central admissions home page. From here, prospective students can also access each school's admissions website, which contains more detailed information about additional admission criteria and program requirements. On these school sites, students can also find documents containing program goals and learning outcomes. Each school or program has learning outcomes derived from the standards of its accrediting organization. For

example, students interested in the School of Social work will be able to find the MSW program goals and core competencies in the school's academic catalog, which is housed on the school's admissions website. These competencies are derived from the Council on Social Work Education's education policy and accreditation standards and represent the established thresholds of professional competence for the field. A collection of each school's learning outcomes can be found in Appendix X.

Policies on transfer credit are established in the schools. The University requires that these policies be clearly articulated and published on each school's website.

Retention

Because of its focus on graduate and professional education and its highly competitive admissions process, the UMB does not admit students who do not meet or marginally meet institutional qualifications. However, the University does have resources to retain students who struggle. Many resources are located centrally, such as Academic Coaching and the Writing Center, with additional services housed in specific schools, such as the Student Success Center in the School of Nursing (See Standard 9: Student Support Services for a full listing of services).

The Office of Student Financial Assistance and Education provides comprehensive information at the campus level for financial aid, scholarships, grants, loans, and refunds. Each UMB school provides additional resources. For example, The Graduate School website and the Graduate School Catalog detail prolific information and advice for financial aid, scholarships, grants loans and refunds. Also, within the School of Medicine, graduate students can set up appointments for grant funding consultations and attend seminars about how to identify and apply for external funding through the Graduate Program in Life Sciences (GPILS).

UMB's individual schools assess student success and identify students in need of support. For example the School of Dentistry has Student Progression Committees that review the performance of each student at the end of each semester. Depending on performance, students are categorized as eligible for unconditional advancement, summer remediation, conditional advancement, probationary advancement or dismissal. In the School of Nursing, students who exhibit performance deficiencies in a didactic or clinical course at midterm will receive a midterm warning letter. These letters include the student's current grade, and a request to meet with the course director. Copies of the letter are provided to the student, their academic advisor, and the assistant dean for the program. (See also Standard 14: Assessment of Student Learning in Chapter 1 for more information).

Summary

UMB has clear and readily-available admissions policies at the University and school level as well as central and individual school-based services in place to serve struggling students. Therefore, the University is in compliance with Standard 8: Student Admissions and Retention.

Standard 9: Student Support Services

Statement of the Standard

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Declaration of Compliance

Consistent with its Mission, the University offers a range of services that support student success. These services are regularly assessed to ensure efficiency and effectiveness. Processes are in place to appropriately handle student records and grievances.

Student Support Services

In addition to services provided within individual schools, the University offers students a variety of centralized support services. These services support the University Mission and the mission of Campus Life Services (CLS), the division that offers the majority of campuswide services. As stated in its mission, CLS is committed to providing essential co-curricular and interdisciplinary support services that will enhance student development and learning, promote diversity and inclusion, encourage student health and wellness, develop exceptional student leaders, and ensure interprofessional engagement and opportunities. CLS services include

- Student Health and Counseling Services
- Educational Support and Disability Services
- The Writing Center
- University Recreation and Fitness (URecFit)
- The Health Sciences and Human Services Library
- The Seven Scholars University Store
- The Office of Interprofessional Student Learning and Service Initiatives (ISLSI)
- The Student Center for Global Education
- The Office of Student Development and Leadership
- One Card
- The Wellness Hub
- International Services

Each of these services is provided by a staff of qualified professionals, and short staff biographies are housed on the websites of each service. For a full description of each service, please see Appendix X.

Academic advising services are provided within the schools. For example, the Office of Student Affairs (OSA) in the Carey School of Law provides individual advice to students with regard to course advising. In addition, OSA also holds large group sessions for first-year day students as well as a separate session for first-year evening students. While schools provide such program-specific advising, CLS provides academic coaching services. Academic coaching provides students the opportunity to work individually with a coach on issues such as goal setting and time management. Information about both school-specific and University-wide services is readily available online.

Athletic Programs

UMB only offers intramural sports as part of URecFit offerings. Program rules, regulations, and registration process are available on the URecFit website.

Records

The UMB Policy on Confidentiality and Disclosure of Student Records provides UMB's policy for security of student records and the policy and procedures for release of student information. This policy conforms to standards outlined in the Family Educational Rights and Privacy Act (FERPA). UMB secures all student information in the campus wide Student Information Management System (SIMS). SIMS centralizes student information and supports many UMB student-related functions, including admissions, registration, financial aid, student accounts, academic history, student housing, and student immunizations. All certified SIMS users are required to undergo FERPA training before accessing the SIMS system. Additionally, the UMB Office of the Registrar website provides detailed procedures for requesting student transcripts, degree certification, and enrollment verification. Request forms and procedures are intended to maintain the security and proper disclosure of student information.

Complaints and Grievances

Information about student grievance procedures can be found via the link on the Student Information page. Grievances that are handled centrally by the Office of Accountability and Compliance include discrimination and sexual harassment/sexual violence. The schools handle academic matters and student conduct other than that noted above.

Depending on the nature of the complaint, records of grievances are kept either in central administrative units or within UMB's schools. For instance, records related to Americans with Disability Act grievances and Title IX Sexual Misconduct grievances are housed centrally within the OAC. Issues pertaining to academic grievances are housed within each of UMB Schools, according to each school's grievance policies.

When appropriate, these complaints are reported to senior leadership. For example, the student and academic affairs deans of each school meet together monthly to discuss issues such as student complaints. Additionally, the Behavior Evaluation and Threat Assessment (BETA) Team evaluates and acts on reports about UMB students who are concerning, disruptive, or threatening.

Assessment of Services

There is a concerted effort to assess the efficiency and effectiveness of programs and services offered to students. Assessment of student services is used to drive decision making and program development. For example, all CLS units collect key assessment data from each unit and publish it in the *CLS Annual Report.* This report is available to the public on the CLS website. Additionally, CLS requires units to craft their programs and services around measurable learning outcomes. These outcomes, along with their associated data, are reviewed by CLS leadership and used to make decisions about future programs and services.

Summary

The University supports its students through a range of services and by maintaining consistent policies on records and grievances. Therefore, the University is in compliance with Standard 9: Student Support Services.

Research Questions

Research Question 1

How could the University pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?

Findings

Co-curricular programs are those offerings that complement and enhance an institution's graded, for-credit curricula. These activities help develop valuable skills, such as leadership or public speaking, that are not explicitly included in course learning outcomes. Many co-curricular activities are interdisciplinary in nature and allow for different schools on campus to interact with each other. These collaborative programs often have a large community engagement component to them.

UMB has many co-curricular programs, but can do more to emphasize their importance to overall student success.

Existing Co-Curricular Offerings

UMB has an existing a co-curricular program called the President's Student Leadership Institute (PSLI). PSLI is a self-driven program focused on exposing UMB students to contemporary issues in leadership in order to prepare them to lead in a diverse and global society. According to PSLI's learning outcomes, students who complete the program will be able to

- connect with students outside of their academic disciplines
- be exposed to concepts that explore their civic responsibility as a leader
- have a greater understanding for the importance of values in professional development
- be exposed to the role of wellness in professional development
- acquire a comprehensive set of practical skills for their professional development
- have a greater understanding of their personal identity and how this identity shapes leadership and followership

Upon completion of the program, participants are invited to an awards ceremony. President Perman and staff from Interprofessional Student Learning and Service Initiatives (ISLSI) recognize PSLI graduates by presenting them with certificates and the UMB Interprofessional Honor Cord, which these students can wear during Commencement.

Apart from PSLI, UMB offers other programs that can be considered co-curricular. First, there are a variety of on-campus events, such as the Poverty Simulation and Interprofessional Education Day, which provide students with the opportunity to build valuable skills. Second, there are co-curricular offerings tied to specific employment opportunities. For example, URecFit offers its student employees a highly structured training program that covers topics ranging from customer service and leadership to CPR and first aid. Co-curricular content is also available online to accommodate the differing schedules of UMB students. For example, the Writing Center offers online writing workshops that have clearly articulated learning outcomes and feature pre- and post-tests so that students can assess their learning.

Opportunities for Improvement

The Middle States Self-Study Survey and the focus group data indicate that many students, faculty, and staff do not understand what is meant by the term "co-curricular." This indicates an opportunity to educate students, faculty, and staff about the co-curriculum in general and, more specifically, about its potential value to employers.

Focus group data also indicate that there are redundancies in programming across campus. Staff and students often are not aware of offerings in different departments and schools. Efforts to ameliorate this gap include the *Campus Life Weekly* email, which promotes campus wide opportunities and highlights upcoming opportunities. UMB should continue to work to encourage cross-campus collaboration in developing and implementing programs for students.

Research Question 2

What trends in the employment market or changes in competition may affect enrollment and training in the University's schools and programs?

Findings

While the employment market remains strong for some of UMB's schools, labor trends have caused a decline in enrollment at the Carey School of Law. Additionally, competition for clinical sites may impact other schools in the future.

Trends and Competition

The job market remains strong for dentists, pharmacists, and physicians. This trend is reflected in enrollment at the Schools of Dentistry, Pharmacy, and Medicine. For example, the School of Medicine typically receives 4,500-5,000 applications for 160 seats in the first year class. Likewise, the School of Dentistry received 2,620 applications for the 2014-2015 cycle, and the number of applications for the 2015-2016 is likely to exceed that mark.

The School of Nursing has also responded to labor market demands by expanding its partnerships with educational and healthcare institutions and by continuing to develop relationships with four-year institutions for the School's entry into practice programs. However, increased competition from other programs has the potential to affect enrollment and training at UMB schools. These competing programs include online programs and similar or identical programs offered by other University System of Maryland (USM) institutions and by non-USM institutions. These programs not only compete for students: they also compete for field placements. For example, the highly rated online MSW program through the University of Southern California competes with UMB for social work field placements in Maryland.

Special Case: The Carey School of Law

The Carey School of Law presents a special case of how the labor market has impacted enrollment. Declines in the market for legal services brought on by the 2007-2008 financial crisis have pushed enrollment downward at law schools nationally, and the Carey School of Law. This decline in demand for lawyers, combined with a perceived oversupply of graduates for existing legal jobs, has resulted in declining enrollments at the Carey School of Law. In 2008, first-year enrollment totaled 306, but that number steadily declined to 206 by 2013. Enrollment numbers have since hovered at the same level.

In response to the declines in enrollment at the Carey School of Law, the University and the Carey School of Law are working on a multi-year plan to rebalance the Law School's budget through increasing efficiencies, hiring freezes, and re-evaluating other programs. This process has affected training in the Carey School of Law in that some non-essential courses are not offered due to the hiring freeze and the lack of instructors. The Law School has also responded to the declining enrollment numbers by working to increase enrollment in the LL.M. program and by creating a new Master of Science Law (M.S.L.) program targeted at working professionals. The M.S.L. degree is designed to enable students to develop a working knowledge of legal principles and analysis to enhance their careers in highly regulated industries.

Research Question 3

What is the outlook for the US and global biomedical research workforce, and what, if any, changes could the University contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?

Findings

Given the highly competitive job market for academic positions, the University can do more to prepare its graduate and postdoctoral students to leverage their degrees into alternative career pathways.

Outlook

In recent years, the results of biomedical research have led to important and dynamic changes in the US and global economies, launching the biotechnology industry and changing the way pharmaceutical companies develop new drugs and treatments. Successful biomedical research relies on a talented and creative scientific workforce and a continual supply of highly trained people who can bring new insights to our understanding of biology and disease, and accelerate the translation of this knowledge into better treatments and health benefits for all.

Though the outlook for the US and global biomedical research workforce is strong, but persistent challenges remain. Even though unemployment rates are low for PhD trained researchers, these scientists face a shortage in academic faculty positions with approximately 23% obtaining tenure track faculty positions (Appendix X). Some of these trainees question the worth of spending years securing an elite academic qualification when there are so few jobs available.

Alternative Pathways

The University should ensure that PhD graduates and post-doctoral trainees are equipped with a broad set of skills that are applicable to a wide range of non-academic careers, such as careers in industry and government regulation. UMB is well recognized for its excellence in preparing students and postdoctoral fellows for academic careers, and it has already made a number of changes to meet the career challenges facing these graduates in order to expand their career paths, and is committed to further development in this direction. For instance, in the past year, an inter-professional course was launched in Entrepreneurship in Life Sciences as a joint venture between GPILS and the UMB Research and Development Office, the first of its kind on campus. In this course, students learn how to assess the feasibility of a life science start-up venture, evaluate financial and market opportunities, explore the customer discovery process,

author a business plan, and build financial projections. In the past year, a new course was offered entitled "Leadership and Business of Science." This course covers topics that would give students and postdoctoral fellows the skills needed in order to be future leaders in the field and to gain a grasp of the business of science – whether this would be in the lab, running a biotech company or leading a group in any capacity.

Additionally, various schools throughout the campus offers targeted seminar series, skills training courses, internships and professional development seminars. Other opportunities to expand graduate and postdoctoral fellows skill sets have been established with programs like Toastmasters International to assist in public speaking, a Writing Center to assist students in their writing skills, and the opening of the President's Student Leadership Institute to postdoctoral fellows as well as students. Moreover, offering like Interprofessional Education Day and the Interprofessional Patient Management Competition not only foster understanding and collaboration across all healthcare fields but also build interprofessional student bonds to tackle the shifting biomedical landscape of the future.

UMB should build upon these existing offerings to create a more integrated co-curricular program for its graduates and post-docs. These offerings could also expand to include internships in the biomedical industry, entrepreneurial fellowships, and consultancy programs. In fact, the FY 2017 enhancement request has already requested $500,000 to facilitate these initiatives.

Research Question 4

In what ways could student support services change to support a more diverse student body and enhance career development services?

Findings

Although the University and its schools support its students in a variety of ways, one area of particular focus should be developing a coherent set of learning modules to assist students who desire enhanced career development services.

Campus-Wide Career Services

A recent analysis of student services facilitated by CLS identified the need to develop more substantial campus wide career services. Students rated career services as an area of high importance but low satisfaction. CLS met to discuss the results and determined that it needed to enhance its career services offerings. To aid in this process, CLS formed a Career Services Workgroup (CSW) in 2014. CSW includes individuals focused on career services from each school. In monthly meetings, members share career services resources and collaborate on programs.

CSW has found that career services staff across campus have a varied range of career services experience. Indeed, many schools lack a dedicated staff member with a background in career services pedagogy. Most individuals who provide career services have other primary job duties that often occupy the majority of their time. The schools also vary in the range of services they provide, a limiting factor with regard to the opportunities provided to whole student populations.

Currently, there are few centralized career services. The Writing Center offers consultations on resumes, cover letters, CVs, and personal statements. Also, ISLSI provides

diversity programs to students that include practical skills for working with and within diverse populations, creating inclusive environments, and fostering open dialogues. While these services are helpful, the University can do more to coordinate and strengthen its career services. For example, centralized career services can focus on providing a range of general skills to students of all disciplines. These skills include interviewing, networking, maintaining a social media presence, delivering presentations, and exploring alternative career pathways.

Due to the unique nature of UMB's campus, the University should continue employ a hybrid model, where general career services are offered at a campus level and profession-specific services are provided in the schools. Still, an effective hybrid model will require expanding centralized services and coordinating services among the schools. This could be accomplished by creating a career resource area within Campus Life Services. This program would be staffed by professionals with knowledge of career services pedagogy and best practices.

Summary of Findings and Strategic Priorities

To prepare its students to be competitive in today's job market, the University should strengthen its co-curricular and career service offerings. Doing so will help students learn the skills they will need to successfully compete for employment and to leverage their degrees into alternative career pathways.

The Student Life, Career Development, and Support Services Working Group proposes that the following be considered in the University's next Strategic Plan.

- Establish a University 'Career and Professional Development Program' that enhances the employment prospects of students by offering learning modules to provide early career entrants and aspiring entrepreneurs with a diverse array of career pathways.

Chapter 4
Institutional Effectiveness

Introduction

Theme

Institutional Effectiveness is crucial for UMB to effectively educate its students, provide appropriate and superlative care to its clients, and to perform efficiently. UMB's effectiveness is determined by its commitment to strategic planning, leadership and governance, and assessment.

Standards

This chapter demonstrates compliance with the following standards:

- Standard 2: Planning, Resource Allocation, and Institutional Renewal
  An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

- Standard 4: Leadership and Governance
  The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

- Standard 7: Institutional Assessment
  The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Research Questions

This chapter also addresses the following research questions:

1. How could the University design and operationalize an institutional decision-making framework that promotes the University's *Core Values* and positions the institution to realize its strategic objectives?
2. What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?
3. How could the University capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that

holistically evaluates student learning outcomes on a graduate and professional campus?

Working Group Process

The Institutional Effectiveness Working Group was composed of eight people divided into three sub-groups. Each subgroup was allocated one standard and one question, and then met independently throughout the year. To determine the metrics that the University uses to gauge its success, subgroups interviewed several University administrators and reviewed key documents from the schools, such as strategic plans and accreditation documents.

Several surveys were also used to collect data relevant to the standards and research questions. First, the working group wrote questions for inclusion in the UMB Middle States Self-Study Survey. Second, the working group reviewed a campus wide survey from the UMB Faculty Senate, which captures perceptions of shared governance among faculty.

Standards

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Statement of the Standard:

An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Declaration of Compliance

To achieve its goals, UMB and its schools engage continuously in strategic planning. The University's strategic planning process is a rigorous and coordinated effort that emphasizes implementation, improvement, and assessment. The specifics of the planning process and associated strategic initiatives, such as resource allocation and institutional renewal, are described below.

Planning

UMB's strategic planning takes into account two different contexts. First, UMB engages in strategic planning within the framework of the strategic plans for the entire University System of Maryland (USM), *Powering Maryland Forward: USM Strategic Plan 2010 – 2020* as well as the Maryland Higher Education Commission (MHEC) document *Maryland Ready, the 2013 – 2017 Maryland State Plan for Postsecondary Education*. Both of these comprehensive plans outline broad goals that inform UMB priorities. Second, because of UMB's nature as a collection of graduate and professional schools, the University's strategic planning process builds upon the mission, goals, and planning efforts of each school—which, in turn, are based on many factors including trends in the professions and professional accreditation criteria. Thus, planning at UMB is both a top-down and a bottom-up process.

Shortly after the start of his tenure in July 2010, President Perman launched the first comprehensive, widely participatory strategic planning process in UMB's history. Led by Dr. Stephen Bartlett, MD, Chair of the Department of Surgery in the School of Medicine, and Mr. Peter Gilbert, Chief Operating Officer and Executive Vice President, a broadly representative committee of twenty-four faculty, administrators, and students engaged in a year-long process of identifying goals and priorities to advance the University's mission. The result, *Redefining Collaboration*: *University of Maryland Strategic Plan 2011 – 2016*, reflects input from hundreds of faculty, students, staff, and community partners who participated in focus group meetings, town halls, feedback sessions, and surveys.

The UMB Strategic Plan is anchored in broad themes, identified at the outset of the process by deans and University executive leadership. These themes were then further refined by the Strategic Planning Committee. The themes are

1. Achieve pre-eminence as an innovator.
2. Promote diversity and a culture of inclusion.
3. Foster a culture of accountability and transparency.
4. Excel at interdisciplinary research.
5. Excel at interprofessional education, clinical care and practice.
6. Develop local and global initiatives that address critical issues.
7. Drive economic development.
8. Create an enduring and responsible financial model for the University.
9. Create a vibrant, dynamic University community.

Working Groups were developed around each theme. These groups conducted research, engaged in focus groups, held town hall meetings, visited other institutions, and conducted surveys—all to inform the development of the plan. Then, each Working Group developed goals and tactics related to the plan themes. Deans and executive leadership were kept abreast of the work through regular updates. After goals, tactics, and metrics were developed by the Working Groups, they were brought to the entire Strategic Planning Committee for ratification. A draft of the plan was shared with the broader UMB community for input and, after adoption by the Strategic Planning Committee, presented to the deans, executive leadership, and ultimately the president for review and approval.

In addition to the University Strategic Plan, each of the professional schools at UMB engages in planning on an ongoing basis, as required by their professional accrediting agency. For example, in July 2013, the School of Medicine published its strategic plan: *Shared Vision 2020 for UM Medicine: Thriving in Challenging Times*. The plan's stated goal is to accelerate the pace of discovery, collaboration, and innovation and redouble efforts to continue excellence in the quality of patient-centered care across the School of Medicine and the University of Maryland Medical System. Steps taken to implement the plan include launching the "Foundations of Research and Critical Thinking" course in August 2013 and two iterations of the Festival of Science (2013 and 2014), which provide an opportunity for School of Medicine academic units to highlight their ongoing work and receive external feedback on their research portfolios. In addition, an external Scientific Advisory Council was established to evaluate the nature and quality of research at the school. Other efforts include advancing interdisciplinary

research by providing funding through the Dean's Challenge Awards and by establishing the Center for Innovative Biomedical Resources (CIBR).

Likewise, the School of Social Work undertook the process of creating a new strategic plan in the fall of 2012, with the assistance of a strategic planning consultant. The process began at the annual all-school meeting, where approximately 250 faculty and staff broke into small discussion groups to conduct a collective Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and generate key themes for planning. The dean then appointed a Strategic Planning Committee (SPC) comprised of faculty, staff, and members of the board of advisors. Over the next several months, the SPC facilitated the creation of a new strategic plan. Subgroups worked to refine and establish goals, objectives, and metrics related to five themes generated from the initial SWOT analysis: Education, Community Impact, Research, Diversity, and Advancing the Profession. Since the new plan was created in 2013, the SPC has met periodically to discuss modifications to objectives and metrics and to compile and disseminate an annual report to the larger School of Social Work community.

For specifics about the other school's strategic planning process, please see Appendix X.

Resource Allocation

As a major research university, the budgeting and financial planning for UMB is complex, involving multiple revenue sources and a wide range of entities with diverse operations and needs. The ability to respond quickly to both needs and opportunities is critical. Despite this diversity – or perhaps because of it – decisions on resource allocation fundamentally flow from mission and strategic goals at both the University and school levels.

The President has responsibility for determining the allocation of resources to both the UMB central units and the schools. The President makes these determinations, however, through a participatory process involving the Deans and Executive Leadership, who in turn seek advice and counsel from the faculty, staff and administrators in their respective units. Annually the Dean of each school makes a presentation to the President and senior leadership outlining the school's strategic priorities, progress on key metrics, new initiatives and needs and their alignment with the University's strategic priorities. Similarly, the Vice Presidents responsible for each major administrative unit present their plans to the President.

Along with this more formal annual program and budget process, each Dean meets individually with the President on a monthly basis. The Deans and the President meet together monthly; and Deans, Executive Leadership and the President meet monthly. All of these meetings, combined with the more formal budget process, create an environment in which information is freely shared and decisions made with broad input and the development of shared consensus whenever possible. That said, the allocation of most of UMB's revenue is not discretionary. For example, external support for research must be spent as contracted. State appropriations and tuition support existing academic programs. Mandatory increases in expenditures such as health care costs take up most of any annual budgetary increases.

In addition to what might be considered broad, operational base budget allocations, implementation of the Strategic Plan has resulted in targeted resource allocation closely tied to strategic goals and progress along key metrics. In 2013, after completion of the Strategic Plan,

the President appointed a Strategic Plan Executive Implementation Committee consisting of the Deans and a broad representation of other leaders across campus. Members of the Executive Implementation Committee were assigned responsibility for tracking implementation of goals through the cited metrics. A 'dashboard' contains data on the progress toward goals, shared with members of the Committee and shared publicly on the University website. (Appendix X)

The Executive Implementation Committee holds an annual review of each area and theme. Through this review, it determines the allocation of funds in a special projects Strategic Plan account to help advance key goals in the plan. As part of the implementation phase of the University's 2011-2016 Strategic Plan, the Executive Implementation Committee approved more than $2 million to support the themes, goals, tactics, and fundamental elements of the plan. Following the recommendations of the Committee, the University, from its overall budget, approved $1.25 million in one-time University expenditures related to the strategic plan and $1 million in recurring expenditures. The funded areas cover a broad cross-section of the strategic plan.

For example, the theme to achieve pre-eminence as an innovator received a one-time allotment of $400,000 and a recurring $250,000 to "develop a highly facile, universally accessible, secure information technology electronic health information infrastructure with knowledge management and decision support functions to support novel, data-driven health care delivery research and clinical care." The theme to develop local and global initiatives that address critical issues received a recurring $71,000 to "create an on-campus center for local engagement that supports and facilitates student-focused community-engaged education, research, and service" and a one-time $50,000 investment to "increase the proportion of graduates working in underserved and/or resource-limited settings locally and globally." And the theme to create an enduring and responsible financial model for the University received a one-time $250,000 allotment to "apply technology to streamline business processes and improve efficiency and cost structure across the University while providing dependable support services."

The President communicates updates on the Strategic Plan implementation and data on progress toward goals in the dashboard. In addition he provides success stories about specific initiatives through the University website and his monthly *President's Message* to the University community. Strategic plan success stories provide a forum for the University community and the public to better understand the progress the University is making toward achieving performance measures and goals. Accountability and transparency are priorities of the University leadership, and through open communication, students, faculty, and staff can be involved and informed in the University challenges and success.

The Strategic Planning process will begin again in January, 2016.

Institutional Renewal

Institutional renewal at UMB occurs at two levels. At the School level, institutional renewal occurs through School based planning and assessment, in keeping with the requirements of school-based accrediting bodies. At the University level, institutional renewal occurs in the most broad-based way through the Strategic Plan Implementation process. Complementary strategic efforts – initiatives outlined in *The President's Priorities* and pursued through UMB's structured collaboration with University of Maryland, College Park, *MPowering the State* – align

with the Strategic Plan goals and provide additional energy, leadership and resources to the process of institutional growth and change.

Indeed, *The President's Priorities* and *MPowering the State* bring added energy and focus to the University's strategic goals. For example, since the beginning of his appointment to leadership at UMB, President Perman has stressed the importance of interprofessional education and included it in his statement of *The President's Priorities*. His first operationalization of this priority was the development of The President's Clinic, a weekly clinic led by Dr. Perman – a pediatric gastroenterologist – and involving rotating groups of students from all six of UMB's professional schools to demonstrate team-based care while treating young patients. The commitment to interprofessional education as a University-wide institutional priority was confirmed through its inclusion as a key goal during the Strategic Planning process. This led to the development of a Center for Interprofessional Education, led by Dean Jane Kirschling, School of Nursing. The Center hosts an annual interprofessional education day, provides small grants for interprofessional education projects and hosts resources on its website. As a result of these strategic efforts, UMB is transforming its culture to provide innovative educational programs addressing today's needs for professionals trained in cross-disciplinary, team-based work.

Similarly, *MPowering the State* is allowing UMB to advance strategic goals and foster institutional growth and change. An initiative of the University System of Maryland Regents, *MPowering the State* is a structured collaboration between UMB and University of Maryland, College Park (UMCP) to advance research, education and economic development. Funded through a $9.2M allocation from the Maryland General Assembly, *MPowering the State* is led by the UMB and UMCP Presidents and a Steering Committee of two very senior leaders from each university. *MPowering the State* has funded cross-university initiatives in biotechnology research, bioinformatics and bioimaging, public health, law, agriculture, and technology commercialization. Additionally, infrastructure projects involving library resources, information technology and recreational facilities have been undertaken. Each initiative identifies key metrics to measure progress and reports annually to the Steering Committee for evaluation and consideration of future funding requests. Additionally, the Deans across both universities engaged in a planning retreat to identify new initiatives that would advance each campus's strategic priorities. *MPowering the State* has allowed for significant strategic investment and development of new initiatives, all of which have the potential for expanding new revenue streams in a time of dwindling resources. Examples include

- a UMB startup that raised $4.9 million and that has phase 2 clinical trials under way; and
- a UMCP startup that has gained more than $2.8 million in funding.

It is clear that *MPowering the State* fosters institutional renewal in ways that are aligned with UMB's strategic plan.

Improvement Efforts and Periodic Assessment of Effectiveness

President Perman has assigned the responsibility for assurance of accountability to the Office of Accountability and Compliance (OAC). Headed by the Chief Accountability Officer, the OAC is committed to fostering a transparent culture within which members of the University

community are encouraged and feel supported in taking responsibility for seeking guidance and assistance in addressing accountability and compliance concerns. This office handles matters such as research integrity, conflict of interest, Title IX, Institutional Review Board, student allegations of discrimination. Moreover, the Office takes seriously its commitment to ensuring that the University community has access to quality training opportunities in an effort to forestall the need for investigative action. In addition, OAC works very closely with the Office of Institutional Research and Accountability on projects like accreditation, ERM, and strategic planning.

In the summer of 2014, midway through the timeframe of the Strategic Plan and in response to increasing constraints on state-level funding for the University, the Strategic Plan Implementation Committee began a process of reviewing progress on the Plan's goals and tactics. A review of the Plan's environmental scan was conducted. The Plan's goals and tactics were reviewed and it was determined that many of the initiatives and strategies in the plan had begun to be operationalized and should be assigned to specific administrative units to become embedded as ongoing facets of University operations. Though the Strategic Plan Executive Implementation Committee would continue to monitor and track process on these operational objectives, it would focus its attention on prioritizing and advancing the remaining strategic goals and tactics. Through meetings in the late fall of 2014 and early winter of 2015, the Executive Implementation Committee prioritized Strategic Plan goals and tactics and heard reports on process from assigned goal and tactic leaders.   This process resulted in recommendations on which among these goals and tactics should be highest priority – both protected from likely University budget reductions in FY15 and FY16, and supported through reallocation of existing resources where possible.

Some of the key goals emerging from this process as focused institutional priorities included

- Educate the health, human, and legal services workforce of the state of Maryland and continue to service the workforce's evolving educational needs in order to promote well-being and justice throughout the state.
- Work closely with the University of Maryland Medical System (UMMS) to achieve pre-eminence through continued development of an innovative, high-efficiency integrated health care delivery model and research enterprise that leverages the extraordinary talents of the professional schools.
- Excel at interdisciplinary research and interprofessional education, clinical care and practice and public service that inform the development of knowledge, public policy, and human service.
- Foster a culture of entrepreneurship leading to rapid identification and support of innovative discovers with translational potential
- Enhance University-wide IT committee structure, infrastructure and services in an appropriate and coordinated matter.

At the individual level, periodic assessment and improvement efforts are the goals of the University's Performance Development Program (PDP). Every staff member is assigned a set of goals and objectives at the beginning of each year-long PDP cycle. These goals align with department-level objectives and strategic initiatives. At the end of the cycle, individuals are held

accountable for completing their goals by their supervisors. The PDP process functions at almost every level of the University.

President Perman participated in a 5-year evaluation review as required by the USM Board of Regents. The review was held on campus on June 10 and 11, 2015. The team consisted of three other leaders in higher education: Stephen Klasko, President and CEO of Thomas Jefferson University and Jefferson Health; Joseph Steinmetz, Executive Vice President and Provost at the Ohio State University; and Lorris Betz, former Senior Vice President for Health at the University of Utah and CEO of the University of Utah Health System. The team was extremely complimentary of President Perman's ability to balance the complexities of management, especially with the University of Maryland Medical System, and his commitment to inter-professional collaborations. The report noted the collaboration in research activities among the schools. It also noted his ability to draw a balance between decentralized operations at the schools and appropriate central oversight.

Just as the president is responsible to the chancellor and the Board of Regents, the deans and vice presidents are responsible to the president and undergo decanal review. President Perman, consistent with UMB's Policy on Review of Chief Academic/Administrative Officers of the University, reviews the chief academic and administrative officers to enhance leadership effectiveness and provide accountability in ensuring fidelity to the University's vision, mission, and values. For example, over the past twelve months, President Perman has evaluated James L. Hughes, chief enterprise and economic development officer and Richard P. Barth, dean of the School of Social Work. In the case of Dean Barth, the review consisted of a self-assessment and confidential evaluations by his direct reports and a cross-section of faculty, staff, peers, students, and members of the school's board of advisors. IDEA Center, a non-profit organization that provides online assessment and feedback tools for higher education institutions, administered the evaluation. President Perman reported the results to the University community, noting that an overwhelming majority of evaluators believe that Dean Barth has provided excellent leadership for the school.

Summary

The University engages in strategic planning that is anchored in broad themes and builds upon its mission and goals, and the planning efforts of its constituent schools. Therefore, the University is in compliance with Standard 2: Planning, Resource Allocation, and Institutional Renewal.

<div align="center">

Standard 4: Leadership and Governance

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Statement of the Standard

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Declaration of Compliance

UMB has a dynamic system of leadership and governance that enables the institution to fully realize its mission and goals. UMB is a constituent institution of the University System of Maryland (USM), which is governed by a Board of Regents. The Board of Regents, in consultation with the USM chancellor, appoints the president of UMB, who serves as the chief executive officer. The president of UMB appoints the deans of the professional schools and the Graduate School, who report directly to the president. The president of UMB also appoints administrative officers of the University including a chief academic and research officer and a chief operating officer.

University System of Maryland

The USM, an independent unit of state government, is Maryland's public higher education system. Its members include all public colleges and universities in the state, with the exception of Morgan State University and St. Mary's College. USM is the twelfth-largest university system in the nation. It comprises 12 institutions and two regional higher education centers, offering over 1,000 undergraduate and graduate/professional degree programs to more than 152,000 students at 200 sites worldwide.

Pursuant to Maryland law, USM is governed by a 17-member Board of Regents (BOR) appointed by the governor of Maryland with the advice and consent of the Senate. Fifteen of the members serve staggered five-year terms; the sixteenth member, by statute, is the Secretary of Agriculture, who serves *ex officio* as long as he or she continues in that position; and the seventeenth member is a USM student who serves a one-year term. The BOR is responsible for the governance and management of USM and its constituent institutions, centers, and institutes. It appoints the USM chancellor, who serves as its chief executive officer. The BOR has expressly delegated certain authority to the chancellor and the presidents of the constituent institutions. (Appendix ~ Bylaws of USM Board of Regents)

Approximately every two years, the Chancellor's Office conducts a survey of the BOR members to assess their views on various aspects of their work. The Chancellor's Office then does a summary for the BOR and discusses the results and any changes or suggestions that may have been generated by those results.

Maryland law requires that BOR approve and adopt a System-wide plan of higher education, developed by the chancellor on the basis of plans developed by the constituent institutions.[1] The law sets forth certain priorities that the chancellor is required to include in the plan. It includes a priority directed at UMB:

> *Maintain and enhance an academic health center and a coordinated Higher Education Center for Research and Graduate and Professional Study in the Baltimore area, comprised of the University of Maryland, Baltimore and the University of Maryland Baltimore County, with a focus on science and technology.[2]*

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[1] Md. EDUCATION Code Ann., Sec. 12-106.
[2] Md. EDUCATION Code Ann., Sec. 12-106(a)(iii)(2).

Actions taken by USM to enhance UMB's professional schools and its joint Graduate School programs with UMBC are designed to fulfill this requirement.

Pursuant to Maryland law, the University must update its mission every four years and submit the mission to USM.[3] The purpose of this review is to assure that the mission of USM's constituent institutions are consistent with the USM Charter and system-wide plan, and that they promote the efficient and effective use of the institutions' and System's resources. The results of this review are then reported to the Maryland Higher Education Commission for review.[4] The BOR recognizes the distinct mission of UMB and historically has been very supportive of UMB's special needs. For example, the BOR authorized establishment of independent faculty practice plans for the School of Medicine and the Dental School that modified the System-Wide faculty appointment procedure to allow School of Medicine faculty to attain tenure, acknowledging their academic accomplishments, yet receive salary support from the practice plans and clinical units of the academic health center in addition to state budget support.

Similarly, Maryland law requires the development of an annual Performance Accountability Plan.[5] The BOR reviews and approves the Performance Accountability Plan for each constituent institution and annually reviews a written report from each president on the attainment by the institution of the objectives in the Performance Accountability Plan of the institution. This report is also submitted to the Maryland Higher Education Commission (MHEC). Each president is held accountable for meeting the objectives of the Performance Accountability Plan and other key goals, through their individual performance review plans. In consultation with the institutions and the chancellor, the BOR establishes standards for funding based on differences in the size and mission of the constituent institutions and approves consolidated budget requests for appropriations for USM with respect to the operating and capital budgets.

The BOR follows the conflict of interest policies outlined in the Maryland Public Ethics Law. However, the BOR has adopted a Policy on Conflicts of Interest in Research and Development in response to the enactment of the Maryland Public-Private Partnership Act in 1996. This act amended the Maryland Public Ethics Law to exempt USM personnel from some of the Law's conflict of interest provisions. The policy specifies that UMB and other USM institutions shall adopt procedures to implement the conflict of interest policy. Accordingly, the University has developed its own procedures for implementation the BOR policy and they are housed on the Universities Accountability and Compliance page. In the Q & A section, employees with concerns are advised to

Contact the COI Officer to make sure there is a conflict of interest requiring disclosure and campus review.

Details of the financial interest generating the COI and the potentially affected research must be disclosed to the COI Officer and/or the Institutional Review Board (for research involving human participants), as appropriate.

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[3] Md. EDUCATION Code Ann., Sec. 11-302(b)(2).
[4] Md. EDUCATION Code Ann., Sec. 11-302 (d).
[5] Md. EDUCATION Code Ann., Sec. 11-304(a)(1).

If there is a COI under USM policy and Maryland Public Ethics law, you will be required to submit a disclosure form to request a COI Exemption, and have it reviewed by your supervisor, division head, department chair, dean's office, and the COI officer.

If approved, you will be granted a COI exemption from UMB's President, which includes conditions under which the exemption was granted.

The Conflict of Interest page is designed to be a one-stop-shop for individuals with concerns and it is designed to both share policies and assist people in assessing next steps.

UMB Administration

The BOR, in consultation with the USM chancellor, appoints the president of UMB as its chief executive officer. Presidents, all of whom serve at the pleasure of the BOR, are evaluated annually by the chancellor, who discusses the results of that evaluation and consequent recommendations for compensation actions with the designated select committee of the BOR. Additionally, presidents undergo a five-year review. This review is conducted by a committee comprised of knowledgeable and experienced leaders, such as presidents of institutions with missions similar to that of the president under review. The current USM chancellor, Robert L. Caret, recently announced the results of President Perman's five-year evaluation to the UMB community through the *President's Newsletter*. In this message, the chancellor reported that the evaluation team praised President's Perman's "steady, no panic" leadership and the University's progress toward its goals.

The president has the responsibility of taking initiatives to implement the policies of the BOR and the constituent institution and to promote the institution's development and efficiency. The president's major responsibilities, for which the BOR has delegated authority, include developing a plan of institutional mission, goals, priorities, and a set of peer institutions; responsibility for all academic matters, including developing new academic programs and curtailing or eliminating existing programs; formulating operating and capital budget requests; appointing, promoting, fixing salaries, granting tenure, assigning duties, and terminating personnel; creating any position within existing funds available to the University; establishing admission standards; setting tuition and fees; administering financial aid; entering into contracts and cooperative agreements; accepting gifts and grants and maintaining and managing endowment income; and overseeing affirmative action and equal employment opportunities in compliance with state, federal, and BOR mandates and policies. For more information, please see Standard 5: Administration in Chapter 2: Research, Scholarship, and Entrepreneurship.

The president of UMB appoints the deans of the professional schools and the Graduate School, as well as all vice presidents. The deans report directly to the President and have responsibility for academic affairs, administration, research, development, information technology, and communications within the schools. It is the role of the central administration to address enterprise-wide issues; ensure that auditing, planning, reporting, and other accountability processes are adhered to; coordinate liaison with external shareholders; and support the deans and faculty of the schools in their academic enterprises. The administration is led by a Chief Academic and Research Officer and Senior Vice President who reports to the President. The other members of the executive leadership include the University Counsel, the Vice President for

Medical Affairs, Chief Communications Officer, Chief Development Officer, Chief Administrative and Financial Officer, Chief Enterprise and Economic Development Officer, Chief Information Officer, Chief Accountability Officer and Chief Government Affairs Officer For more information, please see the Organizational Chart on page 6.

Just as the president is responsible to the chancellor and the BOR, the deans and vice presidents are responsible to the president and undergo decanal review. President Perman, consistent with UMB's Policy on Review of Chief Academic/Administrative Officers of the University, reviews the chief academic and administrative officers to enhance leadership effectiveness and provide accountability in ensuring fidelity to the University's vision, mission, and values.

University-Wide Shared Governance

Elected UMB faculty, students, and staff participate in the USM shared governance structures—the Council of University System Faculty, the USM Student Council, and the Council of University System Staff. In addition, UMB adheres to the USM system of shared governance, in which faculty, staff, and students discuss and provide input on major issues affecting UMB, through UMB governance structures and school-based committees.[6]

The USM Policy on Shared Governance in the University System of Maryland rests final authority and responsibility for the welfare of USM institutions with the chancellor and presidents, but requires informed participation at every institutional level by faculty, students, staff and administrators.[7] The policy specifies that faculty, students, and staff shall have opportunities to participate in decisions that relate to mission and budget priorities; curriculum, course content, and instruction; research; appointment, promotion, and tenure of faculty; human resources policies; selection and appointment of administrators; issues that affect the ability of students to complete their education; and other issues that affect the overall welfare of the institution. The faculty, staff, and student governance bodies at UMB adhere to this principle.

UMB has a Faculty Senate, Staff Senate and University Student Government Association that serve as the elected shared governance body for its constituency as mandated by USM policy. These bodies adhere to the USM requirements that "[a]t least 75% of the voting members shall be elected by their constituencies" and "[s]uch bodies should elect their own presiding officers."[8] The UMB president and other senior administrators meet monthly with these elected representative bodies or their executive councils and regularly generate action items. In 2014, these groups also met collectively in a "Shared Government Summit" with senior leadership. Each of the schools also has established for organizing students and faculty shared governance. The key decisions in curriculum, student advancement, and faculty appointment and tenure are made at the school level.

In addition to University-wide elected bodies, the UMB President has appointed various University-wide committees and working groups made up of faculty, staff, administrators and students that advise on the development and implementation of key policy and programmatic

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[6] USM Policies I – 6.00.
[7] USM Policies I – 6.00(A) and (C).
[8] USM Policies I – 6.00 III(B).

decisions. Examples of such bodies include the Strategic Planning Committee , which led the development of "*Redefining Collaboration: Strategic Plan 2011 – 2016*"; the Executive Implementation Committee, which has guided the implementation of the strategic plan; the Diversity Advisory Council, which makes recommendations to the president to promote UMB's culture of diversity and inclusion; the Enterprise Risk Management Steering Committee, which identifies, prioritizes, and plans responses to institutional risks; and the Middle States Self Study Steering Committee, which has prepared this Self-Study report.

UMB Faculty Senate

The UMB Faculty Senate is an elected body whose members are chosen by faculty from the University's six professional schools and the Graduate School. The Faculty Senate makes recommendations to the president on issues of policy that affect faculty across the various UMB schools. The president reports regularly in person to the Faculty Senate and seeks its advice and feedback. The senior vice president and the chief accountability officer also regularly attend Faculty Senate meetings. Other UMB and school administrators may appear, as requested, to report and provide input.

Representation on the Faculty Senate is proportional to the number of full-time faculty in each School. In addition, there is a seat for an Adjunct Faculty representative, a Part-Time faculty representative and a Staff Senate representative. (Appendix list of members) All full-time faculty are eligible to serve on the Senate. Senators serve staggered three-year terms. Annual elections are held to fill vacancies that occur upon expiration of members' terms. The UMB Faculty Senate meets monthly, and meetings are open to all faculty.

Recent examples of the work of the Faculty Senate have been the development and ratification of a Senate Resolution on Academic Freedom and conducting a survey of faculty perceptions of shared governance at UMB. The Faculty Senate has also advised the President and senior administrators on a wide range of issues from safety to the UMB's sexual misconduct policy.

As mentioned previously, faculty are also involved at the USM-level through their participation in the Council of University System Faculty (CUSF). This group advises the chancellor and reports regularly to the BOR. It considers and makes recommendations on matters of system-wide professional and educational concern to the faculty and matters to which faculty bring special expertise.

UMB Staff Senate

The UMB Staff Senate is an elected body of 20 Senators who represent non-faculty employees. (Appendix list of members) The Staff Senate advises the President on policies, procedures, and rules affecting employees, the work environment, issues impacting wages and benefits, and staff morale.

Representation is by class of employee (exempt or nonexempt), rather than by school. Staff Senate representatives serve also on the USM Council of University System Staff (CUSS), thereby providing input to USM on staff issues. (Appendix list of members) The Faculty Senate and the Staff Senate often work cooperatively. For example, the Faculty Senate includes a Staff

Senate representative and the two Senates have jointly addressed issues of mutual concern, such as affordable child care, safety and parking.

University Student Government Association

The University Student Government Association (USGA) is a student senate elected by students in the major programs and schools on campus. (Appendix list of members) It is led by an executive board of six. USGA is dedicated to improving life at the University through cultural and social programming and to improving student communication at institutional levels. Through the USGA, students have a voice in University governance. The USGA appoints student representatives to the USM Student Council and to the state's Student Advisory Council of the Maryland Higher Education Commission. The USGA periodically distributes *Campus Life Weekly with USGA* to all UMB students via e-mail. *Campus Life Weekly with USGA* contains University-related announcements and information about events of interest to students. Furthermore, the USGA is responsible for deciding how the $20 annual UMB student activity fee, paid by all students, is allocated.

Given that the nature of Masters and PhD programs at UMB, and the manner in which they differ from the programs offered by the professional schools, a second group, the Graduate Student Association (GSA), also represents students to senior leadership. (Appendix list of members) The principal goals of the GSA are to act as a liaison to the Graduate School, communicate student concerns and ideas, support graduate student research interests, and provide a platform for discussing matters that affect graduate student life.

Shared Governance in the Schools

Each of the University's schools operates under a degree of shared governance. They exercise responsibilities for academic programs and standards; make recommendations about faculty appointments, promotion, and tenure; and provide advice to the dean on a range of issues. Each school also has student organizations, which have representatives on various governance bodies and standing school committees. For example, the Faculty Council of the Carey School of Law consists of all full-time faculty and an adjunct faculty representative. The Student Bar Association (SBA) represents all students with an elected executive council and elected representatives from each class of the day and evening divisions. In the School of Medicine, the dean presides over and is advised by the Medical School Council, a body consisting of department chairs, program directors, faculty, and eleven medical student representatives. The Medical Executive Committee, a subcommittee of the Medical School Council, functions as an advisory body to the dean and may make recommendations to the Council concerning issues such as faculty appointment and promotion. The School of Medicine Student Council consists of a president, vice president, secretary, treasurer, two representatives from each class, and the class presidents. The council oversees student activities and funds and promotes social activities.

Summary

The University has an administrative structure that encourages accountability and shared governance. Therefore, the University is in compliance with Standard 4: Leadership and Governance.

Standard 7: Institutional Assessment

Statement of Standard

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Declaration of Compliance

UMB has developed and implemented an integrated assessment system to evaluate overall effectiveness in achieving its mission and goals. These measures are updated and augmented as needed based on assessment data.

State-Mandated Assessment Plans

Managing for Results

Managing for Results (MFR) is a statewide strategic planning process in which state agencies craft mission and vision statements and identify key goals supported by measurable objectives. It is a tool for state agency strategic planning, performance measurement, and budgeting that emphasizes the use of resources to achieve measurable results, accountability, efficiency, and continuous improvement in state government programs. The standards for the assessment plan are established by state law and administered by the State of Maryland's Department of Budget and Management (DBM). DBM has established the format for agency submissions and has general authority to review and approve the components of the plan. Each year, UMB submits its MFR plan to DBM together with its budget request. The Maryland General Assembly also monitors the development of the plan during the legislative session, and legislators and staff provide additional suggestions. Key performance measures include national rankings, number of scholarly publications, number of grants awarded, graduation and employment rates, and annual cost savings as a percentage of actual budget.

In 2004, MFR was codified through legislation enacted by the General Assembly. The legislation continued the existing practice of agency-based MFR plans, but also required DBM to develop a "super MFR" or State Comprehensive Plan that sets overarching goals and direction for state government. This plan will be reported to the General Assembly each January and will consist of up to 10 goals and 50 to 100 performance measures from across state government. The Fiscal Note attached to the bill provides a concise assessment of the deficiencies of the then current MFR process.

In 2015, UMB's MFR was revised from the ground up. Objectives were recast in the timeframe of five years, through FY 2019. Attainment of the objectives is evaluated through the annual reporting of performance measures, which are the data elements specified in the MFR plan. Each goal in the MFR is defined by two or three objectives. Progress toward attaining these objectives is measured by one or more indicators. (A more detailed description of the objectives and indicators is included in the section that follows.)

Performance Accountability Reports

The University's assessment plan continues to be driven by state mandates and USM initiatives. Annually, UMB submits to the Maryland Higher Education Commission (MHEC) a

Performance Accountability Report (PAR). The purpose of the PAR is to provide an annual opportunity for the State, the Commission, colleges and universities, and individual governing boards to review and evaluate institutions' efforts to fulfill their missions and advance the goals of the State. The commitment of Maryland's public colleges and universities to this process is demonstrated by their ongoing efforts to provide detailed and high-quality reports to the Commission each year.

The 2014 PAR is the 19th accountability report submitted to the Commission. It includes the following: 1) an overview of the accountability process; 2) observations about institutional performance on key statistical indicators, such as affordability, achievement gaps, and degree progression and completion; 3) an analysis of key issues not currently being addressed by the accountability process; and 4) institutional responses to the Commission's questions about indicators submitted in the 2013 PAR.

MHEC has responsibility for approving the plan and presenting recommendations to the governor and the state legislature. The MHEC process looks at performance retrospectively rather than prospectively, to assess progress towards a benchmark.

MHEC examines four years of trend data and benchmarks on each indicator. Its analyses employ data for the four most recently completed years, while the MFR analyses uses the two previous years and projections of two future years. Institutions are expected to make progress toward achieving their accountability benchmarks. If an institution's performance is below its benchmarks, the institution must submit a report to MHEC identifying actions that it will take to improve performance.

In 2014, UMB was asked to comment on the University's progress toward Objective 1.1 – By fiscal year 2012 demonstrate the quality and preeminence of all UMB professional schools by achieving Top 10 status among public schools. Specifically MHEC noted:

> In the most recent rankings in 2012, the School of Pharmacy saw its rank decline from a tie for 9th place to 17th place. The School of Social Work saw its rank improve from 18th to 16th, and while any improvement is commendable, the school's rank is still below the benchmark established by the University. Please discuss the University's strategies for improving performance for Pharmacy and Social Work on this indicator.

The University replied as follows:

> Rankings reported by *U.S. News and World Report* for schools of pharmacy and social work are based solely on the results of peer assessment surveys sent to deans, other administrators and/or faculty at schools in each of these disciplines. Respondents rate their own perceptions of the academic quality of programs on a five point scale. Schools are ranked on the basis of the highest average scores. As such, there is no direct relationship between specific data points involving research awards, admission profiles, or licensing exam pass rates to these rankings, unlike the methodology *U.S. News and World Report* applies for medical and law school rankings.

The latest iteration of UMB's MFR plan contains all of the elements required to meet MHEC's standards of excellence: statement of mission, vision, goals, objectives, and performance measures. MFR is a statewide strategic planning process in which state agencies craft mission and vision statements and identify key goals supported by measurable objectives. It is a tool for state agency strategic planning, performance measurement, and budgeting that

emphasizes the use of resources to achieve measurable results, accountability, efficiency, and continuous improvement in state government programs. The standards for the assessment plan are established by state law and administered by the State of Maryland's Department of Budget and Management (DBM). DBM has established the format for agency submissions and has general authority to review and approve the components of the plan. Each year, UMB submits its MFR plan to DBM together with its budget request. The Maryland General Assembly also monitors the development of the plan during the legislative session, and legislators and staff provide additional suggestions.

Peer-Based Assessments

Although the University's mix of professional schools makes it unique among public academic health centers, in 2014 the Maryland Higher Education Commission (MHEC) designated twenty-one public institutions as peers for the purpose of performing competitor state funding calculations, as recommended by the 2008 Commission to Develop the Maryland Model for Funding Higher Education. In 2015, UMB selected ten institutions from within this group as its performance peers, pending approval by MHEC:

- The Ohio State University
- University at Buffalo, SUNY
- University of California, Los Angeles
- University of California, San Francisco
- University of Cincinnati
- University of Minnesota, Twin Cities
- University of North Carolina at Chapel Hill
- University of Pittsburgh
- University of Virginia
- University of Washington, Seattle

The ten institutions selected as performance peers represent a diverse mix of institutions across eight of the competitor states identified by the Commission. All have a school of medicine and at least two additional professional schools corresponding to similar schools at UMB. In addition, to recognize UMB's emphasis on research, comparable peer institutions have a significant level of expenditures in the medical sciences.

In the peer assessment process, UMB performance and state funding are compared with the performance and state funding of these peer institutions. It should be noted, however, that comparing individual professional schools presents difficulties because the sources of revenue are very different. There is a significant data collection problem as well because professional schools are reluctant to share such data as passing rates on licensure examinations.

Internal Operational Assessments

While institutional assessment is conducted at all levels, three offices – the Office of Institutional Research and Accountability, the Office of Budget and Planning, and the Office of Capital Budget and Planning – provide information and analysis to inform ongoing University decision making.

The Office of Institutional Research and Accountability (OIRA) supports individuals and groups who make policies and decisions affecting the University of Maryland, Baltimore by

collecting and supplying verifiable data and information, conducting policy analysis, coordinating campus assessment and evaluation activities, and facilitating planning efforts. Because of the diverse nature of programs at UMB, the primary responsibility for assessment belongs to each individual school. The OIRA provides support for the assessment function by collecting and maintaining and verifying the accuracy of institutional data and disseminating this information as needed. Additionally, each year OIRA performs extensive analyses of the data collected on performance and reports the results to USM. These analyses are then used within UMB to identify problems or areas of weakness, and strategies are developed to improve performance (for example, see "Enterprise Risk Management" below). The data generated are reported as part of the MFR and in other reports submitted to USM. The OIRA also supplies data to regulatory agencies, such as IPEDS, and various publications, such as *US News and World Reports*. Participation in the data collections and surveys administered by the various publications allows UMB to compare itself to other participating institutions based on the included measures. Many of the reports produced by the OIRA may be found on its web site.

The Office of Budget and Finance supports academic and other University units in achieving their business goals by maintaining and providing financial information and services. The office develops the University's budget plans and submissions to USM, provides accurate and timely financial information to the state, is a source of financial expertise for internal offices, and adheres to the highest standards of financial accountability.

The Office of Capital Budget and Planning is responsible for the preparation of the capital budget and its management as well as for the USM-funded construction and capital facilities renewal programs. This office also provides planning support to the campus community on matters related to space, facilities, and historic preservation; the development, updating, and implementation of the Facilities Master Plan; design guidelines; the historic preservation plan; and other planning documents.

Enterprise Risk Management

Even as the University pursues its strategic objectives, enhances its planning framework and processes, and strengthens its accountability and institutional effectiveness program, it is important that it does so with full knowledge of the implications of its decisions and actions. This includes ensuring that the University understands and manages the risks inherent in its activities and that it includes a balanced risk-reward analysis in evaluating potential opportunities available to it. It is with this attention to risk mitigation that Dr. Perman launched the Enterprise Risk Management (ERM) initiative.

ERM is a holistic approach to risk management that provides a framework for entity wide risk identification, for prioritization of key exposures, development of operational responses to potentially adverse events and outcomes based on a foundation of accountability and transparency. The University believes that understanding and effectively managing risks that impact our operations is critical to continued success. The ERM initiative is led by the chief accountability officer, working with other key individuals, has developed the structure and process of the program, which the University is currently in the process of implementing.

The ERM structure includes a representative 16-person Enterprise Risk Management Steering Committee and 12 Subject Area Workgroups (SAW). (Appendix list of members) These 12 SAWs are Academic Affairs; Campus Security and Public Safety; Clinical Practice; External

91

and Internal Relations; Facilities; EHS and Campus Operations; Finance and Internal Controls; Global Activities; Government Regulatory/Compliance; Human Resources; IT Systems and Communication; Research; and Risk Management and Insurance.

Through ERM, the University has been able to identify potential problem areas through the inquiry and assessment process; prioritize and work to avert them. For example, ERM determined that the University would be at risk in the case of a riot or civil disturbance. As a result, a mitigation plan was enacted, including purchasing protective gear and incorporating crowd control training into the UMB police annual training schedule. Given the events of April 2015, this action was quite prescient. Another example concerned the need to preserve the student records that were stored, somewhat precariously, on a single server dating from the time of the first, homegrown, campus wide electronic student database. Now all the records from that time period have been preserved and adequately stored.

Professional Accreditation and Academic Processes

In addition to the accountability, planning, and risk management processes discussed above, the president, the deans, and other senior leadership continue to rely on the assessments and recommendations made in professional accreditation reports to stimulate improvements in all aspects of the schools' operations and to measure progress.

In assessing institutional effectiveness as it relates to student learning, UMB ensures that it has clearly articulated learning outcomes to guides its programs. UMB is uniquely positioned as an institution with a primary focus on professional and graduate education. Thus, in terms of "institutional effectiveness" as it relates to Standard 7, there is a broad focus on achieving and maintaining accreditation for each of the professional degree programs. A core measure of success from each professional school's accreditation is pass rates on national exams. Through these exams, UMB can document that its students possess the knowledge, skills, and competencies expected upon successful completion of their academic program. UMB performs well in both instances.

Some of the additional ways UMB's assessment process operates at the institutional level includes the review and approval by senior-level administrators of key academic processes: faculty appointment, promotion, and tenure; human subjects research protocols and projects; sabbatical leave requests; minority recruitment; faculty recruitment plans; and central oversight of research compliance and management of conflict of interest.

School-Based Assessments

Every professional school at UMB is currently accredited by its professional licensing and review agency. (Appendix – chart from Chapter 1) This process ensures that each School maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal is to certify that the education provided meets acceptable levels of quality. Each accrediting organization establishes operating standards for professional institutions and programs and determines the extent to which the standards are met.

The Graduate School does not have an associated accrediting body. Instead, its programs undergo a process of program review. (Appendix – chart from Chapter 1) The requirements to gain approval for a new program are quite onerous. Applicants must show

- Centrality to institutional mission statement and planning priorities
- Adequacy of curriculum design and delivery to related learning outcome
- Critical and compelling regional or Statewide need as identified in the State Plan
- Quantifiable and reliable evidence and documentation of market supply & demand in the region and State
- Reasonableness of program duplication
- Relevance to Historically Black Institutions (HBIs)
- If proposing a distance education program, evidence of the Principles of Good Practice
- Adequacy of faculty resources
- Adequacy of library resources
- Adequacy of physical facilities, infrastructure and instructional equipment
- Adequacy of financial resources with documentation
- Adequacy of provisions for evaluation of program
- Consistency with the State's minority student achievement goals
- Relationship to low productivity programs identified by the Commission

UMB's programs in biomedical, health, and human service sciences are scrutinized in accordance with the USM Guidelines for External Review of Existing Academic Programs. The purpose of external review is to garner additional perspectives on program strengths and weaknesses from academics and professionals in the field or a closely related field who are affiliated with other institutions. With regard to UMB's programs that are not subject to a specialized accreditation process, USM guidelines state

- When review of the academic program will not occur as part of the specialized accreditation process, each institution should develop its own process for garnering external reviews. The method for identifying and selecting specific individuals who will serve as external reviewers should be determined.
- External reviews may consist of written responses to the self-study and supporting documents and/or may include on-campus visits during which team members interview students, faculty, and administrators.
- The final product from external reviewers should be a report that explicitly identifies program strengths and suggests improvements.

Assessment through Strategic Plan Implementation

As discussed above, UMB's comprehensive strategic planning process led to the development of specific goals and tactics to be implemented to advance its mission. Each tactic identified was subject to measure by specific metrics and milestones. These metrics and milestones are tracked by the Strategic Plan Executive Implementation Committee (EIC), which is a broadly representative committee of deans and other faculty and staff University leaders, and by the individuals and operational units assigned responsibility for implementing the goals and tactics. (Appendix – member list) Goals and tactics are revised – both augmented and, where appropriate, abandoned – through annual reporting processes, followed by analysis, review and recommendation by the EIC. President Perman regularly reports progress on the Strategic Plan through his *President's Newsletter* – indeed, the existence of the *Newsletter* is a direct result of

the Strategic Planning process as is the President's State of the University Address. Another success, thanks to the work group overseeing the theme "create an enduring and responsible financial model for the University" is the creation of a 'Procedures Library' to simplify the search for routine business processes. This initiative has far more impact than just making information available online. It will serve to ensure uniformity across the University, address compliance issues, and increase our institutional effectiveness and efficiencies. It also will serve to foster UMB's Core Values of accountability, collaboration, excellence, knowledge, and leadership.

Given that *Redefining Collaboration: University of Maryland Strategic Plan 2011 – 2016* was the first comprehensive, broadly participatory strategic plan in UMB's history, it has served UMB well as a framework around which other state-mandated and internal assessment processes can be aligned.

In January, 2016, the Strategic Process will begin again, producing a Plan that will guide the University until 2021. In January to mid-March, the University will develop new Strategic Plan themes and high-level goals based on the Mission, Vision, and Core Values. Recommendations from Middle States will also inform this process. This stage will include deans, vice presidents, and shared governance councils. From mid-March to mid-May, these themes and goals will be presented in University-wide feedback sessions. Tactics and plans for achieving these goals will also be drafted during this time. Finally, from mid-May to June, the new Strategic Plan will be finalized and adopted.

But adopting the new Strategic Plan is just the first step in a larger cycle of implementation. The next step involves action planning, in which unit leaders develop milestones and success measures related to University strategic priorities and Vision. These plans are approved by the deans and vice presidents. Next, administrative academic units will implement the plan. The final step is accountability, which will be accomplished through annual and quarterly reports to the vice presidents and deans throughout the life cycle of the Strategic Plan. This reporting will close the loop, ensuring that the themes and goals developed by the University are carried to completion.

Summary

The University has many systems in place to assess its institutional effectiveness and to use assessment data to improve its operations. Therefore, the University is in compliance with Standard 7.

Research Questions

Research Question 1

How could the University design and operationalize an institutional decision-making framework that promotes the University's Core Values and positions the institution to realize its strategic objectives?

Research Question 2

What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?

Research Question 3

How could the University capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?

Findings

Shared Governance

The successful implementation of shared governance at UMB cuts across each of UMB's core values. The shared governance protocol identifies points of accountability and fosters collaboration and civility in campus decision-making. It also capitalizes on the great diversity at UMB to arrive at high quality decisions reflecting multiple perspectives, and it can help UMB develop leadership and achieve excellence in the creation of knowledge critical to tackling tough social problems in the State of Maryland and beyond.

Shared governance has been successful at the University level. The review of documents and websites, and conversations with the senate and campus leadership all reveal an increased emphasis and commitment to fostering a strong sense of shared governance on the UMB campus since the University's last Middle States Self Study. Indeed, in the interview with the two Senior Vice Presidents, Dr. Bruce Jarrell and Mr. Pete Gilbert, they both stated that President Perman is genuinely committed to shared governance and made this one of his priorities when he became president. The level of activity within the senates and the increased level of communication and dialogue between campus leadership and the senates demonstrate how President Perman's strong support for shared governance is being implemented.

However, shared governance is not consistent at the school level. Survey data from a Faculty Senate Survey indicate that faculty were fairly evenly split in their perception of the state of shared governance overall, the inclusion of faculty in budgetary decisions, and the effectiveness of communication between administration and senate leadership. Qualitative comments in this survey indicated some concern about shared governance at the school level, leading the Faculty Senate to suggest that schools and departments should address this issue of shared governance. Staff Senate, as well, has experienced this apparent divide. The Middle States Self-Study Survey also revealed a fairly even split among faculty, staff, and student respondents when asked if shared governance was sufficient at the campus and school levels.

The University is aware that the success of campus wide self-governance needs to be replicated at the school level. One tactic would be to commit to follow-up surveys to assess adequately whether or not the increase in shared governance efforts results in shifts in the perceptions of campus stakeholder groups. The campus is well-positioned to build upon this solid foundation and foster even greater engagement among faculty, staff, and students in future campus decisions and governance, which will only enhance UMB's potential to promote its Core Values.

Student Learning Outcomes

Each of the UMB's professional schools has an evaluation plan where an array of information is gathered, and students' activities and satisfaction from admission to post

graduation are tracked. For example, the School of Pharmacy (SOP) tracks student scholarly activities, national recognition/award for academic excellence, board pass rate, job placement upon graduation, increase in fellowship and residency placement, recognition for improved patient outcomes in the community, and patent number. In addition, satisfaction rate, faculty retention, and alumni participation in continuing education are tracked as well as track extramural funding, faculty publications, and participation in collaborative NIH-sponsored grants, multi-investigator grants. However, the School of Medicine (SOM) has no overall, summative matrix for trainees' evaluation. Instead, assessment at different levels and for both undergraduates (medical students) and postgraduates (medical residents) is performed. The assessment of students in all clinical experiences, as well as the residents is done via standard evaluation forms that are competency-based. Tracking is done of students' performance on internal exams, shelf exam, and national licensing exams as well as their acceptance in one of their first three choices of residency training programs, as well as first year students' participation in community service projects. Students services, adequacy of learning environment, and are also evaluated.

For an overall evaluation of the education at UMB, the University should generate a matrix template with a variety of domains, which builds on the schools' assessment processes and outcomes. A table like this should be stored in a centralized place where UMB administrators can find all data and use it to decide on improvements to student outcomes. The format of the table can be transparent, with the actual results available to central administration and the level of access, beyond faculty, determined by central administration and/or by each school. Public access and publicity may be based on material compiled from the table. A summary of commonly tracked students' activities and learning outcomes will allow UMB to improve the learning environment and allow self-reflection, as well as better planning and allocating resources for the future.

Institution-Wide Metrics

The various schools use metrics to collect important data about their effectiveness. As one might predict in a highly decentralized University, these metrics are developed around specific unit functions and school-based accreditation and reporting requirements. However, many of these key metrics overlap, providing an opportunity to create standard metrics for all schools.

After a review of the metrics employed by each school and the University as a whole, the Institutional Effectiveness Working Group selected key metrics that seemed common to the schools and of interest to the University. A list of these metrics was developed and included in the Middle States Self-Study Survey. The survey sought input from the University community and asked them to evaluate the metrics for their importance and usefulness as an institutional evaluation tool. In general the respondents felt the various metrics were of importance to measuring overall effectiveness in achieving its mission. Such metrics included

- Overall research funding
- Graduation rate
- Faculty retention
- Employment outcomes for graduates
- Licensing rate of graduates

While these results are promising, the University community and stakeholders' understanding of key benchmarks and metrics would be enhanced by a more comprehensive plan to share key metrics across and among schools and units linked to the University's Core Values and Strategic Plan.

Summary of Findings and Strategic Priorities

Since the schools are accredited by their respective professional organization, they already have tools in place for collecting assessment data. However, not all of this data is regularly reported to the University despite it being the subject of discussions between the president and his deans during yearly meetings and/or formal review. The OIRA does a laudable job in transforming what is reported into easily accessible reports on its website and reporting the information out to USM or MHEC. For greater transparency and accountability, the University should consider creating a framework to pull all available data up to the institutional level. Not only would this data allow the University to make improvements, but it would also allow the schools to share best practices. Perhaps most importantly, it would allow University leadership to have a more accurate picture of the effectiveness of the individual schools.

The Institutional Effectiveness Working Group proposes that the following be considered in the University's next Strategic Plan:

- Enhance the University's culture of assessment by adopting a management and leadership framework that defines a set of "Critical Institutional Metrics" to assess each administrative and academic unit's progress in key strategic areas, including student learning outcomes, affordability, alumni career outcomes, community engagement, shared governance, diversity and inclusion, fundraising, and facilities utilization.

Chapter 5
Community Engagement

Introduction

Theme

As an anchor institution located on the west side of Baltimore, the University has an economic stake in the safety, health, and welfare of the community surrounding the campus. More importantly, the University has a moral obligation as a public institution to serve the greater good of the community. But neither the University nor the community operates in a vacuum; they must work together to create a thriving environment for students, faculty, staff, and citizens alike.

Standards

This chapter demonstrates compliance with the following standards:

- Standard 1: Mission and Goals
  The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

- Standard 13: Related Educational Activities
  The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Research Questions

This chapter also addresses the following research questions:

1. How could the University leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?
2. How does the University create learning opportunities for students that foster community involvement and service?
3. How could the University bring about better coordination of our disparate community initiatives to maximize community impact and to extend our outreach efforts?

Working Group Process

The Community Engagement Working Group included key stakeholders for the various community engagement activities across UMB: faculty, staff, and students who are engaged with the community as clients, participants, service coordinators and providers. The Working Group

self-determined its data-gathering approach. A combination of documents from various schools and offices, key stakeholder interviews conducted across the campus and in the community, as well as other data yielded the necessary information to address each standard and question. The Working Group also reviewed community engagement initiatives at forty-eight other Middle States-accredited institutions.

Standards

Standard 1: Mission and Goals

Statement of the Standard

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Declaration of Compliance

The University has a clear mission that articulates the University's purpose and values and identifies whom the institution serves. Companion documents, such as the UMB Strategic Plan, which was developed in conjunction with campus community members, articulate the specific goals through which the University achieves its mission.

Mission

The University's Mission

The University recently revised its Mission to produce a concise statement of its purpose as an institution:

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

This mission statement is closely related to other key UMB documents, namely its Vision and Strategic Plan.

The Mission Process

The University System of Maryland (USM) and Maryland Higher Education Commission (MHEC) require UMB to review its mission statement every four years. Although the mission statement had been reviewed and discussed as part of the Strategic Planning process, the University did not generate a new statement at that time. However, in 2015 UMB published a revised, more succinct Mission. The feeling was that the old Mission was more of a descriptive paragraph about UMB's identity. It was too long to be a meaningful guide to faculty, staff, and students, and to those the University serves. UMB wanted to create a dynamic, meaningful, one-sentence, Mission that provided the perspective and action suited to the University.

With that in mind, UMB established a draft process that included meeting with stakeholders to discuss the current Mission, Vision, and Core Values. These stakeholders included deans and vice presidents; members of the faculty senate, staff senate, and University Student Government Association; adjunct faculty; and members of the Middle States Self-Study Committee. UMB also reviewed MHEC's *Post-secondary Plan for Higher Education* as well as mission statements from several peer institutions. After initial meetings to discuss the drafting process and how a one-sentence Mission would be received by the University community, potential mission statements were proposed, and feedback was gathered. The group then selected and finalized the statement.

Other Missions

Because of how UMB is organized, other mission statements inform the University's goals. First, as a member of USM, UMB's mission relates to the missions of USM and MHEC.

University System of Maryland

The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by

> *• providing a comprehensive range of high-quality, accessible, and affordable educational opportunities that recognize and address the need for life-long learning and global and environmental awareness.*

> *• engaging in research and creative scholarship that solve today's problems, expand the boundaries of current knowledge, and promote an appreciation of learning in all areas: the arts, humanities, social sciences, natural sciences, and professions.*

> *• preparing graduates with the knowledge, skills, and integrity necessary to be successful leaders and engaged citizens, while providing knowledge-based programs and services that are responsive to needs of the state and the nation.*

Maryland Higher Education Commission

The mission of the Maryland Higher Education Commission is to ensure that the people of Maryland have access to a high quality, diverse, adequately funded, effectively managed, and capably led system of postsecondary education. It accomplishes this mission through the provision of statewide planning, leadership, coordination and advocacy for the State's postsecondary educational institutions and through the administration of State financial aid programs.

Second, as an institution composed of graduate and professional schools, the UMB mission frames and guides those of each individual school.

Graduate School

The mission of the Graduate School is to support, promote, and facilitate excellence in graduate education at the University of Maryland, Baltimore (UMB). We fulfill this mission in concert with UMB's schools of dentistry, medicine, nursing, pharmacy, and social work by development and application of University-wide standards and policies for graduate programs, faculty, and students.

School of Dentistry

The University of Maryland School of Dentistry, Baltimore College of Dental Surgery seeks to graduate exceptional oral health care professionals, contribute to the scientific basis of treatments for diseases of the orofacial complex, and deliver comprehensive dental care. These accomplishments will promote, maintain, and improve the overall health of the people within Maryland and have a national and international impact.

Francis King Carey School of Law

The University of Maryland School of Law seeks to promote a more just society by educating outstanding lawyers, by advancing understanding of law and legal institutions, and by enhancing access to justice. Through excellence in teaching, we seek to prepare students for productive leadership and professional success in a wide range of careers and to promote in both students and faculty the highest standards of public and professional service.

School of Medicine

The University of Maryland School of Medicine is dedicated to providing excellence in biomedical education, basic and clinical research, quality patient care and service to improve the health of the citizens of Maryland and beyond. The School is committed to the education and training of medical, MD/PhD, graduate, physical therapy, and medical research technology students. We will recruit and develop faculty to serve as exemplary role models for our students.

School of Nursing

We shape the profession of nursing and the health care environment by developing leaders in education, research, and practice.

School of Pharmacy

The University of Maryland School of Pharmacy leads pharmacy education, scientific discovery, patient care, and community engagement in the state of Maryland and beyond.

School of Social Work

Our mission at the University of Maryland School of Social Work is to develop practitioners, leaders and scholars to advance the well-being of populations and communities and to promote social justice. As national leaders, we create and use knowledge for education, service innovation, and policy development.

Fulfilling the Mission

Other key documents specify the goals through which UMB will achieve and assess the Mission. These documents include the Vision and the Strategic Plan. The Vision states,

The University will excel as a pre-eminent institution in our missions to educate professionals, conduct research that addresses real-world issues affecting the human condition, provide excellent clinical care and practice, and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and interprofessional teamwork. The University will

extend our reach with hallmark local and global initiatives that positively transforms lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

Additionally, the Strategic Plan lists seven Core Values that guide the University in the pursuit of its goals:

- Accountability: The University is committed to being responsible and transparent.
- Civility: The University expects interactions to be professional, ethical, respectful, and courteous.
- Collaboration: The University promotes teamwork that fosters insightful and excellent solutions and advancement.
- Diversity: The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership.
- Excellence: The University is guided by a constant pursuit of excellence.
- Knowledge: The University's industry is to create, disseminate, and apply knowledge.
- Leadership: The University continuously strives to be a leader and to develop leaders.

The Core Values are a key part of campus culture, and President Perman has invited campus members to proudly display them in the workplace. The schools have also shown their support for the Core Values by incorporating them into various documents and web pages. For example, the School of Dentistry has emphasized the core values in *Impressions*, its quarterly newsletter; in its Department of General Dentistry welcome message; and in its faculty practice information page.

In addition to the Core Values, the Strategic Plan lists several themes, which contain specific corresponding goals. These themes are

- Achieve pre-eminence as an innovator
- Promote diversity and a culture of inclusion
- Foster a culture of accountability and transparency
- Excel at interdisciplinary research and interprofessional education, clinical care and practice, and public service
- Develop local and global initiatives that address critical issues
- Drive economic development
- Create an enduring and responsible financial model for the University
- Create a vibrant, dynamic University community

UMB uses the Mission, Vision, Core Values, and Strategic Plan themes to develop and shape its programs and to assess their effectiveness. For example, Campus Life Services (CLS) matches each of its department goals with a corresponding theme of the Strategic Plan. Individual units of CLS, such as Disability Services or the Writing Center, then create unit-

specific goals that align with the larger goals CLS and UMB. For instance, the Writing Center's goal to create and deliver online writing workshops aligns with CLS's goal to promote student development and learning. This goal in turn aligns with UMB's goal to educate the health, human, and legal services workforce of Maryland—which is one of the goals contained within the Strategic Plan theme of achieving pre-eminence as an innovator. Unit-level programs are assessed, and this information is shared with the University community in documents like the *CLS Annual Report*.

Summary

UMB's mission is clearly articulated and informs the University's goals and assessment. Therefore, the University is in compliance with Standard 1: Mission and Goals.

Standard 13: Related Educational Activities

Statement of the Standard

> *The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

Declaration of Compliance

UMB's related educational activities are consistent with its mission and goals and meet the same standards as its core educational offerings.

Due to its nature as a graduate and professional institution, UMB offers no precollege-level basic skills or developmental courses as part of its educational offerings. UMB does not admit unprepared students; however, it does have systems in place to ensure the success of struggling students, such as the Student Success Center in the School of Nursing.

UMB does not offer non-credit courses, and it does not give credit for skills obtained outside of a higher education setting. The University does not contract out any aspect of its educational experience to affiliated providers.

Certificate Programs

UMB offers several certificate programs, including the School of Medicine's clinical research certificate, the School of Social Work's psychotherapy certificate, and the School of Nursing's nursing informatics certificate. Certificate programs are developed and approved within each school's approval processes and then are vetted and approved by the University. All certificate programs that require 12 or more semester hours at the master's level must be reviewed and approved by the Maryland Higher Education Commission (MHEC).

Each school's website publishes the objectives, requirements, and curricular sequence of their respective certificate programs. (See Appendix X). Students of these programs have access to each school's support services. Credits earned in certificate programs may count toward degree-granting programs of study or may add be deemed to satisfy degree requirements.

Branch Campuses, Additional Locations, and Other Instructional Sites

UMB has no branch campuses. The University offers coursework and programs in nursing, social work, and pharmacy at two additional locations: the University of Maryland College Park and the Universities at Shady Grove (USG). USG is a USM regional higher education center in Rockville, Maryland, and it provides instructional space for courses and programs from nine USM institutions. The University also has two other instructional sites: the Laurel College Center and at the College of Southern Maryland La Plata campus. The School of Nursing offers RN to BSN courses in the classroom format at these two sites.

Programs at additional locations meet the same standards for admission, progression, curricula, and faculty as programs delivered on UMB's campus. The Health Sciences/Human Services Library (HS/HSL) and the Thurgood Marshall Law Library support students at all additional locations.

Distance Education, Distributed Learning, and Correspondence Education

Most UMB schools and programs offer content delivered through distance learning modalities: the internet, television, video-conferencing, or other means. Blackboard is the courseware management program used for web-based and web-enhanced courses. Blackboard Collaborate is used by faculty for delivering online curriculum, by students participating in online courses, and by other members of the campus community for hosting and participating in online web conferences and meetings.

While the majority of online instruction supplements existing face-to-face programs, UMB has developed new, exclusively web-based programs, such as the Master of Science in Regulatory Science program. Student learning objectives and outcomes are consistent across all modalities and are subject to the same curricular review processes. For example, in the Graduate School, faculty trained in Quality Matters facilitate a continuous quality improvement model for online programs. Quality standards for course design are achieved through the use of a peer review process and rubric. This ensures that all of UMB's students receive the same high-quality education.

Summary

UMB is committed to delivering high-quality education in its certificate programs, its courses at additional locations, and its online offerings.

Research Questions

Research Question 1

How could the University leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?

Findings

As an anchor of West Baltimore, the University is committed to the sustainable success of the entire community. It can fulfill this commitment by continuing to partner with community

and government organizations, using its purchasing power to support local businesses, and hiring from the local community.

Continuing Partnerships

UMB should continue to engage with the community and local government in planning activities aimed at identifying opportunities, setting priorities, and developing strategies for economic growth and community development. The UMB BioPark is the University's flagship community partnership effort. Its mission is to create a University-associated research park that accelerates biotechnology commercialization and economic development in the surrounding community and throughout the region. Since the time of its launch in 2003, the BioPark has created 700 new jobs and provided the community with a new police substation and bank branch. Additionally, a dedicated fund supported by a small portion of BioPark tenant rent has provided grants for community projects, including the purchase of lab and computer equipment for the nearby Vivien T. Thomas Medical Arts Academy, which is a Baltimore City health sciences magnet high school.

UMB should also continue its involvement in the Southwest Partnership (SWP), a coalition of seven Baltimore neighborhoods nearby campus and six anchor institutions. Established in 2013, the SWP holds monthly meetings and large gatherings with the community and anchor institution partners. Several UMB Administration staff members have been active, even serving on the SWP Steering Committee. Through its continued participation with the SWP, the University has strengthened the bond between itself and its neighbors and identified opportunities to drive community development in West Baltimore.

Nevertheless, the area surrounding the UMB campus is in desperate need of revitalization and repair. To this end, UMB should continue its involvement with Baltimore City government through the UniverCity Partnership, the vision of the mayor of Baltimore and President Perman for phasing in a mixed-use, mixed income neighborhood on downtown's west side. A top priority of UniverCity is revitalizing Lexington Market, which is adjacent to campus, in order to drive economic growth in the area.

Purchasing Power

UMB is currently examining ways to apply its purchasing power to neighborhood businesses and help drive economic growth in West Baltimore. An examination of the products and services that compose the majority of UMB's spending—such as scientific equipment, chemicals, etc.—revealed that most items cannot be produced by companies in the local community. However, UMB did find potential in local small businesses that produce goods and services like food and catering. Unfortunately, these small businesses often possess limited capacity to complete procurement processes and market themselves to campus buyers. To help local businesses overcome these challenges, UMB obtained a $20,000 grant to start the Merchant Access Program (MAP), which will develop tools to increase the ability of locally owned food businesses to participate in UMB procurement processes. These tools will enable University affiliates to identify and evaluate local food options that deliver to and cater on campus. On-campus food fairs and off-campus food tours also create opportunities for engagement with local food businesses. In addition, the UMB BioPark invites local food businesses to participate in regular social events such as "Science in the City," making local food merchants more visible to tenants of and visitors to the BioPark.

Hiring Locally

UMB should continue its effort to hire from the local community. UMB, the BioPark, and the University of Maryland Medical Center (UMMC) collectively hire over 400 entry-level workers each year, with a majority of hires coming from Baltimore City. Currently, UMB partners with community organizations and other anchor institutions to prepare local residents for positions at UMB and UMMC. For example, UMB is partnering with the Center for Urban Families to create a workforce development pilot program that will link qualified residents to training programs, making them more competitive to apply for positions at UMB and UMMC. Additionally, since many of UMB's educational requirements are an employment barrier to community members, Human Resource Services has looked for opportunities to restructure requirements and make jobs more accessible. Most recently, UMB collaborated with the Life Science Institute of Baltimore City Community College (BCCC) to create a new Laboratory Research Technician Assistant position, which only requires an associate degree. Previously, BCCC graduates were ineligible for positions at UMB because they did not have a bachelor's degree, but this new position provides them an opportunity for employment at the University.

Research Question 2

How could the University create learning opportunities for students that foster community involvement and service?

Findings

The issue is not necessarily the absence of learning opportunities and thus the need to create them but, rather, a need to make these offerings more visible and effective. The role of the University should be to catalog, coordinate, and promote the existing efforts.

Local Opportunities

UMB provides sponsors many opportunities for students to serve the local community. Typically, student engagement takes the form of mentoring or providing free services. For example, A Bridge to Academic Excellence (ABAE) and Medical Education Resources Initiatives for Teens (MERIT) provide extensive mentoring services. ABAE attracts students from a variety of local communities, who come to campus on Saturdays to be mentored by UMB students in subjects like SAT and AP exam preparation. The MERIT program selects high-potential Baltimore youth and provides them with mentoring and emotional and pre-professional support as they transition into college. The medical students who participate in this program have stated that they seek and value interactions with the communities they serve and that they desire to share the skills they have developed in their programs. In terms of free services, the Carey School of Law provides more than 140,000 hours of free legal advice each year through its Just Advice program. This program allows law students to work alongside faculty members on real-life cases and gain a unique combination of theoretical study and practical experience.

Global Opportunities

UMB students also have opportunities for global-to-local service: engaging in global experiences where resources may be limited and must be leveraged in creative ways, and then bringing those experiences to bear in under-resourced or poorly accessed areas in the Baltimore community. One such global-to-local service organization is the Global Medical Brigade (GMB). GMB operates under the holistic model of Global Brigade, which is a student-led, non-

profit organization that provides sustained health-care relief to underserved communities throughout the world while respecting local culture. A GMB operates like a traditional hospital and consists of dedicated student volunteers, doctors, pharmacists, nurses and other healthcare professionals. As patients move from intake to consultation and onward to other services, they receive health-related education. For example, while waiting for their prescriptions to be filled in the pharmacy, adult patients attend a public health education workshop and pediatric patients partake in a dental education program, where they receive a fluoride treatment along with materials and demonstrations for proper dental hygiene. UMB's chapter is just one of hundreds of chapters around the globe. Each chapter brings students and healthcare professionals on one-week trips to areas in Honduras, Panama, Nicaragua, or Ghana that have little access to healthcare. There, they work together to set up makeshift clinics and see anywhere from 500-1000 patients per brigade. On GMB's last trip, thirty-two students from the Schools of Pharmacy, Nursing, Medicine, Social Work, and the Graduate School provided care for 678 patients in a rural community in Honduras.

The Student Center for Global Education also provides service opportunities for students. The Center was created in 2012 to support the global interprofessional educational experience for UMB students and to build ties across campus and throughout the world where opportunities for global experiential learning can be realized. The Center has facilitated projects in places such as Rwanda, Malawi, Ghana, Brazil, and the Philippines. While some of these projects provide academic credit, all of them require extensive service beyond the traditional credit hour.

Coordinating Efforts

To best match community, student, and University needs, UMB should serve as a central source of structure and a catalog of activities. This will allow empowered choices and engagement on both the students' and the community's behalf. Cataloging must be transmitted as informational and should not interfere with the autonomy of any program. These efforts, in turn, can help procure funding to build and maintain successful, sustainable programs in the future.

Research Question 3

How should the University bring about better coordination of our disparate community initiatives to maximize community impact and to extend our outreach efforts?

Findings

Though the University has made progress in coordinating its community-engagement initiatives by establishing the Office of Community Engagement (OCE), UMB could increase its impact by creating an advisory board with representation from each school and from the community.

Current Coordination

In response to recommendations laid out in the Strategic Plan and in a white paper produced by the 2012 President's Fellows, UMB has made significant progress in coordinating its community engagement efforts. First, President Perman has created a new position, the Executive Director of Strategic Initiatives and Community Engagement. This position oversees the OCE, which develops and nurtures University-wide partnerships with external stakeholders, including K-12 public schools, community organizations, non-profits, and local businesses.

OCE's website will eventually list all relevant UMB programs such that anyone in need of volunteers, programs, and services can easily locate them. Second, as part of the OCE, UMB has established the Center for Community-Based Engagement and Learning (CBEL). The Center coordinates, guides, and enhances opportunities for community-based student engagement, scholarship, service, and learning in order to improve the health and welfare of the West Baltimore community. For example, CBEL has worked in partnership with the Social Work Community Outreach Service to develop an interactive map to inform campus and community members about where UMB students are engaged in service learning locations.

Advisory Board

To further coordinate community-engagement efforts, the University could develop a community advisory board with representation from West Baltimore stakeholders. Such a group would enhance UMB's ability to partner with West Baltimore communities and ensure that community members have a voice in UMB initiatives. The board should also have representation from each school and administrative unit within the University. However, full representation has proved difficult for neighboring institutions. Of the institutions examined, only Johns Hopkins's Student Outreach Resource Center (SOURCE) received full participation from all targeted schools. The Shriver Center at UMBC, a renowned leader in applied learning, civic engagement, and community-based service delivery, has had difficulties achieving full cross-campus participation in their civic engagement due to a lack of executive level participation in planning from all schools on campus. Nevertheless, the success of the University's Diversity Advisory Council and its Council for the Arts suggest that the UMB can achieve and maintain such cross-campus collaboration. To support this advisory board, each school could task a person in their academic or student affairs organizations to serve as the community engagement point of contact. This person would be responsible for having a comprehensive knowledge of the school's community engagement activities.

The board should work to reduce the barriers that often hinder interprofessional projects between the University's schools. Currently, when schools partner on community projects, a specific Memorandum of Understanding (MOU) must outline the nature of the partnership. These MOUs must be reviewed by each school and then by the UMB legal office. This process of vetting MOUs takes a significant amount of time and sets up individual agreements for each project. These individual agreements are one of the factors that contribute to the siloing between schools, which can exclude other schools from participating and learning through the community engagement activities. UMB would benefit from drafting campus wide policies that encourage schools to engage with each other in a more nimble and cooperative manner. With a campus wide policy in place, more schools should be willing to work together on projects that can more widely impact the University's community-based projects.

Summary of Findings and Strategic Priorities

Like many of its peers, UMB has difficulty in effectively coordinating its community engagement activities. However, frameworks do exist that could help the University develop a more cohesive program. For example, the process of applying for Carnegie Community Engagement Classification—an elective classification offered by the Carnegie Foundation—could unify various efforts on and off campus through the establishment of a common goal and shared expectations.

The Community Engagement Working Group proposes that the following be considered in the University's next Strategic Plan:

- Institutionalize the University's community engagement strategy by pursuing the standards in the "Community Engagement Carnegie Classification Documentation Framework," with the goal of applying for this prestigious elective classification in 2018.

Conclusion

The University recognized and embraced the principle that its decennial evaluation is intended to strengthen and sustain UMB as a preeminent institution of higher education worthy of the state's and public's confidence and investment. To that end, the University chose the *Comprehensive Report Reordering the Standards* design for its Self-Study to highlight its robust culture of planning and accreditation. This Self-Study design also allowed UMB to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals while simultaneously focusing on its strategic priorities. Further, the selected design allowed the University the best opportunity to address the standards in a manner that reflects the unique nature and culture of the institution.

The Steering Committee agreed on five themes for the Self-Study and elected to establish the working groups around these themes. To explore these themes, the working groups were assigned specific standards and research questions. The themes were Educational Innovation and Transformation; Research, Scholarship, and Entrepreneurship; Student Life, Career Development, and Support Services; Institutional Effectiveness; and Community Engagement. The major outcomes expected from the Self-Study were articulated as follows for each of the working groups: to engage in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members of the University community from every corner of the campus; to produce a self-study report that demonstrates compliance with the Middle States Commission on Higher Education accreditation standards; and to develop forward-looking recommendations to move the institution further along its quest for excellence in graduate and professional education, research, clinical activities, and service for the public good.

The University recognized that community involvement was vital in the reaccreditation process and, therefore, allowed each of the working groups the latitude to fashion the method and approach by which it sought input and active participation from among the various constituents in the University community. At every step of the process, faculty, staff, and students were encouraged to stay informed about the Middle States process through frequent communications from the Office of the President and the steering committee; volunteer to participate in a working group; respond to surveys, focus groups, and questionnaires prepared by the working groups; provide feedback via the Middle States website; and to attend town halls and other information sessions to become familiar with and offer feedback on the working group findings.

After a comprehensive review of the fundamental elements associated with each of the standards, and after a careful examination and assessment of those elements in the context of the University's teaching, research, and service missions, each of the five working groups concluded that the University was in full compliance with the standards assigned to the group. In addition, the working groups examined a combined total of seventeen theme-based research questions and proposed six areas of focus for consideration under the University's next strategic plan. The themes in the proposed areas of focus included enhancing faculty excellence and innovation in teaching, learning, and instructional design; ensuring that UMB's academic offerings remain affordable and accessible to Maryland residents from a diverse range of ethnic and socio-economic backgrounds; valuing in the appointment, promotion, and tenure policies non-

traditional sources of research funding, research collaboration, and ethics and integrity; enhancing career and professional development opportunities for students; establishing institutional metrics to assess administrative and academic effectiveness in key strategic areas; and institutionalizing the University's commitment to community engagement.

One of the University's major objectives throughout this two and one half year self-appraisal was to create a "living document" that would inform and guide its strategic and other planning activities well after the Middle States evaluation team concluded its visit. The University believes that it has achieved this objective.