

EXECUTIVE SUMMARY

6

INTRODUCTION

The University of Maryland, Baltimore (UMB) is Maryland's public health, law, and human services university. UMB is a leading U.S. institution for graduate and professional education and a thriving academic health center combining cutting-edge biomedical research and exceptional clinical care. The University enrolls 6,329 students in six nationally ranked professional schools and an interdisciplinary Graduate School. UMB offers 40 doctoral, master's, and bachelor's degree programs and 10 certificate programs. All of UMB's professional schools are accredited, most rank nationally, and its students are successful in gaining employment, postgraduate admission to residency, funding of research, and publication of scholarly work. In addition to Middle States accreditation, most programs at UMB participate in their own self-study processes as part of their national professional organizations; this is a distinctive feature of the University that has resulted in a regular and rich culture of self-appraisal across the institution. It is for that reason the University has chosen the Comprehensive Report Reordering the Standards to Reflect an Institution model for its self-study design. This model complements UMB's robust culture of planning and accreditation and is a model through which the University could focus intensely on its strategic priorities.

UMB prides itself on the success of its graduates and alumni. In each program and school, the institutional mission and vision is reflected. The University articulates its mission-driven definitions of success for learners by publishing learner outcomes that are measured by a variety of assessments, each designed to evaluate

professionalism, knowledge, skill acquisition, and the achievement of expectations. The institution supports an innovative culture of assessment; in graduate level education UMB has moved away from memorization and simple "drill and grill" assessment methodology. Instead, it has developed a robust culture of formative and summative assessment embracing the use of rubrics to evaluate writing, projects, and presentations. UMB uses portfolios to examine advancement toward publication, research grant acquisition, and scholarly contribution. Simulation and standardized patient resources are used to create environments for rich authentic assessments where UMB can teach and test its students' preparedness to work in teams, meet the challenges of a complex health care environment, while protecting individual safety and the well-being of the patients they will serve.

As a public state institution, UMB's institutional assessment philosophy and program is significantly influenced and shaped by drivers at the state, University system,¹ and University levels. To be sure, much of the assessment that UMB engages in is mandated, particularly at the state level. However, instead of approaching its assessment and reporting under these programs as simply a compliance activity, UMB has adopted a holistic institutional assessment model that (a) is responsive and accountable to its stakeholders, (b) advances the University's mission and vision, and (c) utilizes the assessment data and information to evaluate the effectiveness of its programs, both at the macro and micro levels, and to improve the effectiveness of its programs while meeting its reporting obligations to its stakeholders.

¹The University System of Maryland (USM) was established by the Maryland General Assembly in 1988 from the merger of the five University of Maryland institutions and the six members of the State University and College System of Maryland. Today, the University System of Maryland comprises a system office led by the chancellor, two regional higher education centers, and 12 institutions, including the University of Maryland, Baltimore.

7

This multi-level assessment program allows UMB to create clear goals and set a course for the future as the University nurtures a culture of quality and maintains a commitment to excellence in education. Trends over a five-year period are analyzed and revisited to measure progress toward achieving the state's and University's goals. To assure all stakeholders of UMB's proper stewardship of funds and investments, shortcomings or concerns found during trend analysis are addressed with the relevant constituents through the University's established accountability and planning activities — e.g., the annual budgeting process, enrollment planning with the deans, strategic planning review with the Executive Implementation Committee, joint meetings with the shared governance senates, etc. — and plans are developed to realize more favorable outcomes.

SELF-STUDY PROCESS

The major outcomes expected from the Middle States Self-Study were as follows:

1. 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.
2. To produce a Self-Study report that demonstrates compliance with the Middle States Commission on Higher Education (MSCHE) accreditation standards.
3. 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.

UMB began preparations for the Self-Study on Oct. 22, 2013, when Accreditation Liaison Officer Roger J. Ward, EdD, JD, MPA, formed the Self-Study Logistics Team (SSLT).

On Jan. 30, 2014, President Jay A. Perman, MD, appointed members to the Middle States 2016 Accreditation Self-Study Steering Committee. He also appointed Natalie D. Eddington, PhD, dean of the School of Pharmacy, and Dr. Ward as co-chairs of the Steering Committee.

On Feb. 12, 2014, the Steering Committee met for the first time. At this meeting, the co-chairs welcomed the committee and introductions were offered by the members. President Perman was present and formally charged the Steering Committee with its work. Dr. Ward provided an orientation to Middle States accreditation and described the Self-Study process. Dean Eddington outlined the next steps including the formation of a small task force to choose a Self-Study design. This task force also was charged with finalizing Self-Study themes and nominating co-chairs for each working group. The Steering Committee agreed on five themes for the Self-Study and elected to establish the working groups around these themes. The working groups were each assigned specific questions to study, and each were directed to study the questions in the context of specific Middle States standards. On Feb. 20, 2014, the Office of the President released the monthly *President's Message* newsletter. This newsletter focused on informing the members of UMB's community about the Middle States accreditation process and notified them that the Self-Study was about to commence.

SELF-STUDY ORGANIZATION

The standards in the Self-Study are grouped around the two foundational pillars that frame the 14 standards² in MSCHE's *Characteristics of Excellence* i.e., *Institutional Context and Assessment* and *Educational Effectiveness and Assessment*. The following is the outline of the Self-Study:

Institutional Context and Assessment**Chapter 1
Integrity, Mission, and Goals**

- Standard 1 – Mission and Goals
- Standard 6 – Integrity

**Chapter 2
Leadership, Governance, and Administration**

- Standard 4 – Leadership and Governance
- Standard 5 – Administration

**Chapter 3
Planning, Resources, and Assessment**

- Standard 2 – Planning, Resource Allocation, and Institutional Renewal
- Standard 3 – Institutional Resources
- Standard 7 – Institutional Assessment

Educational Effectiveness and Assessment**Chapter 4
Student Admissions and Support**

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

**Chapter 5
Faculty**

- Standard 10 – Faculty

**Chapter 6
Educational Programs and
Student Learning Assessment**

- Standard 11 – Educational Offerings
- Standard 12 – General Education (Not applicable)
- Standard 13 – Related Educational Activities
- Standard 14 – Assessment of Student Learning

**Chapter 7
Institutional Appraisal (Research Questions)**

- Theme 1 – Educational Innovation and Transformation
- Theme 2 – Research, Scholarship, and Entrepreneurship
- Theme 3 – Student Life, Career Development, and Support Services
- Theme 4 – Institutional Effectiveness
- Theme 5 – Community Engagement

²Standard 12, General Education, was not addressed in the Self-Study as it is not applicable to UMB.

SUMMARY OF FINDINGS

The Steering Committee's work has been educational, engaging, and enlightening. The process has brought together members of the community and raised important discussions about the future of UMB, its role in the world, the state, and in the greater Baltimore community. After reviewing and analyzing the reports of each working group, the Steering Committee determined that UMB is in compliance with all MSCHE standards. In addition, the Steering Committee proposed that the following be considered as priorities under the University's next strategic plan:

- Establish a Universitywide "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 socioeconomic backgrounds.
- 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.
- 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.
- 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.

- 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.

LINKING THE SELF-STUDY TO STRATEGIC PLANNING

In 2011, the University engaged in a strategic planning process, which was characterized by an unprecedented level of Universitywide engagement, contribution, and transparency. What resulted was a comprehensive strategic plan that has been instrumental in guiding UMB's priorities over the past five years. Even as UMB celebrates its accomplishments under the current strategic plan, the University has launched the planning process for its next five-year strategic plan, which, under University System of Maryland policy, must be in place by July 1, 2016.

To link the important work of the Self-Study process to the planning process for UMB's next strategic plan, President Perman made the strategic decision to appoint one of the Self-Study co-chairs, Dr. Roger Ward, as a co-chair of the 2017-2021 strategic planning process.³ UMB is committed, through all of its self-appraisal and planning processes, to ensuring that it remains a responsible steward of the public's trust and state's resources as it resolves to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

³ Claire M. Fraser, PhD, Dean's Endowed Professor of Medicine and director of the Institute for Genome Sciences, has been appointed as the other co-chair of the 2017-2021 strategic planning process.

CERTIFICATION STATEMENT

10

Middle States Commission on Higher Education

Certification Statement: Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

The University of Maryland, Baltimore is seeking (check one):

(Name of Institution)

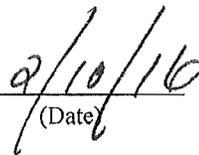
- Reaffirmation of Accreditation
- Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

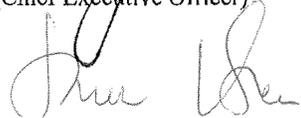
- Exceptions are noted in the attached memorandum (Check if applicable.)



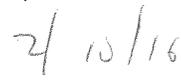
 (Chief Executive Officer)



 (Date)



 (Chief, Board of Trustees or Directors)



 (Date)