UNIVERSITY of MARYLAND, BALTIMORE

SELF-STUDY REPORT

February 19, 2016

UNIVERSITY *of* MARYLAND, BALTIMORE

SELF-STUDY REPORT
A COMPREHENSIVE SELF-STUDY WITH SPECIAL EMPHASIS

Submitted to
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Submitted by
The Middle States Self-Study Steering Committee

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Universities at Shady Grove
Program Director, RWJF Future of Nursing
Maryland State Implementation Project
University of Maryland School of Nursing

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Assistant Vice President,
Institutional Research and Accountability

EXECUTIVE SUMMARY

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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.

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[1] The 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.

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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.

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SELF-STUDY ORGANIZATION

The standards in the Self-Study are grouped around the two foundational pillars that frame the 14 standards[2] 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:

<u>Institutional Context and Assessment</u>

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

<u>Educational Effectiveness and Assessment</u>

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

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

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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.

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[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

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.
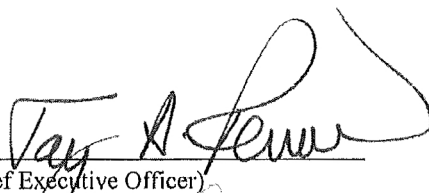
The University of Maryland, Baltimore is seeking (check one):
  (*Name of Institution*)
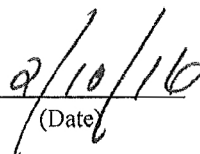
  ✓ Reaffirmation of Accreditation
  ☐ Initial Accreditation

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.
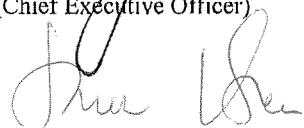
  ☐ Exceptions are noted in the attached memorandum (Check if applicable.)
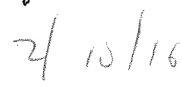
_____   _____
(Chief Executive Officer)   (Date)

_____   _____
(Chief, Board of Trustees or Directors)   (Date)

INTRODUCTION

INTRODUCTION

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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 offers 40 doctoral, master's, and bachelor's degree programs and 10 certificate programs.

This introduction begins with a description of the manner in which the Maryland Higher Education Commission provides oversight over UMB as part of a complex portfolio of private and public institutions including community colleges and career schools. UMB is the founding institution of the University System of Maryland (USM), which is comprised of 12 public institutions. As part of its function, USM assists with long-range planning and resource management and coordinates academic programs within the diverse assortment of institutions.

What follows is a brief overview of UMB, its constituent schools, and a chart showing UMB's affiliated institutions. Also provided are a synopsis of UMB's distinguishing characteristics, a summary of notable developments since the 2006 Middle States site visit, and a partial list of recent notable accomplishments.

HIGHER EDUCATION IN MARYLAND: THE BIG PICTURE

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Maryland Higher Education Commission (MHEC)

Private Career Schools

Private Institutions

Bais HaMedrash and Mesivta of Baltimore

Binah Institute of Advanced Judaic Studies for Women

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Lincoln College of Technology

Loyola University Maryland

Maryland Institute College of Art

Maryland University of Integrative Health

McDaniel College

Mount St. Mary's University

Ner Israel Rabbinical College

Notre Dame of Maryland University

Peabody Institute

St. John's College

St. Mary's Seminary and University

SANS Technology Institute

Stevenson University

Talmudical Academy of Baltimore

The Women's Institute of Torah Seminary / Maalot of Baltimore

Washington Adventist University

Washington College

Yeshiva College of the Nation's Capital

Public Institutions

University System of Maryland (USM)

University of Maryland, Baltimore (UMB)

University of Maryland, College Park

University of Baltimore

University of Maryland, Baltimore County

University of Maryland Center for Environmental Science

University of Maryland Eastern Shore

University of Maryland University College

Bowie State University

Coppin State University

Frostburg State University

Salisbury University

Towson University

Non-USM

Morgan State University

St. Mary's College of Maryland

United States Naval Academy

Regional Higher Education Centers

Universities at Shady Grove

University System of Maryland at Hagerstown

Community Colleges

Allegany College of Maryland

Anne Arundel Community College

Baltimore City Community College

Carroll Community College

Cecil College

Chesapeake College

College of Southern Maryland

The Community College of Baltimore County

Frederick Community College

Garrett College

Hagerstown Community College

Harford Community College

Howard Community College

Montgomery College

Prince George's Community College

Wor-Wic Community College

MARYLAND HIGHER EDUCATION COMMISSION

The state of Maryland has 57 colleges and universities and more than 151 private career schools. These institutions are overseen at the state level by the Maryland Higher Education Commission (MHEC), which is the state's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers the state's financial aid programs. The commission's 12 members are appointed by the governor. MHEC coordinates the growth and development of postsecondary education in Maryland. In keeping with the goals outlined in the State Plan for Postsecondary Education, the commission establishes statewide policies for public and private colleges and universities, and for private career schools. The commission reviews and approves the start-up and continuation of new colleges and universities in Maryland as well as requests for new academic programs at established schools, including those in the University System of Maryland.

UNIVERSITY SYSTEM OF MARYLAND

The 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. 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; engaging in

research and creative scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions. USM's programs and activities have a significant impact on the quality of life in Maryland, creating social and economic benefits for people throughout the state and beyond. A 17-member Board of Regents, including one full-time student, governs the University System of Maryland. Appointed by the governor, the regents oversee the system's academic, administrative, and financial operations; formulate policy; and appoint the USM chancellor and the presidents at each of the system's institutions. With the exception of the student member, each regent is appointed for a term of five years, and may not serve more than two consecutive terms. The student regent is appointed for a one-year term, and may be reappointed. Regents serve on the board without compensation.
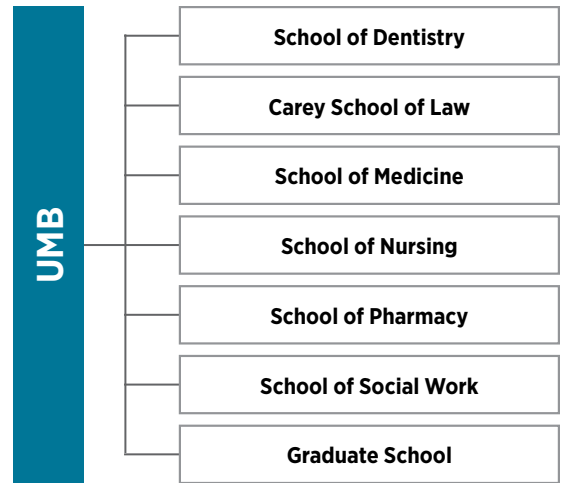
USM FAST FACTS

Undergraduate Students:
126,344

Graduate/Professional Students:
41,782

Full-Time Faculty:
8,747

Part-Time Faculty:
6,591

Staff:
23,419

Buildings:
Nearly 1,000

Operating Budget:
$5.13 billion

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UNIVERSITY OF MARYLAND, BALTIMORE

The founding institution of the University System of Maryland, the University of Maryland, Baltimore (UMB) opened in 1807 along a ridge in what was then called Baltimore Town. Today, this 71-acre research and technology complex encompasses 67 buildings in West Baltimore near the Inner Harbor. UMB is Maryland's only public health, law, and human services university. Six professional schools and a Graduate School confer the majority of health care, human services, and law professional degrees in Maryland each year. Under the leadership of President Jay A. Perman, MD, the University is one of Baltimore City's major anchor institutions and is a leading partner in the redevelopment of Baltimore's Westside. Attending physicians at the University of Maryland Medical Center are faculty members of the School of Medicine at UMB. The University of Maryland BioPark, which opened in October 2005, promotes collaborative research opportunities and bioscience innovation. Sponsored research totaled $499.6 million in fiscal year 2015. With 6,329 students and 7,119 faculty members, graduate assistants, and staff, the University is an economic engine that returns more than $14 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.

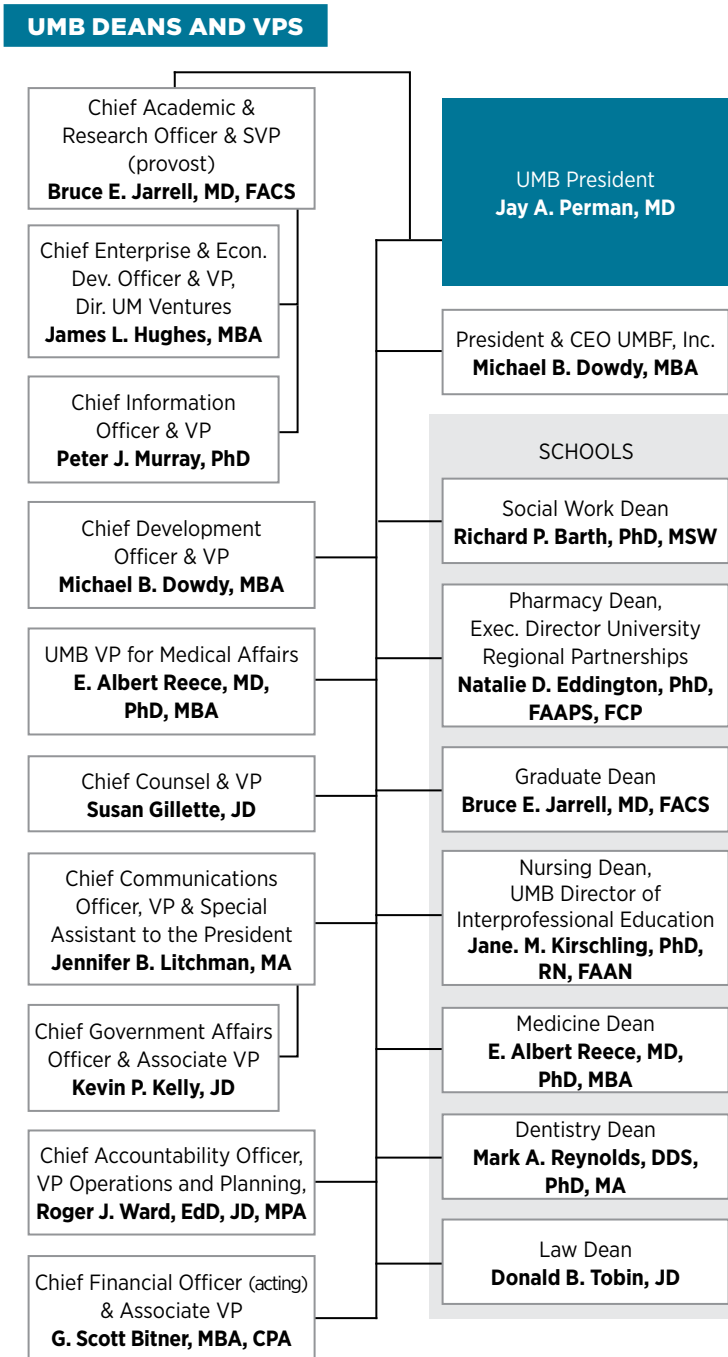| UMB		School of Dentistry
		Carey School of Law
		School of Medicine
		School of Nursing
		School of Pharmacy
		School of Social Work
		Graduate School

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 its 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 its 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.
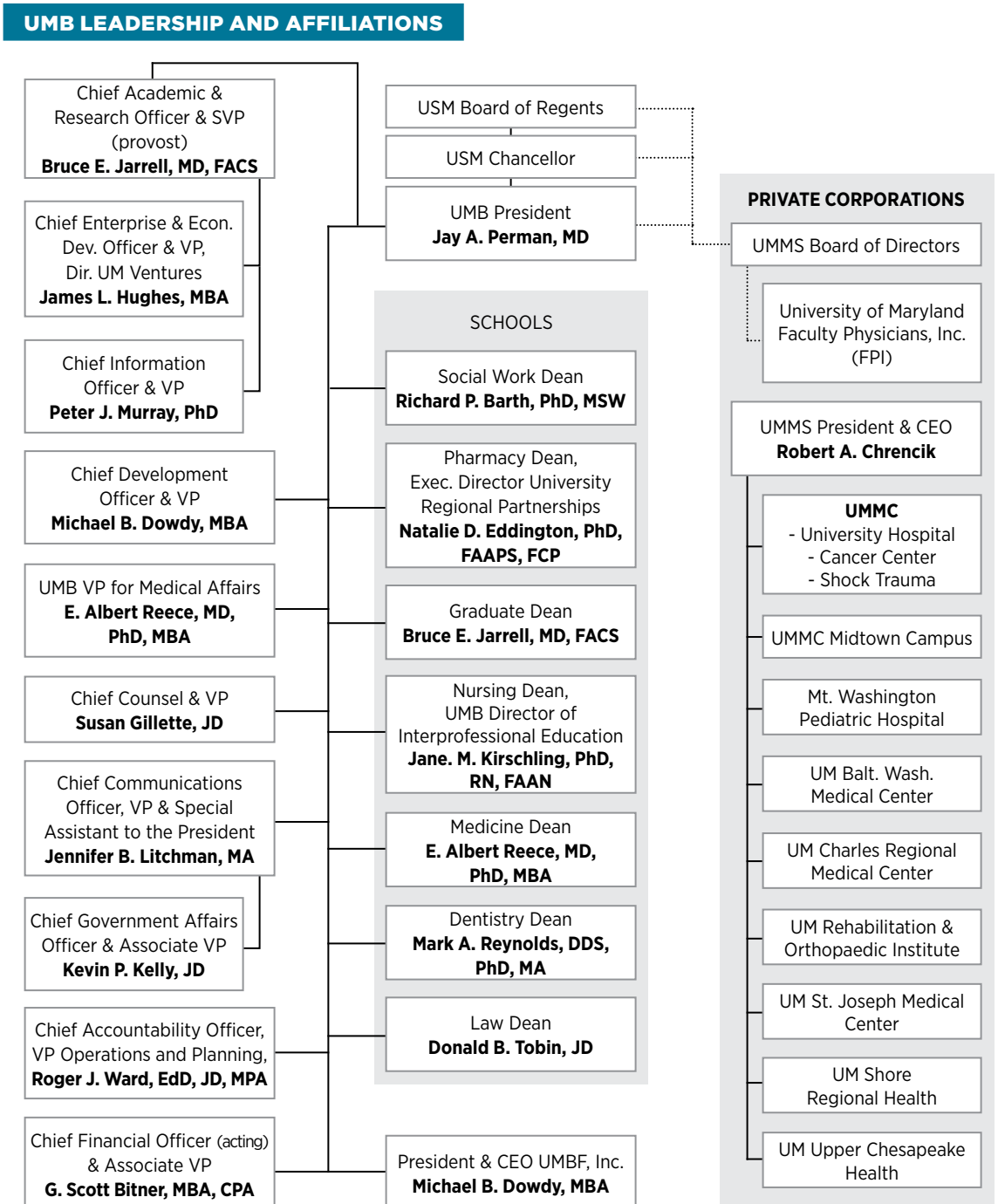
UMB FAST FACTS

Undergraduate Students:	**Graduate/Professional Students:**
866	5,463
Faculty:	**Staff:**
2,721	3,945
Buildings:	**Operating Budget:**
67	$1.1 billion

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ORGANIZATIONAL STRUCTURE

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

UMB DEANS AND VPS

Chief Academic &
Research Officer & SVP
(provost)
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

Chief Development
Officer & VP
Michael B. Dowdy, MBA

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

Chief Counsel & VP
Susan Gillette, JD

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

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

Chief Accountability Officer,
VP Operations and Planning,
Roger J. Ward, EdD, JD, MPA

Chief Financial Officer (acting)
& Associate VP
G. Scott Bitner, MBA, CPA

UMB President
Jay A. Perman, MD

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

SCHOOLS

Social Work Dean
Richard P. Barth, PhD, MSW

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

Graduate Dean
Bruce E. Jarrell, MD, FACS

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

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

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

Law Dean
Donald B. Tobin, JD

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UMB also functions in a context with affiliated institutions such as the University of Maryland Medical Center. The following chart represents those relationships.

Attending physicians at the University of Maryland Medical Center are faculty members of the School of Medicine at UMB.

UMB LEADERSHIP AND AFFILIATIONS

Chief Academic & Research Officer & SVP (provost)
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

Chief Development Officer & VP
Michael B. Dowdy, MBA

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

Chief Counsel & VP
Susan Gillette, JD

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

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

Chief Accountability Officer, VP Operations and Planning,
Roger J. Ward, EdD, JD, MPA

Chief Financial Officer (acting) & Associate VP
G. Scott Bitner, MBA, CPA

USM Board of Regents

USM Chancellor

UMB President
Jay A. Perman, MD

SCHOOLS

Social Work Dean
Richard P. Barth, PhD, MSW

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

Graduate Dean
Bruce E. Jarrell, MD, FACS

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

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

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

Law Dean
Donald B. Tobin, JD

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

UMMC Midtown Campus

Mt. Washington Pediatric Hospital

UM Balt. Wash. Medical Center

UM Charles Regional Medical Center

UM Rehabilitation & Orthopaedic Institute

UM St. Joseph Medical Center

UM Shore Regional Health

UM Upper Chesapeake Health

INFORMATION ABOUT THE SCHOOLS

The University is uniquely organized as a collection of six professional schools and a Graduate School, each with a rich legacy of innovation and service. Degrees granted include the MD, PhD, DNP, DPT, PharmD, JD, DDS, LLM, MS, and BS. In 2015, 86 percent of students were enrolled in graduate/professional-level programs. Students enrolled in BS programs enter at the upper level; all general education coursework is completed prior to acceptance. 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 System 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. With 43 academic departments, centers, and institutes and a faculty of more than 3,000 physicians and research scientists, combined with more than $400 million in extramural funding, the school is regarded as one of the nation's leading biomedical research institutions. The school has research and treatment facilities in more than 35 countries around the world.

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.

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The school also offers specialty certificates in Environmental Law and Law and Health Care, the latter of which was ranked No. 1 and No. 2 nationally by *U.S. News & World Report* the past two years. 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 Institutes of Health, and an editorial position on the school's *Journal of Health Care Law and Policy.*

School of Dentistry

The School of Dentistry, the world's first dental college, celebrated its 175th anniversary in 2015. In addition to the doctor of dental surgery degree, which the school originated, it offers advanced training programs in six specialties; Maryland's only baccalaureate dental hygiene program; graduate programs in oral and craniofacial biological sciences and experimental pathology; and combined DDS/MPH and accelerated RDH-to-MPH programs.

Students, faculty, and staff provide care for nearly 30,000 patients annually at clinics in Baltimore City and underserved areas such as Perryville, Frederick, Carroll, and Rockville, Md. An international research hub, the school is ranked fifth in National Institutes of Health funding for public dental schools.

Its class of 2016 performed nearly 6,000 hours of community service outside of their daily clinical responsibilities in 2015. The school's academic externships span the globe, touching 20 countries on six continents. Its Department of Neural and Pain Sciences has gained a national reputation, leading to the creation of UMB's interdisciplinary Center for the Advancement of Chronic Pain Research.

School of Pharmacy

The School of Pharmacy has a rich and distinguished heritage. First incorporated as the Maryland College of Pharmacy in 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.

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Today, the School of Pharmacy continues to lead pharmacy education, scientific discovery, patient care, and community engagement in 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 P[3] (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 two entry-level options for students interested in a professional nursing career, the Baccalaureate of Science degree and a master's entry clinical nurse leader option (ranked No. 1 in the country by *U.S.News & World Report*). It also 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, family, and adult/gerontology, and a nurse anesthesia option, also are offered through the school's Doctor of Nursing Practice (DNP) program.

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, Md., 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 sixth among graduate nursing programs by *U.S.News & World Report* and is ranked 11th in receipt of research funding by the National Institutes of Health's National Institute of Nursing Research, with extramural research funding of $3.2 million and total extramural funding of $7.6 million in fiscal year 2015. Nursing students in the PhD program directly benefit from the school's research-intensive environment. In addition, the School of Nursing receives substantial funding from the Agency for Healthcare Research and Quality, Centers for Disease Control and Prevention, the National Institute for Occupational Safety and Health, and other sources.

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Graduate School

Since 1917, the Graduate School has offered graduate education and training in biomedical, health, and human service sciences. The school currently offers 24 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 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 Baltimore Veterans Affairs Medical Center, the Institute of Human Virology, the University of Maryland Biotechnology Institute, and others.

The Graduate Program in Life Sciences (GPILS) offers cutting-edge research training in basic, biomedical, clinical, and population sciences. Graduate programs cover the entire range of biomedical research, from the basics of protein structure and molecular biology, through integrative systems physiology, virology, and vaccine development up to behavior, cognition, population-based genetics, and the impact of the environment on human health. The programs place a special emphasis on the importance of translational research. Graduate programs are independent from

departments and consist of faculty in the basic science and clinical departments of the School of Medicine, School of Dentistry, School of Nursing, a wide array of Internationally recognized Organized Research Centers and institutes on campus in addition to collaborations with other University System of Maryland campuses.

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 more than 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, while becoming known to a national and international audience. Among the top 20 graduate-level social work programs in the nation, the School of Social Work 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 and the school's faculty ranks among the nation's best for the number of research articles published in scholarly social work journals.

DISTINGUISHING CHARACTERISTICS

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PROFESSIONAL AND GRADUATE EDUCATION

As the state of Maryland's academic health, law, and human services institution, the University includes a unique configuration of schools and educational programs with extensive responsibilities for clinical care and legal and social services. UMB's student mix differs markedly from other University System of Maryland institutions. Only 14 percent of UMB's students are enrolled in its three baccalaureate degree programs; namely, nursing, dental hygiene, and medical and research technology. The remaining 86 percent of students are in post-baccalaureate programs leading to licensure, including medicine (MD), law (JD), dentistry (DDS), nursing (clinical masters, DNP), pharmacy (PharmD), social work (MSW), public health (MPH), physical therapy (DPT), genetic counseling, preventive medicine, toxicology, and pathology among others.

The campus also offers the traditional research-based Doctor of Philosophy (PhD) and Master of Science (MS) 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. UMB's hands-on approach, with experiential training at the School of Medicine, School of Pharmacy, School of Social Work, and Carey School of Law, among others, simulation labs at the School of Nursing, a lab with over 200 mannequin heads at the School of Dentistry and more, allow students to learn by doing. Community outreach also adds to their skill set in a real-life setting. Team exercises, such as those on IPE Day, allow students to appreciate and trust their colleagues in other disciplines.

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 offer students clinical richness and to transfer results from basic laboratory research to the patients' 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 community and its members.

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.

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UMB combines cutting-edge biomedical research and exceptional clinical care. Each year, UMB's faculty and students make several hundred trips to 100+ countries, where they teach, study, conduct research with their collaborators, and provide clinical care in underserved communities. For instance, UMB's medical school has research and treatment facilities in more than 35 countries and carried out the very first clinical trials for an Ebola vaccine in the U.S. and co-led the first Ebola vaccine trials in West Africa in 2014-2015.

UNIVERSITIES AT SHADY GROVE

UMB is one of nine University System of Maryland institutions that offer programs at the Universities at Shady Grove (USG) in Rockville, Md., a convenient location in the high-tech corridor of Baltimore and Washington, D.C. More than 400 UMB students attend USG, where they are taught by 15 full-time faculty in residence and numerous others from the Baltimore campus through asynchronous distance learning. Nursing students in UMB's BSN and RN-to-BSN programs have the ability to attend courses and complete their entire program at USG as do students in the PharmD (Doctor of Pharmacy) program at the School of Pharmacy. Most recently, in 2015, the School of Social Work was approved by the Maryland Higher Education Commission (MHEC) to offer a program at USG where students could satisfy all credit requirements for the Master of Social Work (MSW) degree. (Prior to obtaining MHEC full program approval, a limited number of MSW students took courses at USG.) This expansion of the MSW program at USG has resulted in an increase in courses offered at USG, an increase in the number of students taking classes at USG, and an increase in services for MSW students at USG. The first cohort of approximately 50 MSW students completing their degree requirements at USG was admitted in the fall semester of 2015 and it is expected that a second cohort of 50 students will be admitted in fall 2016.

USG, as a UMB additional location, provides a full complement of centralized on-site student, academic, and administrative services.

SHADY GROVE ENROLLMENT BY DEGREE PROGRAM

Degree Program	Students Enrolled
Nursing	290
Pharmacy	120
Social Work	89
Total	499

UNIVERSITY OF MARYLAND BIOPARK

The University of Maryland BioPark is a privately developed biomedical research park on UMB's campus. The mission of the BioPark is to support UMB's efforts to commercialize breakthrough therapies, diagnostics, and devices and to bring community-friendly economic development to the Westside of Baltimore. Eleven years ago, the site of the BioPark was vacant land and dilapidated buildings in one of the poorest communities of Baltimore City. Today, the BioPark is the largest biotech cluster in Baltimore City, with three dozen tenants, including early-stage bioscience companies based on technologies developed at UMB and other universities; research and development facilities of international pharmaceutical companies and clinical research organizations; translational research and clinical centers of UMB; and degree programs for bioscience (AA) and business (MBA). More than 700 workers are employed at the BioPark and over 800 community residents receive training for entry-level jobs in biomedical laboratories throughout the region. Currently, the BioPark consists of four buildings, totaling 595,000 square feet, and $400 million in capital investment. When the BioPark is complete, it will grow to 2 million square feet, over $1 billion in capital investment, and more than 2,500 jobs. The BioPark has been developed in full consultation and with the full support of the community.

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In addition to creating jobs and improving public safety, the BioPark has invested over $2 million in community priorities, including local organizations, training programs, public schools, community parks, and streetscape.

CURRENT BIOPARK STATISTICS

Jobs: **Square Feet:**
700   595,000

Capital Investment:
$400 million

PROJECTED BIOPARK STATISTICS

Jobs: **Square Feet:**
2,500   2 million

Capital Investment:
$1 billion

CARNEGIE CLASSIFICATION

UMB is one of 27 U.S. public institutions 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. Within the Middle States region, only

three other schools, SUNY Downstate Medical Center, SUNY Upstate Medical University, and the University of Puerto Rico (UPR) Medical Sciences Campus, share this designation (see table below).

SPECIAL FOCUS INSTITUTION – MEDICAL SCHOOLS AND MEDICAL CENTERS

Classification	Category
Level	4 year or above
Control	Public
Student Population	6,329
Basic	Special Focus: Medical Schools & Center
Undergraduate Instructional Program	Special Focus Four-Year Colleges and Universities
Graduate Instructional Program	Research Doctoral: STEM-dominant
Enrollment Profile	Majority graduate
Undergraduate Profile	Four-year, medium full-time, inclusive, higher transfer-in

SPECIAL FOCUS INSTITUTIONS IN MSCHE REGION

Institution	Enrollment/ Headcount	Schools
SUNY Downstate Medical Center	1,865	Medicine, Nursing, Graduate, Public Health, Other health professions, e.g., PT
SUNY Upstate Medical University	1,514	Medicine, Nursing, Graduate, Other health professions, e.g., PT
UPR Medical Sciences Campus	2,221	Dentistry, Law, Medicine, Nursing, Pharmacy, Public Health, Social Sciences (i.e., Social Work and Psychology)
UMB	6,329	Dentistry, Law, Medicine, Nursing, Pharmacy, Social Work, and other health professions, e.g., PT

NOTABLE DEVELOPMENTS SINCE 2006 SITE VISIT

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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.
- **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.

In January 2016, the president named the co-chairs for the 2017-2021 Strategic Plan and launched the formal planning process. The planning process will occur over six months, and the strategic plan will be adopted by the Executive Cabinet in June 2016.

MPOWERING THE STATE

University of Maryland: *MPowering the State* is a special working relationship between the University of Maryland, Baltimore (UMB) and the University of Maryland, College Park (UMCP) that promotes innovation and impact through collaboration. Launched in 2012, it leverages the sizable strengths of both universities to advance interdisciplinary research, create new opportunities for students, and solve important problems for the people of Maryland and the nation.

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In 2011, the Maryland General Assembly charged the University System of Maryland Board of Regents and thus both its founding campus and its flagship institution — UMB and UMCP, respectively — with developing a plan to have an even greater impact on the state, its economy, the job market, and the next generation of innovators. The universities are committed to this charge, and work together to craft a plan, implement it, and assess its effectiveness. The new working relationship demands teamwork and collaboration; joint efforts are championed and supported at the highest levels of the academic structure.

In fewer than four years, *MPowering the State* has transformed the way UMB and UMCP approach research, education, and service in the state. It is the vehicle that joins the complementary resources of two great universities — their leadership, faculty, researchers, and students — to boost joint research, inspire education programs that enrich, challenge, and attract the best and the brightest, spur technology transfer, and drive economic development. *MPower* is a model of what committed collaboration can achieve. With its shared vision, *MPowering the State* is advancing Maryland's competitiveness and reputation as a national leader.

Among *MPowering the State's* initiatives are:

- a Center for Health-Related Informatics and Bioimaging (CHIB), which joins researchers in computer science and engineering at UMCP with experts in genomics and clinical medicine at UMB
- an Agriculture Law Education Initiative (ALEI), which gives state farmers expanded access to resources from UMB, UMCP, and University of Maryland, Eastern Shore
- the SAFE (Support, Advocacy, Freedom and Empowerment) Center for Human Trafficking Survivors, which draws on the combined resources and disciplines of both universities to address human trafficking

- the Institute for Bioscience and Biotechnology Research (IBBR), which helps cross-disciplinary team approaches to scientific challenges, tech development, and education flourish by leveraging the research strengths in biological and quantitative sciences, medicine, and engineering at both universities
- new courses and programs for students such as MLAW, which offers joint undergraduate courses and experiential opportunities that are unique in the U.S.
- seed grants (26 thus far) that promote cross-university research by creative teams of investigators extending boundaries
- UM Ventures, the joint technology transfer operation of UMB and UMCP that has catalyzed commercialization of university inventions
- the Maryland Center of Excellence in Regulatory Science and Innovation (M-CERSI), an initiative funded by the Food and Drug Administration (FDA) that joins UMB and UMCP researchers with FDA staff to improve the ways drugs and medical devices are evaluated

The oversight of *MPowering the State* is vested in a joint Steering Committee, whose members have been appointed by the presidents of UMCP and UMB. The Steering Committee reports to the two presidents, who report to the chancellor and the Board of Regents.

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. 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

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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. A national leader in interprofessional education, UMB teaches future physicians, lawyers, dentists, nurses, pharmacists, social workers, and biomedical scientists to work together for optimal patient and client care. President Perman more than theorizes on the importance of IPE. He demonstrates it with a weekly President's Clinic where Dr. Perman, a pediatric gastroenterologist, joins rotating groups of students selected to represent all the schools in treating young University of Maryland Medical Center patients.

IPE also has been emphasized to the UMB students studying at the Universities at Shady Grove (USG) in Rockville, Md. During the 2015-2016 academic year, USG's Committee for Interprofessional and Interdisciplinary Education Strategies (CIPES) held interprofessional courses and events involving nearly 300 students. UMB's nursing, pharmacy, and social work students participated in "Preparing for Tomorrow: Healthcare Workforce Pipeline Project," "Interprofessional Clinical/Rotation Experience at Mercy Health Clinic," and "Poverty Simulation" projects. And Heather Congdon, PharmD, BCPS, CDE, the School of Pharmacy's assistant dean at Shady Grove and an original co-director of UMB's Center for Interprofessional Education, gave a presentation on "Development & Implementation of an Interprofessional SOAP Note Grading Tool."

ACADEMIC TRANSFORMATION

In fiscal year 2014, the General Assembly approved UMB's plan to invest $1.8 million from the 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 a long and distinguished history of engagement spanning several decades, particularly in the West Baltimore communities. During the past five years the University has moved to bring about better cohesion and coordination of its many disparate initiatives to maximize their collective impact. In 2013, President Perman created the Center for Community-Based Engagement and Learning to better coordinate faculty scholarship and service learning that improves the health and welfare of UMB's neighbors. The center has undertaken such initiatives as mapping UMB's
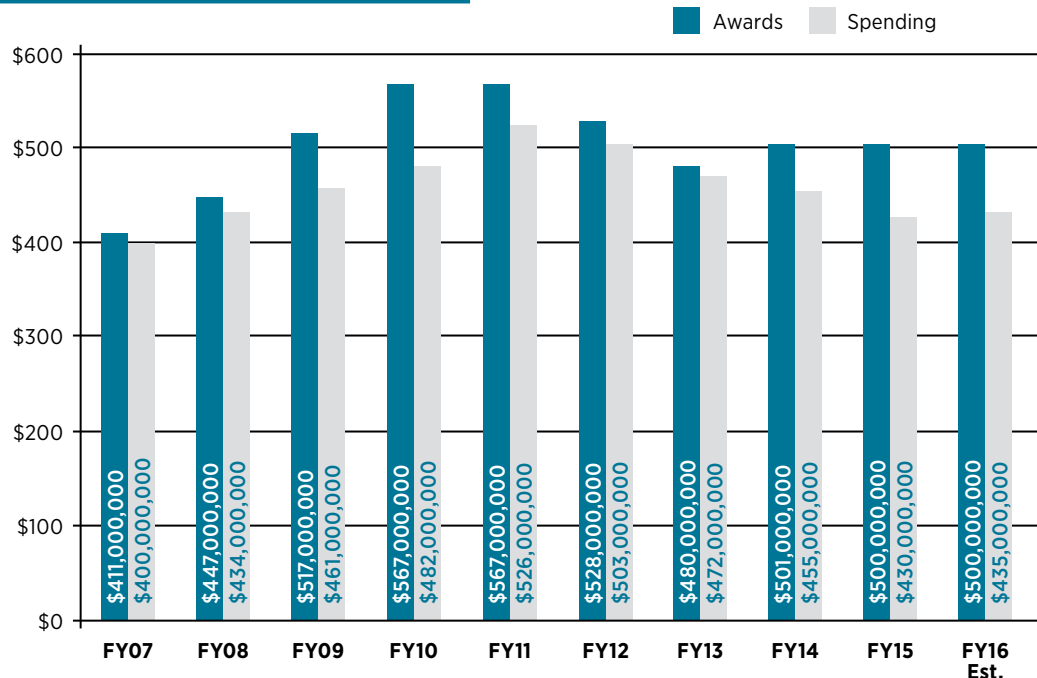
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extensive service-learning activities to enhance collaboration; coordinating violence prevention initiatives with the Baltimore City Health Department; and mentoring student groups involved in community engagement. Each year, the center supplies grants for community-engaged faculty projects, and its Faculty Fellows Program has developed a network of faculty, staff, and students committed to advancing social justice by sustaining close working partnerships with West Baltimore residents and organizations. In 2014, President Perman established the Office of Community Engagement to coordinate UMB's abundant school-led, student-led, and employee-led outreach; to more aggressively move the needle on community health, wealth, and social indicators; and to hold the University accountable for doing so. The office introduced a "place-based" community engagement strategy to bring more robust and better aligned services to UMB's neighbors, and to more clearly articulate to students, faculty, and staff where community-based service and scholarship might

have the greatest impact. The University has identified 1 square mile surrounding the campus as the focus of its activities, where neighborhood performance in every critical domain — health, education, employment, income, and safety — lags far behind the citywide average. This focus resulted in the fall 2015 opening of the UMB Community Engagement Center in West Baltimore, a space where the University provides services to nearby residents and works with them to strengthen schools, create jobs, and drive neighborhood development.

CHANGES IN RESEARCH FUNDING

The University's entrepreneurial revenues are derived from federal and state research grants and contracts, awards from foundations and corporations, and patient care. Leading up to FY10, UMB saw tremendous growth with double digit yearly increases. Beginning in FY10, revenue from contract and grant awards declined from previous years, particularly in National Institutes of Health (NIH) funding.

UMB OVERALL RESEARCH FUNDING

Legend: ■ Awards   ■ Spending

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16 Est.
Awards	$411,000,000	$447,000,000	$517,000,000	$567,000,000	$567,000,000	$528,000,000	$480,000,000	$501,000,000	$500,000,000	$500,000,000
Spending	$400,000,000	$434,000,000	$461,000,000	$482,000,000	$526,000,000	$503,000,000	$472,000,000	$455,000,000	$430,000,000	$435,000,000

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Since these declines affected both direct and indirect cost recoveries, they put substantial pressure on the University's budget to fund the largely fixed expenses related to facilities and infrastructure for research. Multiple approaches were taken to counteract these effects, including decreases in costs, prioritized reallocation of internal resources, and diversification of funding sources. Additional efforts were placed on attracting corporate sources of basic science funding, including the establishment of several major corporate relationships, such as a new MedImmune partnership. Efforts were made to streamline the clinical research process at all steps, including corporate contracting and Institutional Review Board review, while maintaining quality and compliance. The faculty was urged to increase the number of research grant submissions. Emphasis was placed on identifying and competing for larger grants such as program projects and "U" awards from the NIH.

The *MPowering the State* initiative also has yielded new funding opportunities and awards (see tables below). Through *MPowering the State*, UMB has established a joint research and innovation seed grant program to promote research and collaboration across disciplinary boundaries with UMCP. To date, 26 joint research and innovation seed grants have been awarded to more than 50 researchers.

There has been significant recovery of extramural funding, but UMB still remains highly focused on these additional efforts. This current level of stabilization is encouraging although there is clearly a need to strengthen UMB's current programs and further diversify its revenue funding streams.

MPOWERING THE STATE RESULTS IN RESEARCH FUNDING

	Total FY12	Total FY13	Total FY14	Total FY15	Total FY12-15
Joint Proposals Submitted	4	68	114	112	298
Joint Proposals Awarded	1	18	26	36	81
$ Awarded	$2,949,998	$14,552,295	$27,090,060	$26,178,105	$70,770,458

MPOWERING THE STATE RESULTS IN TRANSLATING RESEARCH

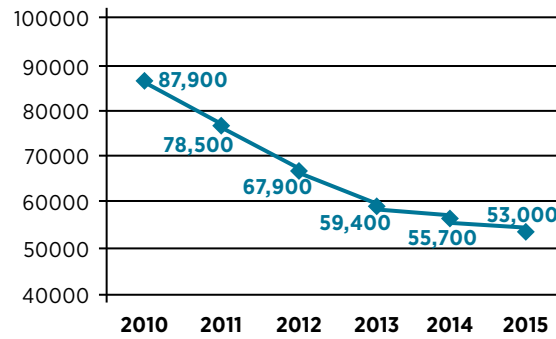|	2011	2012	2013	2014	2015
Invention Disclosures	206	265	264	366	306
Startups	5	7	11	8	10
Licenses	28	34	41	51	56

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LAW SCHOOL ENROLLMENT

The national trend in declining enrollments facing law schools also has impacted the Francis King Carey School of Law at UMB. The collapse of the job market for law school graduates has persuaded many potential students not to apply for law school. The University has created a multi-year plan to rebalance and revitalize this important school. UMB is funding this transformation by utilizing its existing resources, increasing efficiency, and by supporting the diversification of the school's revenue streams. The Carey School of Law has pursued diversification of its revenue streams by attracting new segments of the population with initiatives such as a Master of Science in Law (MSL) program providing new skills for experienced professionals, a renewed commitment to public service, empowering women in law, a business law program focusing on fundamentals, and other current topics such as cybersecurity, intellectual property, environmental law, and the school's Center for Health and Homeland Security. The inaugural entering class of 29 MSL students began their coursework in fall 2015. Projected enrollment for the program is an entering class of 50 each year for a total enrollment of 100 students at any given time. The law school expects to return to stability, albeit with smaller class sizes in the JD program and expansion of new master's level programs, by the beginning of the 2017-2018 academic year.

LAW SCHOOL APPLICATIONS IN CONTEXT

NATIONAL APPLICANTS

MARYLAND LAW APPLICANTS
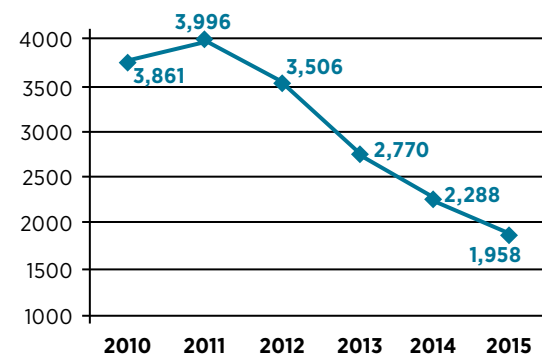
MARYLAND LAW ADMISSIONS PICTURE

Entering Class	2015	2014	2013	2012	2011
Applications	1,958	2,288	2,770	3,506	3,996
Change from Prior Year	-14%	-17%	-21%	-12%	+3%
Offers of Admission	1,054 54% Admitted	1,072 47% Admitted	1,229 44% Admitted	1,176 33.5% Admitted	1,458 36.5% Admitted
Class Size	204 175 Day/29 Night	202 176 Day/26 Night	206 173 Day/33 Night	264 219 Day/45 Night	294 222 Day/72 Night
Yield	19.4%	18.8%	16.8%	22.4%	20%
Scholarship Spending	$1.3M	$1.02M	$.93M	$1.7M	$.65M
LSAT	157	159	159	162	162
GPA	3.46	3.50	3.53	3.65	3.60

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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. An initiative, UMB Responds, was formed shortly after the violence to coordinate Universitywide activities ranging from collecting goods, recruiting volunteers, to joining broad engagement efforts such as #OneBaltimore. As part of UMB Responds, 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. Residents were encouraged to get referrals to needed health services by entering the van. Additionally, the Rite Aid Corp. 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. At a forum in May, students, faculty, and staff spoke candidly about their experiences with race on and off campus and called for action on the part of the UMB administration to explore and address issues of career advancement among employees of color; cultural competency among students, faculty, and staff; and the University's engagement with the community. In July, a second forum shared specific recommendations made by the Diversity Advisory Council (DAC) in these three areas. President Perman supplied further updates in his December newsletter and a spring 2016 update is planned.

Also, an ad-hoc committee of UMB staff and faculty got together to publicize, campuswide, 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. Campus police and public safety conducted an "after action" review and have used the results to bolster their planning for the upcoming trials of the police officers charged in Mr. Gray's death.

Additionally, more than a dozen Carey School of Law faculty designed an eight-week course — Freddie Gray's Baltimore: Past, Present and Moving Forward — that explored the causes of, and possible solutions for, the unrest and ways in which students could become engaged. The commitment to this course and the speed with which it came together was exemplary, attracting 70 law students, 15 social work students, and several community members in fall 2015. The course is again offered this spring at UMB and the University of Maryland, College Park. Also offered for the first time this spring is a tuition-free, 1-credit Social Justice in Our Community course available to all students. Students will receive hands-on, professional experience with community health programs by working with partner organizations in the community surrounding UMB. Through service learning, students will learn how community health programs are developed, organized, implemented, and evaluated as well as how interprofessional teams successfully function, how to interact with individuals and groups living in UMB's community, and how to report on their observations to peers and supervisors.

NOTABLE ACCOMPLISHMENTS

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FACULTY ACTIVITIES

The new UMB Center to Advance Chronic Pain Research is directed by Susan Dorsey, PhD, RN, FAAN, in the School of Nursing and Joel Greenspan, PhD, in the School of Dentistry. The center brings together pain experts and research from different disciplines so that UMB might fulfill the most basic promise of clinical care — to relieve patients' pain and unburden them of suffering.

The School of Social Work is a leader in the Community Schools movement, fast becoming the standard model for urban schools, which must address complex community trauma like regular exposure to violence and loss. Community Schools wrap their students and families in a safety net of services that ultimately enables success.

Robert Ernst, PhD, in the School of Dentistry and David Goodlett, PhD, in the School of Pharmacy are using mass spectrometry to create a bacterial library so that physicians can more quickly and accurately diagnose a patient's infection. Fast and accurate pathogen identification is sorely needed in hospitals and clinics with patients who have potentially deadly infections. A library of chemically bar-coded bacteria will make diagnosis quicker, cheaper, and better.

Sunjay Kaushal, PhD, MD, in the School of Medicine discovered robust regenerative capacity in the cardiac stem cells of infants with congenital heart disease. In rodent models, the cells sped recovery and strengthened heart function. Now Dr. Kaushal's team has gotten FDA approval to transplant the cells he harvests back into the hearts of his young patients, the first clinical trial with children. Ultimately, Dr. Kaushal hopes the procedure will delay the need for more surgeries.

The Carey School of Law is teaming up with the School of Social Work to tackle long-standing issues of social justice in our homes, our communities, our schools, our prisons. By combining social work and legal expertise, the schools aim to dramatically improve the delivery of services to those suffering injustice and to effectuate groundbreaking policy reforms at the state and national levels.

Eleanor Perfetto, PhD, MS, in the School of Pharmacy has joined a national project focused on improving patient value in the delivery of health care. By combining large amounts of genomic data with data on the environments in which patients live and receive their care, Dr. Perfetto and her colleagues can begin to understand how the interplay of a patient's genetics and behaviors can inform interventions that support precision medicine — getting the right treatment to the right patient at the right time.

The scholarship and activism of Danielle Citron, JD, in the Carey School of Law is poised to change the way we look at cyber harassment and abuse. She's working with national leaders to strengthen legislation and law enforcement around aggressive cyber behavior and to promote greater privacy protections online. Ms. Citron visits the country's biggest technology companies —Google, Facebook, Microsoft — and talks about the challenges of harnessing media that hold so much promise and yet often cause so much pain.

The School of Medicine's Institute for Global Health is at work around the world to prevent, control, and eradicate diseases of global impact. Its Center for Vaccine Development carried out the very first clinical trials for an Ebola vaccine in the U.S. and co-led the first Ebola vaccine trials in West Africa. The school's Institute of Human Virology has treated 1 million patients with HIV/AIDS in several African and Caribbean nations, and 6,000 patients back home in Baltimore.

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ENTREPRENEURIAL ACTIVITIES

UMB is aggressive in moving science out of the lab and into the marketplace, where it can have a meaningful impact on human health and well-being. Nearly 100 UMB inventions are pushed to the marketplace each year, and new startup companies — launched with UMB's intellectual property — are raising private capital to accelerate the transition from idea to innovation to impact.

Harpoon Medical is commercializing a device for minimally invasive heart surgery. The image-guided surgical tool allows repair of the heart's mitral valve without opening the patient's chest or stopping the heart. The technology was invented in the Division of Cardiac Surgery in the School of Medicine.

Analytical Informatics is a startup whose software improves health care quality and operational efficiency by aggregating huge quantities of health care data and giving providers real-time access to it. The software was developed — and the company founded — by faculty researchers in the School of Medicine.

Breethe, Inc. is developing the world's first portable artificial lung. It's a wearable device for patients suffering respiratory failure and cardiopulmonary collapse, the first such out-of-hospital device in the commercialization pipeline. The technology was invented in the School of Medicine's Program in Lung Healing.

Tokai Pharmaceuticals raised $97 million in a fall 2014 initial public offering, and began Phase III clinical trials on a drug to treat prostate cancer in summer 2015. The drug candidate was developed by faculty in the School of Medicine.

Profectus BioSciences raised $50 million in 2014 to develop its Ebola vaccine candidate. In spring 2015, the vaccine was shown to be effective and safe in non-human primates. Profectus is now producing the vaccine material for an HIV/AIDS vaccine that began Phase I clinical trials at UMB in fall 2015. Profectus was co-founded by the director of the School of Medicine's Institute of Human Virology.

SUMMARY

At a time when the state of Maryland and our nation grow ever more dependent on the health, law, and human services workforce UMB educates; on the innovation economy UMB nurtures; and on the research, care, and service UMB provides, the University is poised to do all it can to serve its mission as a public institution.

STANDARDS

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INSTITUTIONAL CONTEXT AND ASSESSMENT

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CHAPTER 1
INTEGRITY, MISSION AND GOALS

STANDARD 1 – MISSION AND GOALS
STANDARD 6 – INTEGRITY

STANDARD 1: MISSION AND GOALS

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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 2011-2016 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 statement to produce a concise overview 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 Review 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 that began in 2010 the University did not generate a new statement at that time. However, in 2015 UMB published a revised, more succinct mission statement. Leadership felt 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 statement 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 statement would be received by the University community, potential mission statements were proposed, and feedback was gathered. The group then selected and finalized the statement.

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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 lifelong 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 the 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 statement 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 Universitywide 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.

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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 AND GOALS

Other key documents specify the goals through which UMB will achieve and assess the mission. These documents include two sections of the strategic plan: the vision and the core values. 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.

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 6: INTEGRITY

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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 UMB's new mission statement that was approved in 2015, 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. Moreover, the UMB Code of Ethics and Conduct expects and requires all UMB personnel to:

A. Uphold the highest standards of intellectual honesty and integrity in teaching, research, service, and administrative activity, and seek guidance, as needed, concerning the application of ethical standards to their UMB activities.

B. Act as good stewards of the resources entrusted to UMB's care, and comply with financial requirements and internal controls applicable to funds and property managed by them and under their oversight.

C. Comply with all laws, rules, regulations, policies, procedures, and professional standards, including the Maryland Public Ethics Law, applicable to their employment and their UMB responsibilities, and cooperate with training and continuing education initiatives of UMB to make them aware of their responsibilities.

D. Comply with their assigned or assumed responsibilities to fulfill UMB's obligations under contracts, grants, and other legal agreements.

E. Disclose and avoid improper or unlawful conflicts of interest and conflicts of commitment.

F. Report known or reasonably suspected wrongdoing; refrain from retaliating against those who report known or reasonably suspected wrongdoing; and cooperate fully with authorized investigations of reports of wrongdoing.

Each person is expected to consult an appropriate supervisor, faculty advisor, UMB administrator, or other resource if the appropriate course of action is not clear.

The UMB Code of Ethics and Conduct goes on to state "[t]his Code does not address every situation or ethical dilemma that may be faced by UMB Personnel in the course of their employment or other UMB role. Each person is expected to exercise good judgment absent specific guidance from this Code or other policies and procedures."

Other, supplemental, written policies and procedures provide rational and consistent guidelines for ethical conduct. UMB has specific policies on employee and student grievances and discipline, hiring, retention, compensation, and academic and research-

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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. Allegations of faculty/or and staff misconduct may be reported anonymously (or with attribution) via UMB's Whistleblower Hotline/EthicsPoint, through online forms, or by calling the Office of Accountability and Compliance (OAC).

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 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.

In addition, UMB has well-established and well-publicized appointment, promotion and tenure polices. The University also conducts routine and recurring training relating to topics such as Title IX, conflict of interest,

cultural sensitivity, HIPAA, ethics, and human research protection. Additionally, financial disclosure and ethics training are required by the state of Maryland for positions that have direct impact on the formation of contracts, budgets, procurement. Lastly, eligible nonexempt employees are represented for collective bargaining purposes by AFSCME MD and uniformed police officers may also be represented by the Fraternal Order of Police Lodge 141. Data from the Middle States Self-Study Campus Survey show that faculty, staff, and student respondents feel that UMB promotes the core values.

Finally, in order to protect academic freedom at UMB, the Faculty Senate ratified an academic freedom resolution in order to protect academic freedoms at UMB. It includes:

- freedom of research and publication;
- freedom to determine standards;
- freedom of teaching;
- freedom of internal criticism; and
- freedom of participation in public debate.

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 Ethics and 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.

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STUDENT INTEGRITY IN THE SCHOOLS

School of Dentistry
Code of Conduct presented at orientation
First-year course on professionalism
Third-year course on dental law
White Coat Ceremony recitation of Code of Honor

Carey School of Law
Student Honor Code
Student Disciplinary and Appeals Procedure
Moser Ethics in Action Initiative

School of Medicine
White Coat Ceremony recitation of Code of Honor
Judicial Board with Statement of Ethical Principles
Case-based professionalism discussions at start and halfway through third year
Introduction to Clinical Medicine course lectures on Medical Ethics and Humanism in Medicine
Student Clinician Ceremony at the start of year 3 with recitation of Honor Code

School of Nursing
Honor Code presented at orientation
White Coat Ceremony recitation of AACN Oath

School of Pharmacy
Honor Code presented at orientation
Professionalism, Ethics, and Pharmacy Practice course requirement
Dress and personal appearance and student behavioral guidelines
Professionalism project
White Coat Ceremony recitation of Pledge of Professionalism

School of Social Work
Professional standards and NASW Code of Ethics presented at orientation
Code of conduct at field placement agency provided at field orientation
National Association of Social Workers (NASW) Code of Ethics infused throughout curriculum, particularly in required Foundation Practice courses
Professionalism and NASW Code of Ethics link detailed in Student Handbook (online handbook link provided to all students)

Graduate School
Introductions to ethics at orientation
Responsible Conduct of Research Compliance Courses
Institutional Review Board training
Institutional Animal Care and Use Committee training

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ACCOUNTABILITY AND DOCUMENTATION

In 2012, the University named Roger Ward as its first chief accountability officer (CAO). Under his guidance, the Office of Accountability and Compliance (OAC) promotes compliance and transparency through the offices of research integrity, conflict of interest, human research protections, and education and equal access. OAC has a staff of trained professionals who conduct internal audits and investigations of research, scholarly, and clinical activities 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.

OAC also holds UMB's students, faculty, and staff accountable in adhering to ethical guidelines. Ongoing training and education routinely occurs under the CAO's guidance that serves to inform the UMB community of its changes that impact the University community including changes to applicable policies and procedures. Upon hire, new faculty and staff participate in an onboarding process through UMB's Human Resource Services. During onboarding, all new hires are provided coordinated, standardized processes regarding UMB's procedures and expectations. New hires are required to complete a session on Title IX for Higher Education and Employee Sexual Harassment Awareness within 30 days. Moreover, employees are expected to keep current with annual and biennial training requirements regarding this topic and, as appropriate, others including 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 campus or University offices.

Furthermore, an 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 home page of the UMB website. UMB's policies also include protection for reporters against reprisal actions.

With regard to course and catalog availability, the chief academic and research officer (provost), who oversees the Office of the Registrar, ensures that the schools maintain a slate of required and elective courses sufficient to allow students to complete them within the published program length. In addition all schools have either paper or electronic catalogs/handbooks with appropriately timely information and processes for retaining and updating them as necessary. Assessment data are available to prospective and current students concerning graduation/retention rates, licensure pass rates, and other outcomes via the Student Right to Know page on UMB's website.

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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CHAPTER 2
LEADERSHIP, GOVERNANCE AND ADMINISTRATION

STANDARD 4 – LEADERSHIP AND GOVERNANCE
STANDARD 5 – ADMINISTRATION

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 (provost) and a chief accountability officer.

UNIVERSITY SYSTEM OF MARYLAND (USM)

The USM, an independent unit of state government, is Maryland's public higher education system. It comprises 12 institutions and two regional higher education centers, offering over 1,000 undergraduate and graduate/ professional degree programs to 168,126 students at 200 sites worldwide. USM is the 12th-largest university system in the nation.

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 16th member, by statute, is the Secretary of Agriculture, who serves *ex officio* as long as he or she continues in that position; and the 17th 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.

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 the BOR approve and adopt a systemwide plan of higher education, developed by the chancellor on the basis of plans developed by the constituent institutions. 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.

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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 statement to USM. The purpose of this review is to assure that the mission of USM's constituent institutions are consistent with the USM Charter and systemwide plan, and that they promote the efficient and effective use of the institutions' and system's resources. The results of the USM review are then reported to the Maryland Higher Education Commission (MHEC) for review. 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 School of Dentistry that modified the systemwide faculty appointment procedure. One modification allows the 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. 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 also is submitted to the 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 of the BOR policy and they are housed on the University's Accountability and Compliance Conflict of Interest page. The page includes links to relevant policies and also has a frequently asked questions section that is provided to assist the community in assessing next steps.

UMB ADMINISTRATION

The BOR, in consultation with the USM chancellor, appoints the president of each system institution as the 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.

47   The current USM chancellor, Robert L. Caret, PhD, announced the results of President Perman's five-year evaluation to the UMB community on Sept. 22, 2015. In his letter to the UMB community, the chancellor reported that the evaluation team praised President Perman's "steady, no panic" leadership and the University's progress toward its goals. Additionally, the chancellor said:

> 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.

> Several of the areas the report highlighted over the past five years under President Perman's leadership included UMB's steady progress toward academic excellence; the increased stability in financial management; the consistent strength in external research support and the enhancement of economic development initiatives; the success of *MPowering the State*, the collaborative initiative with the University of Maryland, College Park; and UMB's significant impact on the Baltimore community because of President Perman's support and engagement in community efforts. One community leader commented that "he is everywhere" in the community. In his self-evaluation report presented in advance to the team, President Perman wrote: "more than anything else in these initial five years, I have wanted to set a tone and an expectation of collaboration and partnership within the university and with external partners." It was clear to the team and likewise to the regents and me that he has succeeded.

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
- overseeing affirmative action and equal employment opportunities in compliance with state, federal, and BOR mandates and policies.

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

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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 :

- University counsel
- 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
- chief government affairs officer

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 and administrative review. President Perman, consistent with UMB's Policy on Review of Chief Academic/Administrative Officers of the University, engages in both formative and summative reviews of the chief academic and administrative officers to enhance leadership effectiveness and provide accountability in ensuring fidelity to the University's vision, mission, and values. Additionally, these individuals also are subject to review under UMB's Performance Development Program.

UNIVERSITYWIDE SHARED GOVERNANCE

Elected UMB faculty, students, and staff participate in the USM shared governance structures — the Council of University System Faculty (CUSF), the USM Student Council (USMSC), and the Council of University System Staff (CUSS). 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.

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. 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.

As mandated by USM policy, UMB has a Faculty Senate, Staff Senate, and University Student Government Association that serve as the elected shared governance body for its constituency. 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." 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 policies for organizing students and faculty shared governance. Likewise, the key decisions in curriculum, student advancement, and faculty appointment and tenure are made at the school level.

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In addition to Universitywide elected bodies, the UMB president has appointed various Universitywide committees and working groups made up of faculty, staff, administrators, and students that advise on the development and implementation of key policy and programmatic 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 chief academic and research officer (provost) 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 are seats for representatives from part-time faculty, adjunct faculty, library faculty, and the Staff Senate. All full-time faculty are eligible to serve on

the Faculty Senate. Senators serve staggered three-year terms. Annual elections are held to fill vacancies that occur upon expiration of members' terms. The Faculty Senate meets monthly, and meetings are open to all faculty.

FACULTY SENATE

REPRESENTATIVE UNIT	NUMBER OF REPRESENTATIVES
Schools	
School of Dentistry	5
Carey School of Law	4
School of Medicine	12
School of Nursing	6
School of Pharmacy	4
School of Social Work	4
Graduate School	2
Other Representatives	
Part-time faculty	1
Adjunct faculty	1
Library faculty	1
Staff Senate	1
Total	**41**

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 also has advised the president and senior administrators on a wide range of issues from safety to UMB's sexual misconduct policy.

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

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UMB STAFF SENATE

The UMB Staff Senate is an elected body of, at minimum, 20 senators who represent non-faculty employees. The Staff Senate advises the president on items such as policies, procedures, and rules affecting employees, the work environment, issues impacting wages and benefits, and staff morale.

Representation is by school. Staff Senate representatives serve also on the CUSS, thereby providing input to USM on staff issues. 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. It is led by an executive board of six. The 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. A weekly email sent to all students, *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 annual UMB student activity fee, paid by all students, is allocated.

UNIVERSITY STUDENT GOVERNMENT ASSOCIATION

REPRESENTATIVE UNIT	NUMBER OF REPRESENTATIVES
Schools	
School of Dentistry	6
Carey School of Law	5
School of Medicine	6
School of Nursing	11
School of Pharmacy	5
School of Social Work	7
Graduate School	8
Total	**48**

The Graduate Student Association is a student-run organization that serves and represents all graduate students at UMB. 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 of the University's schools operates pursuant to a shared governance model that is distinct to the discipline. Regardless of the model, however, faculty in each school 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. The degree to which the faculty members are engaged and provide input directly to the dean and the administration varies amongst the schools and is a function of the size of the

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faculty and the complexity of the organizational structure. For example, one end of the shared governance spectrum is the Carey School of Law, whose faculty is intimately involved, and in some instances exclusively responsible, for governance decisions (e.g., faculty hiring). On the other end of the spectrum is the School of Medicine in which the shared governance structure is much more hierarchical and is based on a robust departmental model that includes teaching, research, and clinical faculty. The School of Medicine Council is the shared governance vehicle and approving body for the School of Medicine. The council membership is constituted of elected representatives from each academic department. The council (and its standing committees) has authority over the educational policy of the school and over policies related to student conduct, academic rank, and appointments. Each school's shared governance model also provides for student input through its own student governance model, which in turn is strongly associated with the University Student Government Association.

SHARED GOVERNANCE IN SCHOOLS

School of Dentistry

Faculty Assembly

Faculty Council

Student Dental Association

Carey School of Law

Faculty Council

Student Bar Association

School of Medicine

Medical School Council
  • Medical Executive Committee

Student Council

School of Nursing

Faculty Assembly

Faculty Council

Executive Nursing Government Board

School of Pharmacy

Faculty Assembly

Student Government Association

Pharmacy Graduate Student Association

School of Social Work

Faculty Organization

Student Government Association

Graduate School

Graduate Council
(joint with the University of Maryland, Baltimore County)

Graduate Student Association

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 5: ADMINISTRATION

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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 also is equipped with adequate information, technical resources, and decision-making systems to support the work of its 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 to achieve its institutional goals. 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 in 1984 to work at the Johns Hopkins University School of Medicine, serving as a professor of pediatrics and head of

several divisions. President Perman then was 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. President Perman's leadership at UMB marks a return to the campus; he chaired the Department of Pediatrics in the School of Medicine from 1999 to 2004 before leaving to serve as dean and vice president for clinical affairs at the University of Kentucky College of Medicine. He became the president of UMB in July 2010.

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 UMBwide events to spur dialogue on issues of institutional significance. For instance, a yearlong Symposium and White Paper Project has tackled such topics as health care reform, civility, community engagement, interprofessionalism, and cultural competence. He also implemented a Core Values Speaker Series that brings renowned leaders to campus for a conversation on the values that guide UMB's work.

President Perman's commitment to community engagement and urban renewal is manifest in his prolific civic service. With Baltimore Mayor Stephanie Rawlings-Blake, President Perman co-chairs the UniverCity Partnership, an effort to redevelop and revitalize Baltimore City's Westside. He chairs the board of directors of the Downtown Partnership, dedicated to creating a vibrant city center. Moreover, he serves on the boards of the Greater Baltimore

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Committee, the Hippodrome Foundation, and Baltimore's Promise, a group committed to advancing the health, safety, and success of the city's youth.

President Perman is a past president of the North American Society for Pediatric Gastroenterology and Nutrition, a former section chair of the American Gastroenterological Association, and a former executive committee member of the American Academy of Pediatrics. He's been listed among "The Best Doctors in America" since 2001.

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 his/her responsibilities and functions:

- **Chief Academic and Research Officer and Senior Vice President:**
  Bruce Jarrell, MD, FACS
  Dr. Jarrell is the focal point for all academic matters at UMB and functions in a role akin to that of a provost. He oversees many of the University's most critical institutional relationships and is also a skilled transplant surgeon who has written a number of textbooks and continues to teach a small group of medical students during their surgical rotation.

- **Acting Chief Financial Officer and Associate Vice President:**
  G. Scott Bitner, MBA, CPA
  *As of this writing, a national search is underway in conjunction with Isaacson, Miller to find a replacement for Kathleen M. Byington, MBA, the former incumbent, who left in November 2015 to take the position of associate vice president for business operations at Yale. The UMB Search Committee is chaired by Bruce Jarrell and includes deans from the schools of Medicine and Nursing.

- **Chief Development Officer and Vice President:**
  Michael B. "Mickey" Dowdy, MBA
  Mr. Dowdy works with senior leadership to develop and implement innovative approaches to cultivate, solicit, and steward major gifts.

- **Chief University Counsel and Vice President:**
  Susan Gillette, JD
  Ms. Gillette established the legal services office in 1981 after moving from private practice to the University.

- **Chief Enterprise and Economic Development Officer and Vice President:**
  James L. Hughes, MBA
  Mr. Hughes directs UM Ventures, a joint partnership at UMB and the University of Maryland, College Park that is rapidly growing tech transfer out of the lab and into the marketplace. Hughes also oversees the development of the University of Maryland BioPark.

- **Chief Government Affairs Officer and Associate Vice President:**
  Kevin P. Kelly, JD
  Mr. Kelly advises senior leadership on the impact of proposed legislation and determines appropriate responses.

- **Chief Communications Officer and Vice President:**
  Jennifer B. Litchman, MA
  Ms. Litchman is responsible for internal and external communications, crisis communications, among other things. As special assistant to the president, Litchman is the principal executive on president's initiatives, including community engagement and wellness programs.

- **Chief Information Officer and Vice President:**
  Peter J. Murray, PhD
  As vice president of information technology, Dr. Murray directs the Center for Information Technology Services.

- **Vice President for Medical Affairs:**
  E. Albert Reece, MD, PhD, MBA
  In addition to his administrative responsibilities, Dr. Reece directs a National Institutes of Health multimillion-dollar research laboratory group studying the biomolecular mechanisms of diabetes-induced birth defects.

- **Chief Accountability Officer and Vice President:**
  Roger J. Ward, EdD, JD, MPA
  Dr. Ward has a leadership role on the *MPowering the State* steering committee, serves as UMB's Middle States accreditation liaison officer, and oversees several offices that promote compliance and transparency. Dr. Ward also oversees UMB's strategic planning and enterprise risk management programs.

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Diversity is one of the University's stated core values, and the team of administrative officers contains two 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 his/her respective school:

- **School of Dentistry:**
  Mark A. Reynolds, DDS, PhD, MA
  A distinguished academic dentist and alumnus of the school, Dean Reynolds has published more than 110 peer-reviewed articles and participated in more than 20 National Institutes of Health study sections.

- **Francis King Carey School of Law:**
  Donald B. Tobin, JD
  Dean Tobin stands out as one of the nation's leading experts on the intersection of tax and campaign finance laws.

- **School of Medicine:**
  E. Albert Reece, MD, PhD, MBA
  Dean Reece is the John Z. and Akiko K. Bowers Distinguished Professor and dean of the School of Medicine. A respected researcher, he is a member of the prestigious Institute of Medicine (IOM) of the National Academy of Sciences.

- **School of Nursing:**
  Jane M. Kirschling, PhD, RN, FAAN
  A nationally esteemed innovator, Dean Kirschling heads UMB's Center for Interprofessional Education.

- **School of Pharmacy:**
  Natalie D. Eddington, PhD, FAAPS, FCP
  Dean Eddington is a nationally known expert in drug delivery and pharmacokinetics, the movement of drugs in the body. An alumna of the school, she also serves as UMB's executive director of University Regional Partnerships.

- **School of Social Work:**
  Richard P. Barth, PhD, MSW
  Dean Barth is the author and co-author of seven books, and his research articles have been cited more than 1,000 times, among the highest rates in social work.

- **Graduate School:**
  Bruce Jarrell, MD, FACS
  Dean Jarrell oversees the Graduate School and also provides leadership for and direction to the Health Sciences and Human Services Library, Campus Life Services, Academic Services, and the Center for Information Technology Services. He is responsible for Universitywide academic affairs.

Among the 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 Resource Services 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.

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ASSESSMENT OF ADMINISTRATIVE STRUCTURES

Deans and vice presidents who report directly to President Perman undergo substantial annual reviews conducted by him. The in-person discussions can be wide-ranging and include matters such as efficiency and effectiveness, budgeting, tuition setting, as well as areas for professional growth of the individual and the school/unit managed. In-depth summative reviews also are conducted at appropriate intervals under the University's performance evaluation program policy. The major purposes of the review of chief academic and administrative officers (CAAO) are to enhance leadership effectiveness and provide accountability in ensuring fidelity to the University's vision, mission, and values. Other purposes of the review are to promote a climate of cooperation among faculty and staff and their respective CAAOs; maximize effectiveness of the school/unit's execution of its responsibilities; and provide feedback for performance assessment, continuous improvement, and for making compensation and employment decisions.

All other employees are reviewed under the University's annual Performance Development Program (PDP), in which operational (and if appropriate supervisory) goals are set out and measured as well as competencies such as quality and quantity of work and interpersonal relations. Employees and their supervisors are asked to work together to identify learning goals and appropriate developmental plans. The narrative and ratings of a PDP must be reviewed with each employee and signed by both. Employees who receive a rating of below standard or unsatisfactory are placed on performance improvement plans.

The administrative structures and services of the University are formally reviewed each year as part of the annual budgeting process. Each dean and vice president is asked to share information on how his/her unit is organized and ways in which costs are being managed or can be streamlined in light of declining state support. Units also are asked about ways in which they might evolve to create new revenue streams.

In addition to reporting to the president about their schools, deans also receive information from the president regarding the costs of the services specific to each school. As a result of feedback and resulting assessment, 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. The goal is to increase transparency. In addition to the annual budget 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 president level. President Perman also created the position of senior vice president/chief academic and research officer (provost) and altered the existing reporting structure of some of the vice presidents so that they are no longer direct reports. The changes allow the president to spend more time on advocacy with the legislature, philanthropy, and working with the chancellor of the University System of Maryland.

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With regard to administrative services, one example of how feedback has been sought, considered, and changes made in response concerns the creation and function of the Policy Oversight Workgroup (POW). POW was formed in 2010 to facilitate and support policy development, review, monitoring, approval, and communication, and to develop a new policy website. Prior to POW, campus feedback indicated UMB policies could be difficult to find and were not always up-to-date. It was difficult for the campus community to stay informed about new policies. Relevant experts and stakeholders did not always have a chance to provide policy input. When a policy was broadly applicable, it was difficult for UMB to decide who should be responsible for drafting the policy, or to pinpoint all the affected operational areas, relevant subject matter experts, and stakeholders. POW does not write policy. POW ensures the right representatives and stakeholders write, review, and approve policy; policy work is done in a timely fashion; policy conflicts are resolved expeditiously; and the campus community knows about new policy, and knows how to find policy when it's needed.

The balance of POW's work was, and continues to be, policy organization and policy process improvement. POW has developed and published several iterations of the Policy Hierarchy Guide, Policy Number Key, "POW Workflow" color-coded flowchart, "Template for Policy Writing," and "How to Write a Policy – The Quick Narrative."

SUMMARY

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

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CHAPTER 3
PLANNING, RESOURCES AND ASSESSMENT

STANDARD 2 – PLANNING, RESOURCE ALLOCATION AND INSTITUTIONAL RENEWAL

STANDARD 3 – INSTITUTIONAL RESOURCES

STANDARD 7 – INSTITUTIONAL ASSESSMENT

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

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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 three different contexts. First, UMB engages in strategic planning within the framework of the strategic plans for the entire University System of Maryland (USM) as well as the Maryland Higher Education Commission (MHEC). 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 plan 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. Third, each of the professional schools at UMB engages in planning on an ongoing basis, as required by each discipline's professional accrediting agency. 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 the chair of the Department of Surgery in the School of Medicine, and UMB's chief operating officer and vice president, a broadly representative committee of 24 faculty, administrators, and students engaged in a yearlong 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, and public service
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

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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.

Many of UMB's schools also have school-specific strategic plans that are complementary to the UMB strategic plan and reflect the school's mission, strengths, and goals. For the two schools that do not have current strategic plans, the budget, planning, and renewal processes are purposeful, intentional, and timely. As an illustration, within the Graduate School, curriculum review and enrollment planning are done annually at the program level, and major changes to curriculum are approved by the Graduate Council, which is comprised of graduate faculty from both UMB and the University of Maryland, Baltimore County (UMBC). Fiscal planning, including tuition and fees, takes place with participation of the school's leadership in conjunction with the Graduate School dean. Moreover, since the Graduate School does not have a physical plant, and it has no faculty of its own, considerations of physical plant and faculty are not relevant. In addition, the School of Dentistry is firmly engaged in a Strategic Planning Process that will guide the school

in accordance with the University's plan for the years ahead. Initially, the dean's leadership team established the school's long-term Vision, Purpose Statement and Values by which it operates. A Core Strategic Planning Group has been established to facilitate the process and the dean's leadership team meets regularly to review progress. A communications plan is in place to keep employees informed of progress with the planning process.

Closing the loop
In 2013, after completion of the strategic plan, President Perman appointed a Strategic Plan Executive Implementation Committee (EIC) consisting of the deans and a broad representation of other leaders across campus. Members of the EIC 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 Strategic Plan website. 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* newsletter 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. (A discussion of the strategic plan process is also in Standard 14: Assessment of Student Learning.)

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In January 2016, the strategic process was launched for the 2017-2021 strategic plan. The objective is to produce a plan that will guide the University for the next five fiscal and academic years. In January to mid-March, the University developed new strategic plan themes and high-level goals based on the mission, vision, and core values. Recommendations from the Middle States Self-Study process also were embraced. This stage included deans, vice presidents, and the shared governance councils. From mid-March to mid-May, these themes and goals will be presented in Universitywide feedback sessions. Tactics and plans for achieving these goals also will be drafted during this time. Finally, from mid-May to June, the new strategic plan will be finalized and adopted.

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. (For a detailed breakdown of revenue sources, see the Financial Resources section in Standard 3: Institutional Resources.)
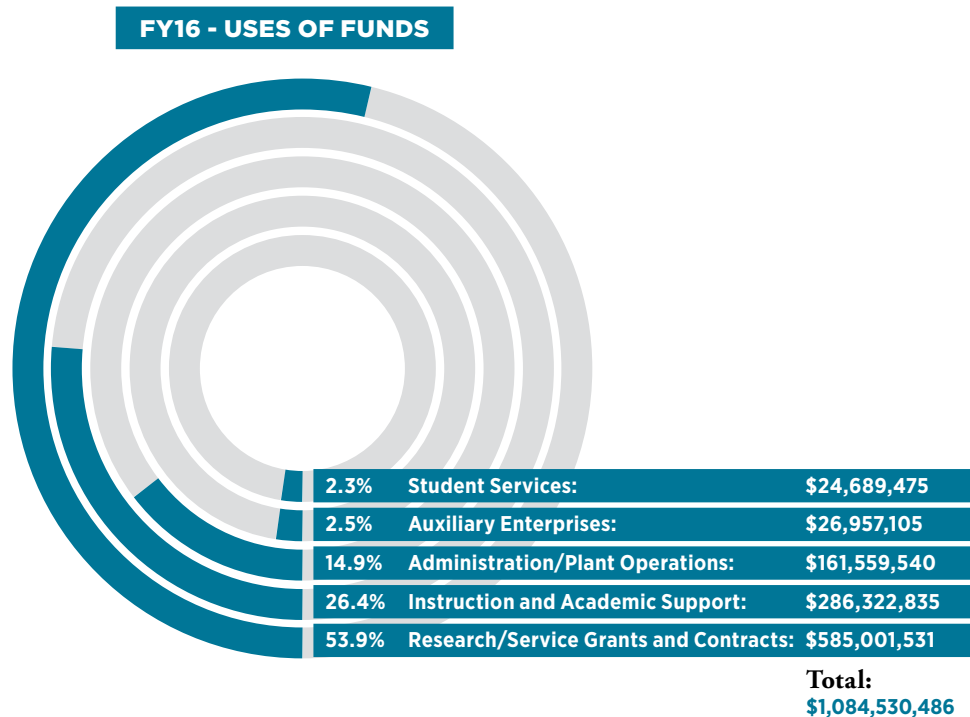
The process of setting UMB's budget involves many layers with the Maryland governor and state government on one end and the schools at the other end. The budgeting process typically extends over several months. It starts each year when the governor submits the state budget to the Maryland General Assembly. Between January and April the budget is debated, testimony is presented, and amendments are made until a balanced budget is adopted by the legislature, typically at the end of the session in April. The governor then allocates to each state agency, including the University System of Maryland (USM), its budget for the fiscal year. The USM budget office applies an allocation formula and distributes a pro rata share of the budget to each institution, including UMB.

BUDGET ALLOCATION FLOW

Governor

Maryland General Assembly

USM

UMB
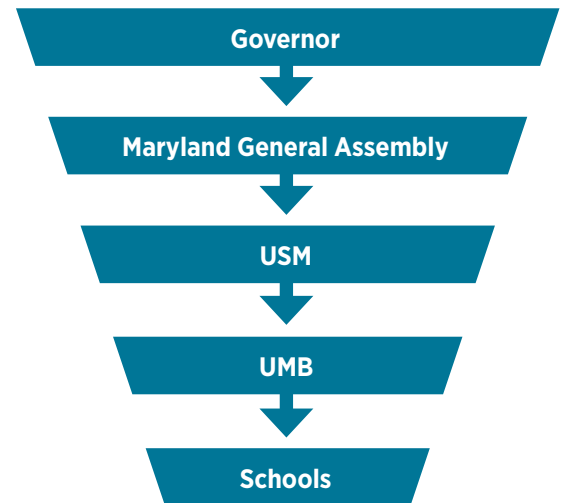
Schools

UMB's president then has responsibility for determining the allocation of these resources to the central administrative units and the schools. The president makes these determinations through a participatory process involving the deans and senior 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.

The allocation of most of UMB's revenue is not discretionary. For example, external support for research must be spent as contracted whereas state appropriations and tuition support existing academic programs. Lastly, mandatory increases in expenditures such as health care costs account for a significant percent of annual budgetary increases.

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FY16 - USES OF FUNDS

2.3%	**Student Services:**	**$24,689,475**
2.5%	**Auxiliary Enterprises:**	**$26,957,105**
14.9%	**Administration/Plant Operations:**	**$161,559,540**
26.4%	**Instruction and Academic Support:**	**$286,322,835**
53.9%	**Research/Service Grants and Contracts:**	**$585,001,531**

Total:
$1,084,530,486

The University's working budget for FY 2016 is roughly $1.1 billion. More than half of this is dedicated to research, and another quarter is directed toward instruction and academic support (see chart above).

Closing the loop
After the initial allocation of funds, the president continues to meet with senior leadership. He meets individually with each dean, with the deans collectively, and with a larger group consisting of both deans and vice presidents. These meetings all occur on a monthly basis. These standing meetings, combined with the initial allocation process, create an environment in which information is freely shared and decisions made with broad input and the development of shared consensus whenever possible.

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. The EIC 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. The funded areas cover a broad cross-section of the strategic plan. As noted above, assessment of implementation of these funds and priorities is done by the EIC.

Institutional Renewal

UMB's planning and resource allocation demonstrate a commitment to institutional renewal. At the University level, institutional renewal occurs in a broad-based way through the EIC. In this manner, UMB is able to utilize the results of its assessment activities to develop and, where appropriate, make changes to improve and maintain institutional quality.

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One illustration of UMB's real-time, real-world application of institutional renewal concerns the strategic plan. In the summer of 2014, midway through the time frame of the plan and in response to increasing constraints on state-level funding for the University, the EIC engaged in 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 EIC 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 several rounds of meetings in the late fall of 2014 and early winter of 2015, the EIC 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.

Another instance of the way UMB's strategic planning, resource allocation, and institutional renewal are intertwined is the revitalization of the University's legacy of community engagement. Since the adoption of the strategic plan, UMB has brought about better cohesion and coordination of its many disparate community engagement initiatives to maximize their collective impact. In 2013, President Perman created the Center for Community-Based Engagement and Learning to better coordinate faculty scholarship and service learning that improves the health and welfare of UMB's neighbors. The center has undertaken such initiatives as mapping UMB's extensive service-learning activities to enhance collaboration; coordinating violence prevention initiatives with the Baltimore City Health Department; and mentoring student groups involved in community engagement. Each year, the center supplies grants for community engaged faculty projects, and its Faculty Fellows Program has developed a network of faculty, staff, and students committed to advancing social justice by sustaining close working partnerships with West Baltimore residents and organizations. In 2014, President Perman established the Office of Community Engagement to coordinate UMB's abundant school-led, student-led, and employee-led outreach; to more aggressively move the needle on community health, wealth, and social indicators; and to hold the University accountable for doing so.

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. Its resource allocation process is complex but fair, and its planning and resource allocation demonstrate a commitment to institutional renewal. Therefore, the University is in compliance with Standard 2: Planning, Resource Allocation, and Institutional Renewal.

STANDARD 3: INSTITUTIONAL RESOURCES

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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 fall 2015, UMB employed 3,945 staff and 2,721 faculty (for a detailed analysis of faculty, please see Standard 10: Faculty). The School of Medicine and central administration employ the largest percentage of staff members (47 percent and 29 percent of all staff members, respectively), while the Carey School of Law employs the least (3 percent of all staff members) (see table below). Due to the nature of the Graduate School, its employees are counted either within the other schools or within central administration. Regardless of the unit of employment, each employee is subject to a centralized set of policies and procedures that are overseen and administered at the University level.

STAFF BY FEDERAL FAIR LABOR STANDARDS ACT STATUS

School	Exempt	Nonexempt	Postdoctoral	School Total
School of Dentistry	79	53	23	155
Carey School of Law	74	31	11	116
School of Medicine	1,153	469	230	1,852
School of Nursing	84	156	1	241
School of Pharmacy	138	61	64	263
School of Social Work	132	49	2	183
Central Administration	578	555	2	1,135
Total	**2,238**	**1,374**	**333**	**3,945**

To effectively support the University's operations, the University employs staff in a variety of categories. The majority of staff (76 percent), however, are employed by the University in a permanent status (see table below). Regardless of status of employment, each employee is accountable and protected under the University's policies and procedures, and is expected to uphold its core values.

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STAFF BY APPOINTMENT STATUS

School	Permanent	Contractual	Postdoctoral	School Total
School of Dentistry	117	15	23	155
Carey School of Law	97	8	11	116
School of Medicine	1,293	329	230	1,852
School of Nursing	96	144	1	241
School of Pharmacy	169	30	64	263
School of Social Work	155	26	2	183
Central Administration	1,066	67	2	1,135
Total	**2,993**	**619**	**333**	**3,945**

Fostering a work environment that is free from discrimination is at the forefront of the University's efforts. One of the fundamental planning concepts UMB utilizes is a broad and inclusive approach that is representative of the thoughts and input of the entire University community. The whole University benefits from working in an environment that brings together people from diverse backgrounds, and equal employment opportunity is essential to achieving that diversity. Each year, UMB prepares an Affirmative Action Plan that assists it in developing a representative workforce.

The plan focuses on UMB's effectiveness to achieve a workforce that is more diverse, and highlights areas where it needs to increase its emphasis. According to UMB's most recent (2014-2015) Affirmative Action Plan, the University employment of under-represented minorities (including women) in each of the federally defined categories was higher than the regional availability of minorities in those categories, with the exception of Hispanics, which was 2.2 percent below the regional availability. The distribution of the University's staff by race and gender are summarized in the tables below.

FALL 2015 UNIVERSITY STAFF BY RACE

School	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Multi-racial	Total	Percent Minority
School of Dentistry	0	27	45	0	0	81	2	155	48%
Carey School of Law	0	6	38	5	0	67	0	116	42%
School of Medicine	3	334	425	42	3	1,028	17	1,852	44%
School of Nursing	1	8	64	5	0	160	3	241	34%
School of Pharmacy	0	46	53	8	0	153	3	263	42%
School of Social Work	2	7	57	6	0	108	3	183	41%
Central Administration	3	62	540	18	0	507	5	1,135	55%
Total UMB	**9**	**490**	**1,222**	**84**	**3**	**2,104**	**33**	**3,945**	**47%**

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UNIVERSITY STAFF BY GENDER

School	Male	Female	School Total
School of Dentistry	40	115	155
Carey School of Law	34	82	116
School of Medicine	557	1,295	1,852
School of Nursing	73	168	241
School of Pharmacy	102	161	263
School of Social Work	44	139	183
Central Administration	513	622	1,135
Total	**1,363**	**2,582**	**3,945**

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, and external grants and contracts. In the FY 2016 working budget, these sources provided the University with roughly $1.1 billion of support. Grants and contracts were the largest single source of funding, accounting for more than a third of the University's funds (see chart below).
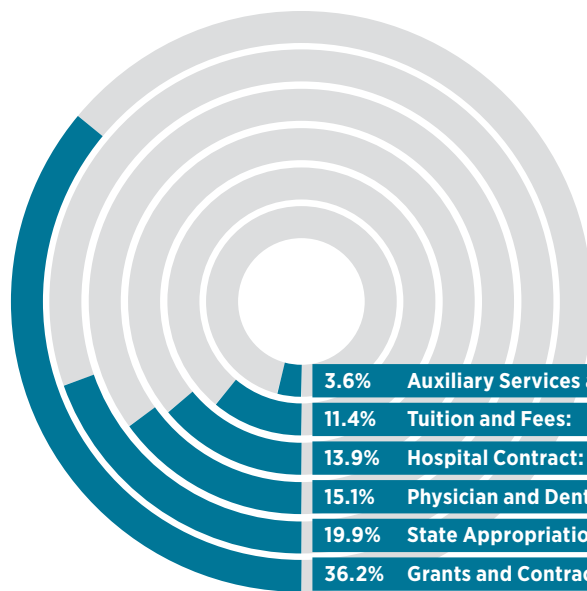
FY16 - SOURCES OF FUNDS

3.6%	Auxiliary Services and Other:	$38,653,939
11.4%	Tuition and Fees:	$123,988,152
13.9%	Hospital Contract:	$150,434,866
15.1%	Physician and Dental Service Plans:	$163,352,585
19.9%	State Appropriations:	$215,405,339
36.2%	Grants and Contracts:	$392,695,605

Total:
$1,084,530,486

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The University's faculty generated almost $393 million in external grants and contracts revenue in FY 2016. The value of these funds extends beyond the financial because they also represent the primary mechanism by which new knowledge is generated. However, unlike other sources of funding, grants and contracts are restricted in nature and cannot be used to address the basic funding needs of campus.

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 2016, the University's state appropriation of $215 million provided roughly 20 percent of its financial support.

The support from clinical services is reflected under physician and dental service plans and contracts. The hospital contract includes the annual contract with the University of Maryland Medical Center (UMMC). UMB and UMMC cooperate in the planning and administration of health professions academic programs at UMB and UMMC, including both clinical education and clinical research, and the graduate medical education programs sponsored by UMMC including University of Maryland Medical Center Midtown Health. Both of these funding sources are important to the clinical education and research missions of the University.

Tuition and fees are also a key source of funding. Due to the fact that the majority of its 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 also are made with an eye toward ways to supplement available financial aid. 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 addition to the annual financial statement audit, USM internal auditors review specific financial and operational compliance areas each year. Any issues identified are remedied, and a review audit is usually conducted within six months. Finally, on a periodic basis, the University undergoes a comprehensive audit from the Maryland Office of Legislative Audits.

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 those that support human resources, payroll, finance, students, email, research, teaching/learning management, as well as the 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. The center ensures that replacement processes and plans are in place for current and future technology needs through the IT Stakeholders group that participates in the development and updating of UMB's Comprehensive Data Management Plan and Strategy.

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

- Accellion, a secure file-transfer service
- Archibus, space information and management system
- AppSpace, digital signage equipment
- Blackboard, the University's learning management system
- Collaborate, a web conferencing system
- Eduroam, an international higher education wireless network
- eUMB, an integrated system for HR and financial data
- ImageNow, for scanning and storing files
- Kuali Coeus, a grant proposal submission system
- myUMB, a platform for timesheets, paychecks, and personal information
- Mediasite, lecture capturing infrastructure
- Questionmark, testing and assessment infrastructure
- RAVEN, a payroll and financial reporting tool
- SURFS, a platform for student personal academic and financial information
- UMB Alerts, emergency text, phone, and email alerts to the UMB community
- UM 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 via UMB's IT Acceptable Use Policy. These policies have been developed to protect the confidentiality, integrity, and availability of University data.

PHYSICAL FACILITIES

The University has almost 7.5 million gross square feet of space in 67 facilities located on its downtown campus, and it occupies an additional 468,000 gross square feet in non-University facilities near the campus. The University's Facilities Master Plan ensures that the University possesses and maintains the physical facilities necessary for institutional excellence. Within the past 10 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. (See Standard 2: Planning, Resource Allocation and Institutional Renewal for more information about institutional renewal.)

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CAMPUS MAP

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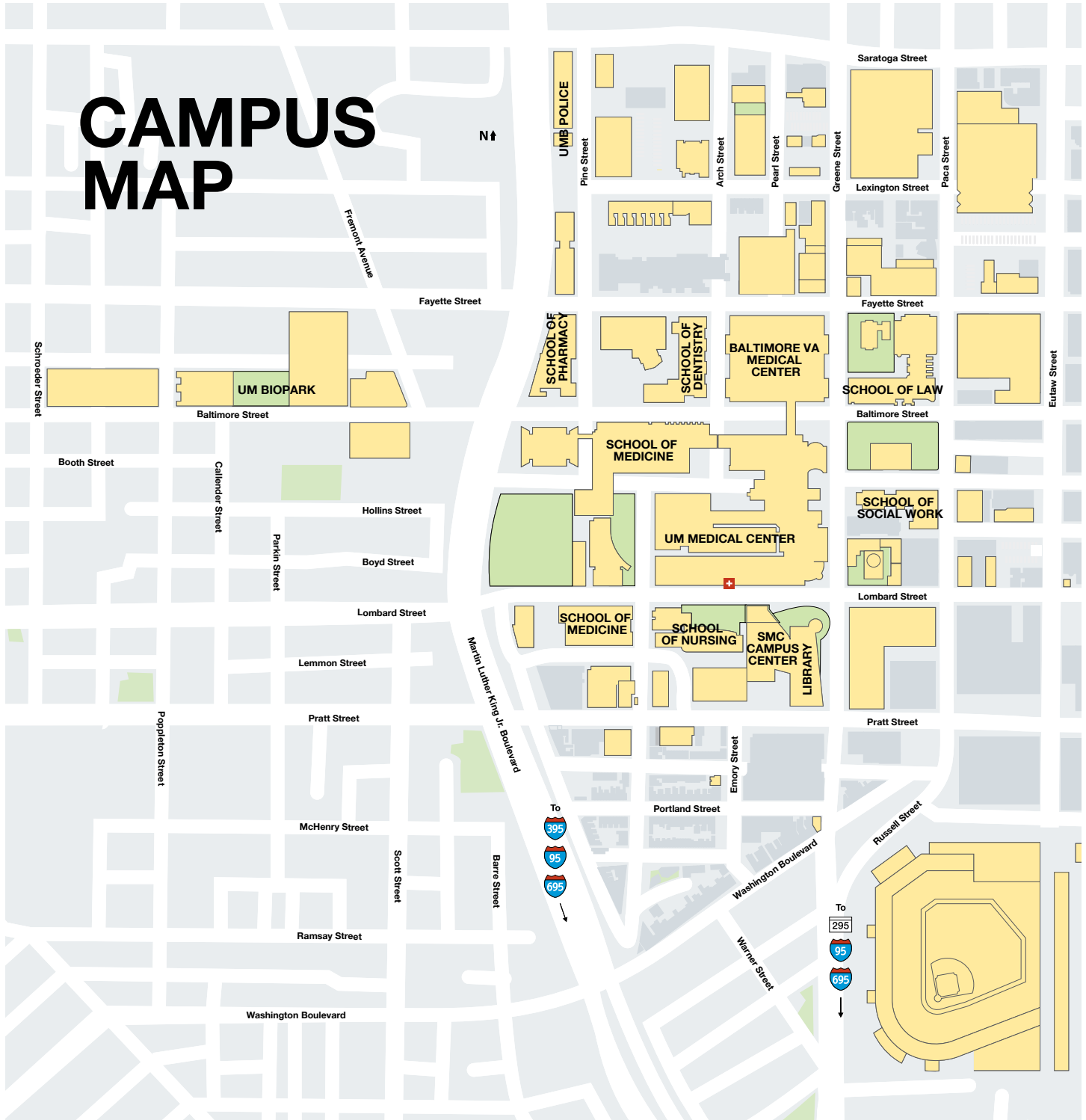
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Every five years, campus leadership engages in a facilities master planning exercise to ensure the Facilities Master Plan is relevant to UMB's mission and strategic plan as well as the programming needs of individual schools. This process considers campus infrastructure, impact of the University on neighboring communities, needs of adjacent partner institutions, streetscaping, open space, pedestrian and vehicular movement through the campus, historic resources, facilities renewal, and sustainability. Also considered are the development needs of UMB's affiliated institution, the University of Maryland Medical Center (UMMC). 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. The next Facilities Master Plan process has just begun and the names of the co-chairs were recently released. The next plan will guide the physical development of the University for the next 10 years.

RESEARCH FACILITIES

The University maintains a robust system of research-oriented resources and facilities. UMB has 33 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. Most recently, the Office of Technology Transfer, through its UM Ventures Team, launched a program to help accelerate promising, but early stage UMB technologies through the commercialization process. UMB has already doubled the number of startups launched in FY16 than were launched, annually, in the prior five years. All UMB research is conducted under the watchful eye of UMB's Office of Accountability and Compliance, which contains both the Conflict of Interest and the Research Integrity units. (See Standard 6: Integrity.)

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 Priddy Library at the Universities at Shady Grove also serves UMB students. The libraries advance faculty success throughout the research life cycle, 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 learning and discovery between the campuses.

SUMMARY

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

STANDARD 7: INSTITUTIONAL ASSESSMENT

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STATEMENT OF THE 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.

DRIVERS FOR INSTITUTIONAL ASSESSMENT

As a public state institution, UMB's institutional assessment philosophy and program is significantly influenced and shaped by drivers at the state, University system, 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.

STATE INFLUENCED ASSESSMENT

As a public institution, UMB's ability to meet the needs of the state, region, and nation are dependent upon alignment of its institutional goals with that of the state. The University's measure of how well it is supporting and assisting Maryland in achieving the state's priorities, as well as how effectively and responsibly it is administering the state's

investment in UMB, is captured in three major assessment programs: Managing for Results, Performance Accountability Reports, and its Peer-Based Assessment program.

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.

In 2015, UMB's MFR was revised from the ground up. Objectives were recast in the time frame 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. The following table details each of the goals in UMB's Managing for Results program along with the objectives and performance measures associated with each goal.

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MFR PROGRAM [1.]

Goal	Objective	Performance Measure	Actual 2013	Actual 2014	Actual 2015	Estimated 2016	Estimated 2017
1. Enhance UMB Standing Law and Health Profession	1.1 Through 2019 increase or maintain number of graduates	2012 levels BSN 281 DDS 123 JD 321 MD 153 DNP 21 PharmD 156 DPT 51 Prof MS 4 By 2019	275 127 285 158 17 163 58 0	287 128 300 165 12 153 54 9	292 127 269 157 30 164 61 16	319 126 205 147 45 152 60 37	350 132 198 158 73 163 53 99
	1.2 Through 2019 increase extramural funding for research, training, and service	2012 levels $524.9 By 2019	$478.8	$499.2	$497.9	$500	$510
	1.3 Produce and protect IP, retain copyright, and transfer technology	Act Lic 154 Discl 131 Patent 65 By 2019	153 128 79	157 139 83	174 139 82	178 140 83	182 145 86
	1.4 Increase or maintain nationally recognized membership and awards to UMB faculty	Equal or > 2014 level of 15	13	15	N/A	16	16
2. Develop students who demonstrate personal, professional, and social skills to serve community	2.1 Maintain graduation rate	minimum 90% grad rate within 150% of time to degree for each profession	**Dentistry** 96.9% **Law** 90.9% **Medicine** 95.0% Nursing 96.5% **Pharmacy** 96.2% **PT** 87.3% **So Work** 88.6%	**Dentistry** 86.2 % **Law** 91.6% **Medicine** 96.3% Nursing 94.8% **Pharmacy** 95.7% **PT** 79.6% **So Work** 87.0%	**Dentistry** 92.2 % **Law** 91.9% **Medicine** 91.9% Nursing 87.4% **Pharmacy** 97.0% **PT** 96.5% **So Work** 91.1%	**Dentistry** 92.2% **Law** 91.9% **Medicine** 91.9% Nursing 87.4% **Pharmacy** 97.0% **PT** 96.5% **So Work** 91.1%	**Dentistry** 92.2% **Law** 91.9% **Medicine** 91.9% Nursing 87.4% **Pharmacy** 97.0% **PT** 96.5% **So Work** 91.1%

Continued on next page

Notes:

1.   Data depicted in this exhibit may not align by year with similar data depicted elsewhere in this report
      due to Department of Budget and Management reporting production schedules.

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MFR PROGRAM CONT.

Goal	Objective	Performance Measure	Actual 2013	Actual 2014	Actual 2015	Estimated 2016	Estimated 2017
	2.2 Maintain first-time licensure exam pass rates for each profession	95% By 2019	Dentistry 96% Law 88% Medicine 99% Nursing 93% Pharmacy 100% PT 100% So Work 89%	Dentistry 99% Law 81% Medicine 99% Nursing 97% Pharmacy 99% PT 100% So Work 89%	Dentistry 94% Law 84% Medicine 97% Nursing 90% Pharmacy 99% PT 100% So Work 90%	Dentistry 94% Law 84% Medicine 97% Nursing 90% Pharmacy 99% PT 100% So Work 90%	Dentistry 94% Law 84% Medicine 97% Nursing 90% Pharmacy 99% PT 100% So Work 90%
	2.3 Maintain an average debt of graduating	Through 2019 maintain 2014 level	Dentistry $201,805 Law $114,909 Medicine $152,626 Nursing $56,553 Pharm $142,282 PT $79,712 Soc Work $57,734	Dentistry $200,410 Law $102,183 Medicine $153,562 Nursing $57,979 Pharm $123,199 PT $106,351 Soc Work $52,701	Dentistry $203,267 Law $114,493 Medicine $158,374 Nursing $56.273 Pharm $143,039 PT $100,314 Soc Work $56,871	Dentistry $200,410 Law $102,183 Medicine $153,562 Nursing $57,979 Pharm $123,199 PT $106,351 Soc Work $52,701	Dentistry $200,410 Law $102,183 Medicine $153,562 Nursing $57,979 Pharm $123,199 PT $106,351 Soc Work $52,701
	2.4 Increase enrollment of those educated entirely online	Through 2019 increase number as compared to 2014	419	622	NA	622	622
	2.5 Maintain high rates of graduate employment and satisfaction	Through 2019 maintain rates as compared to 2014	Employ-ment Rate Satisfaction	93% 90%			93% 90%
3. Position UMB as the model for collaboration with other Institutions to advance education, research, health care, and human services.	3.1 Increase enrollment in joint professional programs and programs at regional higher education centers	Through fiscal year 2019 increase levels compared to 2014 levels	MS in Law 0 SG Nursing 210 SG Soc Work 58 SG Pharmacy 147 Laurel 0	MS in Law 0 SG Nursing 253 SG Soc Work 110 SG Pharmacy 143 Laurel 0	MS in Law 29 SG Nursing 290 SG Soc Work 89 SG Pharmacy 120 Laurel 13	MS in Law 50 SG Nursing 285 SG Soc Work 120 SG Pharmacy 129 Laurel 25	MS in Law 100 SG Nursing 294 SG Soc Work 120 SG Pharmacy 125 Laurel 30

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MFR PROGRAM CONT.

Goal	Objective	Performance Measure	Actual 2013	Actual 2014	Actual 2015	Estimated 2016	Estimated 2017
	3.2 Maintain support for financial aid scholarships and grants at the 2009 level	$22.6 million By 2015	$25 million	$23 million	$23 million	$23 million	
4. **Provide communities with meaningful and sustainable education, employment, economic opportunities**	4.1 Increase the numbers of days faculty spend in public service through MD Unites		NA	NA	NA	NA	NA
	4.2 Increase number of days faculty spend in public service with MD gov't, business, schools, and communities	Through 2019 increase levels beyond 2014 levels	Number of days in public service per full-time FT member	10.1	10.1	11	11
5. **Develop a culture of giving at UMB that supports strategic needs of the University and schools**	5.1 By fiscal year 2019 attain annual campaign goal of $102 million a year	$102 million by 2019	$114.3 million	$71 million	$80 million	$85 million	$88.5 million
	5.2 Increase or maintain combined endowments from all sources at a level of at least equal to the 2014 level	$340.9 million	$291.2 million	$340.9 million	N/A	$341 million	$341 million

Continued on next page

MFR PROGRAM CONT.

Goal	Objective	Performance Measure	Actual 2013	Actual 2014	Actual 2015	Estimated 2016	Estimated 2017
6. Position UMB internally and externally to be excellently managed to achieve efficiency and effectiveness	6.1 Attain annual cost savings as a percent of actual budget	Through fiscal year 2019 attain 3% annual cost savings	2.0%	2.0%	N/A	3.0%	3.0%
	6.2 Decrease or maintain annual operating expenditures per adjusted FTES	Through fiscal year 2019 no more than level reported 58,136	57,168	58,136	60,570	58,136	58,136

This state-influenced 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.

PERFORMANCE ACCOUNTABILITY REPORT

The University submits to the Maryland Higher Education Commission (MHEC) a Performance Accountability Report (PAR). The purpose of the PAR is to provide an opportunity for the state, the commission, the Board of Regents, and other stakeholders to review and evaluate UMB's efforts in fulfilling its missions and advancing 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 toward a benchmark.

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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.

In 2014, for example, UMB was asked to comment on the University's progress toward *Objective 1.1 – By fiscal year 2012 demonstrate the quality and pre-eminence 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 & 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 & World Report* applies for medical and law school rankings.

The above example illustrates that UMB is indeed held accountable by MHEC if the commission perceives that the University's performance is below its benchmarks. In such an instance, the institution must submit a report to MHEC identifying actions that it will take to improve performance. As with the MFR assessment program discussed above, UMB utilizes its established accountability and planning activities to close the loop on the PAR assessment program to assure that it is achieving its benchmarks and when necessary to address any concerns raised by MHEC.

PEER-BASED ASSESSMENTS

Although the University's mix of professional schools makes it unique among public academic health centers, in 2014 MHEC designated 21 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 10 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, Chapel Hill
- University of Pittsburgh
- University of Virginia
- University of Washington, Seattle

The 10 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,

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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.

USM INFLUENCED ASSESSMENT

The mission of the University System of Maryland (USM) 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; engaging in research and scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. A 17-member Board of Regents governs the University System of Maryland. The regents oversee the system's academic, administrative, and financial operations; formulate policy; and appoint the USM chancellor and the presidents at each of the system's institutions. USM's programs and activities have a significant impact on the quality of life in Maryland, creating social and economic benefits for people throughout the state and beyond. To assure that it fulfills its mission, USM has adopted a number of assessment programs against which the effective and efficient management of the resources allocated to each of its component institutions are assessed. These USM-influenced assessment programs are the USM Dashboard Indicators, Faculty Workload Assessment, and the Presidential Assessment programs.

USM DASHBOARD INDICATORS

The USM Board of Regents maintains a uniform set of "dashboards" or key indicators to highlight specific trends and identify challenges faced by each USM institution. The Dashboard Indicators (DBIs) provide a "snapshot" overview of the USM and its institutions. It brings together data from many USM reports and

data sets, and is primarily used by the Board of Regents to identify areas for additional scrutiny by the board. As such, the DBIs provide a gateway to most of the areas of University operation and "red" lights will result in board follow-up and, on occasion, requests for plans for corrective action. Additionally, designation of new Dashboard Indicators is used by the regents as a method of focusing institutional leadership on areas for additional focus.

Overall, there are 29 universal indicators in the areas of student access, affordability and attainment, faculty, economic and workforce development, stewardship, and effectiveness and efficiency. Due to the differing mission of USM institutions, not all universal dashboard indicators are reported for each institution.

The universal dashboards (see following page) reported for UMB are primarily in the areas of economic and workforce development and stewardship. In the most recent report presented to the Board of Regents, performance improved on nine out of 10 universal dashboard indicators. Each benchmark, or basis of comparison, is derived from peers, Board of Regents policy, national standards, state policy, or an institutional goal established in the corresponding Managing for Results document.

The 10 universal dashboards reported by UMB are supplemented by 16 additional institution-specific indicators that relate to performance in areas more closely representing UMB's mission. These indicators include passing rates on various professional licensing exams, graduate student diversity, the National Institutes of Health (NIH) funding awards, *U.S. News & World Report* rankings, research expenditures in medicine, and the number of professional practice degrees awarded in several disciplines. In the most recent report presented to the Board of Regents, UMB's performance improved on nine out of 16 institution-specific indicators. The following is UMB's most recent dashboard.

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University of Maryland, Baltimore
Dashboard Indicators, December 2014

As of 3/3/2015

Italicized figures are figures against which peer comparisons should be made.
* Measure used by U.S. News

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Student: Access, Affordability, and Attainment								Economic Dvlp.
1-UMB	**2-UMB**	**3-UMB**	**4-UMB**	**10-UMB**	**11-UMB**	**12-UMB**		**38**
Passing rate on Bar (Law) exam	Passing rate on medical licensure exam	Passing rate on nursing licensure exam	Passing rate on dentistry licensure exam	Total headcount enrollmt.	Afr.-Amer., Hispan., & Nat. Amer. as % of total headcount enrollment	Graduate & 1st prof. as % of total hdct. enrollment		Number of start-up companies
Year +	+	+	+	+	+	NC		+
2009 84%	95%	89%	98%	6,382	21%	87%		NA
2010 90%	96%	93%	98%	6,349	19%	88%		NA
2011 85%	96%	90%	100%	6,395	19%	89%		NA
2012 86%	99%	88%	97%	6,368	19%	87%		10
2013 88%	99%	93%	96%	6,284	19%	89%		8
2014 *81%* [red]	*99%* [green]	*97%* [green]	*99%* [green]	6,276 [red]	20% [green]	87%		*15* [green]
Benchmark* 93% [P red]	96% [N green]	93% [N green]	NA N	22,915 [P red]	17% [P green]	40%		

Faculty				Economic Development				
5-UMB	**6-UMB**	**7-UMB**	**24**	**13-UMB**	**14-UMB**	**32**	**33**	**34**
Natl. ranking NIH awards to public medical schls.	Natl. ranking: NIH awards to public & priv .dental schls.	No. of specialty law programs ranked in top 10 nationally	Student to Faculty Ratio	Grant & contract awards (millions)	Total R&D expenditures in medicine per F-T medical faculty	U.S. Patents issued	Adjusted gross license income received	Licenses & options executed
Year +	+	+		+	+	+	+	+
2009 14	7	3	10	$516.0	$267,799	NA	NA	NA
2010 14	3	3	10	$566.0	$273,201	15	$1,375,250	12
2011 13	3	4	8	$557.0	$313,668	30	$385,815	14
2012 13	6	3	6	$525.0	$254,028	30	$955,703	21
2013 14	5	3	6	$479.0	$255,727	25	$835,817	23
2014 *15* [green]	*6* [green]	*2* [red]	*6*	*$499.0* [red]	*$249,379*			
Benchmark* Top 10	Top 10	Top 10	15.0 [gray]	$349,846 [I]	5% annually [I red]	5% annually [I red]		

Stewardship				Effectiveness & Efficiency		Workforce Development		
41	**42**	**43**	**44**	**52**	**19-UMB**	**16-UMB**	**17-UMB**	**18-UMB**
Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	Fund balance increase: goal achievement	% of fundraising goal achieved	Facilities renewal $ as % of replacmt. value	Days of charity care provided by clinical medical faculty	Number of nursing graduates (BSN, MS, PhD)	Number of pharmacy graduates (PharmD)	Number of dentistry grads (DDS)
Year +	-	+	+	+	+	+	+	+
2009 22%	8%	Did not meet goal	92%	0.8%	3,107	559	121	115
2010 23%	9%	Met goal	112%	0.5%	3,038	635	114	117
2011 22%	8%	Met goal	100%	0.7%	2,830	627	147	128
2012 24%	9%	Met goal	129% [red]	0.6%	3,011	646	156	123
2013 *25%* [green]	*9%* [green]	Met goal	*66%* [red]	0.9%	2,894	632	163	127
2014		Met goal [green]		*0.8%* [green]	*2,909* [green]	*614* [red]	*153* [green]	*128* [green]
Benchmark* 31% [P red]	7% [P red]	[gray] B	100% [I]	0.2% increase [B]	3,625 [I]	5% annually [I red]	5% annually [I red]	5% annually [I red]

Note: Institutional goals are usually taken from institution's MFR and are usually set for FY 2010.
Q:\ACCOUNTABILITY\DASHBOARD INDICATORS\2014\DBI120114.XLS, 2/27/2015

To assure satisfactory progress on each of its indicators, performance on each indicator is tracked by UMB's institutional assessment office and periodic reports are presented to the University's executive leadership, which includes the president, the deans, the senior vice president, and other vice presidents. During these presentations progress and deficiencies are highlighted and strategies are developed to both bolster performance and address concerns. The operationalization of these strategies occurs within the appropriate units at the University. The leaders of these units (i.e., deans and vice presidents) are ultimately accountable to the president for executing the plans. This process is yet another manifestation of UMB's ongoing commitment to closing the loop on its assessment programs — i.e., using information and data to routinely evaluate its performance against stated goals and objectives, while providing feedback and direction to internal constituents on areas in which improvement in performance is required.

FACULTY WORKLOAD ASSESSMENT

The workload of faculty within University System of Maryland institutions is governed by a series of policies overseen by the USM Board of Regents and designed to ensure maximum accountability while providing individual institutions high levels of flexibility to deploy faculty in the most effective and efficient way possible. Within this policy framework UMB applies a set of standards appropriate for its professional schools. In the aggregate, 95 percent of UMB faculty met or exceeded these standard teaching loads for the 2014-2015 academic year, consistent with attainment for previous years. More than half of faculty exempted from teaching the standard load did so to pursue opportunities for externally funded or department-supported research and service. The following table summarizes UMB's assessment of the workload of its faculty for the most current reporting period.

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FALL 2014 - SPRING 2015 REPORT ON FACULTY TEACHING WORKLOAD

Line		Tenured & Tenure-Track Faculty	Department Chair	Full-Time Non-Ten/ Non-Track Instructional Faculty	Full-Time Non-Ten/ Non-Track Research Faculty	School Total (excl. Other Fac. & Teaching Assist.)	Other Faculty	Teaching Assist.
						Type of Faculty		
1	**Headcount Faculty**	500	39	961	326	1,826	1,189	33
2	**FTEF (line 2 < line 1)**	492	39	952	326	1,809	n/a	n/a
3	**State-Supported FTEF (Optional) (line 3 < line 2)**							
15	**Number of Faculty who taught standard load**	441	32	910	306	1,689		
16	**Number of Faculty who taught more than standard load**	7	2	31	0	40		
17	**Number of Faculty exempted from teaching standard load by type of exception:**	52	5	20	20	97		
18	**Instruction-related**	0	0	9	0	9		
19	**Departmental administration**	7	4	3	0	14		
20	**Externally funded research and service**	19	1	7	18	45		
21	**Department-supported research**	2	0	0	0	2		
22	**Department-supported service - profession**	0	0	0	0	0		
23	**Department-supported service - internal**	6	0	1	0	7		
24	**Department-supported service - public**	0	0	0	0	0		
25	**Sabbatical**	6	0	0	0	6		
26	**Contractual / Illness / Other**	11	0	0	2	13		
27	**Faculty in line 17 who did not engage in credit activity**	3	0	0	0	3		

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UMB also centrally collects and reports the scholarship and service activities of full-time faculty to the University System of Maryland (see table below). Information derived from these non-instructional productivity data are used by state agencies to hold the University accountable through both the Managing for Results process, coordinated by the Department of Budget and Management (DBM), and the Performance Accountability process, coordinated by the Maryland Higher Education Commission (MHEC). The volume of scholarly works contributed by full-time UMB faculty, consisting of books, refereed and non-refereed works, papers and creative activities, is slightly above the level reported last year. The number of days each faculty member spends in public service continues to be more than 10 days per faculty member. Based on $499.6 million of grant and contract awards, the average grant and contract amount received by each full-time equivalent faculty member was $276,196 for fiscal year 2015, on par with the average amount for the previous year.

FALL 2014 - SPRING 2015 REPORT ON FACULTY TEACHING WORKLOAD

Line	Research, Scholarship and Other Selected Activities	Type of Faculty (n=1,747)		Actual FTEF (n=1,809)		Prorated for Actual FTEF (n=1,809)	Notes
		Totals	Ratio Totals/Surveyed Faculty	Totals	Ratio Totals/Actual FTEF	Ratio x Actual FTEF	
28	Number of Books Published	267	0.15			276	
29	Number of Refereed Works	5,341	3.06			5,531	
30	Number of Non-Refereed Works	698	0.40			723	4
31	Number of Creative Activities	2,371	1.36			2,455	
32	Number of Professional Presentations	3,743	2.14			3,876	
33	Number of Externally Funded Grants and Contracts			2,246	1.24		2, 3
34	Number of Faculty Awarded Grants			794	0.44		
35	Dollars Awarded in Grants and Contracts			$499,638,679	$276,196		1, 3
36	Number of Days Spent in Public Service	17,729	10.15			18,358	4

Notes:

1. $499,638,679 refers to total dollars awarded in grants and contracts to FTEF during Fiscal Year 2015 as reported to the Board of Regents Education Policy Committee in the USM Extramural Funding Report. Data are subject to revision.

2. n=2,246 grants and contracts and n=794 faculty are based on information provided by the Office of Research and Development (ORD) and includes those grants and contracts reported through the ORD. Data are subject to revision.

3. Ratios (lines 33-35) were calculated based on total FTEF (n=1,809). FTEF is defined as the number of headcount faculty adjusted to reflect their assignment in the department and includes Tenured & Tenure Track Faculty, Department Chair, Full-Time Non-Tenure/Non-Track Instructional Faculty, and Full-Time Non-Tenure/Non-Track Research Faculty.

4. Ratios (lines 28-32 and 36) were calculated based on surveyed responses from the 2015 Survey of Faculty Non-Instructional Workload Productivity (n=1,747).

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Given the importance of the faculty to the academy, the regular assessment through these workload reports on their performance as it relates to the teaching, research, and service missions of the University is one of the principal tools utilized by the chief academic and research officer (provost) and the deans to evaluate the effectiveness and productivity of the faculty.

PRESIDENTIAL ASSESSMENT

The chancellor evaluates the president at each USM institution on an annual basis. As part of the evaluation process, each president works with his or her leadership team to develop a set of goals that are congruent with those of the state, the University system, and his or her institution. Once developed, these goals are presented to the chancellor, discussed, revised as necessary, and

then adopted. UMB's presidential goals for the 2015-2016 academic year are organized around the following priorities:

- Collaboration
- People of Baltimore/Anchor Institution
- People of the State
- UMB Students
- Strategic Planning and Institutional Leadership
- Effectiveness and Efficiency
- UMB Fundraising

Each priority has one or more clearly articulated goals. Associated with each goal are a set of strategies and success measures against which the president is assessed and evaluated. The following table summarizes the priorities, goals, and strategies for which the president is accountable.

PRESIDENTIAL GOALS SUMMARY

Priority	Goal	Strategy
"Collaboration"	Position UMB as the model for meaningful collaboration in education and research in health care and human services with other institutions in the USM and the state.	1. Expand and strengthen *MPowering the State* (MTS). UMB's highest priority "collaboration" goal is to expand our MTS initiative with the University of Maryland, College Park (UMCP). Because educational and research programs at UMB and UMCP are highly complementary, this creates opportunities for new funding sources where neither university is competitive alone but together are highly competitive. 2. Strengthen and enhance UMB's collaboration with UMBC. 3. Strengthen UMB's collaboration with other Maryland institutions to expand health care and social justice-related educational programs.
"People of Baltimore/ Anchor Institution"	Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.	1. Enhance the capacity of the newly formed Office of Community Engagement in the Office of the President to build a comprehensive and coordinated community engagement strategy for the University. 2. Catalyze development of the west side of downtown Baltimore through direct investment in renewal and facility occupancy or in partnership with private development.

Continued on next page

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PRESIDENTIAL GOALS SUMMARY CONT.

Priority	Goal	Strategy
"People of the State"	1. Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce.	Promote an educational model that is accessible, affordable, and which incorporates innovation across a diverse portfolio of in-demand academic programs.
	2. Position UMB as a university of research strength, innovation, and entrepreneurship that is "open for business" with the business community.	1. Maintain, grow, and diversify the UMB research portfolio. UMB will maintain a continued strong focus on NIH grants and contracts, our traditional funding source, but will place added emphasis on diversifying funding from other sources by fully utilizing our corporate contacts and our federal and state relationships. Efforts to diversify are the focus of Strategies #2 and #3 listed below. 2. Continued growth of UM Ventures. UMB will focus on assisting our faculty in developing their ideas and discoveries into useful products and on increasing our strategic collaborations with Maryland-located companies. Achieving this goal will enhance the health and prosperity of Maryland, including the troubled neighborhoods surrounding the UMB campus, by: improving health care in the process of bringing new therapeutics, diagnostics, and medical devices to market; recruiting and retaining the best faculty and students; and diversifying UMB's revenue sources. 3. Transform the BioPark into a leading Innovation District
	3. Establish UMB as a thought-leader and statewide resource on policy and legislative initiatives aimed at improving the health, legal, and social well-being of Maryland's citizens.	Engage effectively with the state's legislative and policy leaders to highlight and reinforce UMB's competencies and expertise in education, clinical practice, and research in the areas of health, law, and human services.
"UMB Students"	1. Develop students who demonstrate personal, professional, and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation.	Promote student growth and development through exposure to and promotion of skills and experiences in leadership development, competency in team-based care, and collaborative approaches to problem-solving, cultural competency, health and wellness, community engagement, and career and professional development.
	2. Enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically sound teaching.	Provide professional development opportunities for UMB's faculty and teaching assistants to ensure constructive and active learning environments. Promote best practices of teaching excellence in both traditional and online pedagogy of teaching and learning.

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PRESIDENTIAL GOALS SUMMARY CONT.

Priority	Goal	Strategy
"Strategic Planning and Institutional Leadership"	Streamline and harmonize UMB's planning activities to promote more effective and efficient use of the personnel and financial resources committed to institutional planning.	Integrate and align the planning activities around the Middle States Self-Study, enterprise risk management (ERM), and strategic planning to avoid duplication of effort and reduce time to completion on each activity.
"Effectiveness and Efficiency"	Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.	1. Create resources for strategic investment by decreasing the resources spent on standard business functions. 2. Manage financial resources to maintain the agreed-upon fund balance while increasing investment in maintenance of the physical plant, in strategic objectives, and in schools experiencing financial difficulties.
"UMB Fundraising"	Continue to develop a culture of giving at UMB that supports the strategic needs of the University and its schools.	Promote the need for and impact of private support in University and school-related strategic areas, and increase the number of requests for support.

The assessment process for assuring that the president in on track for achieving each goal is overseen by UMB's chief accountability officer (CAO). The CAO meets with the president and the chief academic and research officer (provost) as soon as the goals are approved by the chancellor to determine which member of the executive leadership will be responsible for stewarding each goal over the course of the evaluation period. Once those determinations have been made, the CAO communicates that information to the leadership team and implements a quarterly reporting framework to monitor and evaluate progress toward achieving each goal. As with the other dimensions of UMB's institutional assessment program, where concerns are noted during the reporting period discussion with the key stakeholders are conducted and corrective strategies are developed and approved by the president. The following table summarizes the midyear progress report submitted to the chancellor in January 2016.

STATISTICAL SUMMARY OF MIDYEAR PROGRESS REPORT

Total Number of Priorities	**7**
Total Number of Goals	**10**
Total Number of Strategies	**16**
Total Number of Success Measures	**60**
Completed	14 (23%)
Substantially Completed	11 (18%)
Partially Completed	33 (55%)
No Progress	2 (4%)

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In addition to the annual assessment of the president, a five-year evaluation review as required by the USM Board of Regents also is conducted. The most recent review was held on campus on June 10 and 11, 2015. The evaluation 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 interprofessional 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. (See Standard 4: Leadership and Governance.)

In the course of assuring that UMB's president is effective and excelling as a leader, the assessment of the president's performance affords the University another essential opportunity to evaluate institutional effectiveness, albeit in the context of the president's performance. The fact is, however, the president's goals are UMB's goals and as such the University has deliberately adopted the presidential assessment program as another important dimension in its multi-pronged approach to evaluating institutional effectiveness.

UMB INFLUENCED ASSESSMENT

The University recognizes the need to assure all stakeholders that as an institution of higher learning UMB is committed to student success. We also recognize that student success cannot be realized without deliberate and sustained commitment to institutional effectiveness.

Accordingly, UMB has in place a robust internal assessment program that evaluates and supports the implementation of its strategic plan; its budgeting, capital planning, and facilities renewal processes; identifies and manages institutional risks, monitors each of its schools' accreditation processes; and evaluates the effectiveness of the University's executive leaders.

STRATEGIC PLAN IMPLEMENTATION ASSESSMENT

The University engaged in a comprehensive strategic planning process that 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. 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 Message* 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 "Procedure Library" to simplify the search for routine business processes. This initiative has far more impact than just making information available online. It serves to ensure uniformity across the University, address compliance issues, and increase UMB's institutional effectiveness and efficiencies. It also will serve to foster UMB's core values of accountability, civility, collaboration, diversity, excellence, knowledge, and leadership.

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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 was launched for the 2017-2021 strategic plan. The objective is to produce a plan that will guide the University for the next five fiscal and academic years. In January to mid-March, the University developed new strategic plan themes and high-level goals based on the mission, vision, and core values. Recommendations from the Middle States Self-Study process also were embraced. This stage included deans, vice presidents, and the shared governance councils. From mid-March to mid-May, these themes and goals will be presented in Universitywide feedback sessions. Tactics and plans for achieving these

goals also will be drafted during this time. Finally, from mid-May to June, the new strategic plan will be finalized and adopted.

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 will be 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. The following is the proposed implementation and accountability framework of the next strategic plan currently under consideration by UMB's leadership team.

ADOPTION
Vice Presidents and Deans Refine and Approve Strategic Themes and Goals

ACTION PLANNING
Unit Leaders Develop Milestones and Success Measures Related to University Strategic Priorities and Vision

Vice Presidents and Deans Approve Action Plans

STRATEGIC PLANNING IMPLEMENTATION
FY 2017 - 2021

ACCOUNTABILITY
Annual and Quarterly Reports are Presented to Vice Presidents and Deans Between FY 2017 and FY 2021

IMPLEMENTATION
Administrative and Academic Units Complete the Work of the Plan

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BUSINESS AND FACILITIES OPERATIONS ASSESSMENT

While institutional assessment is conducted at all levels, three offices – the Office of Institutional Research and Accountability, the Office of Budget and Financial Analysis, 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 UMB 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 after review by the appropriate leadership constituent within UMB. The OIRA also supplies data to regulatory agencies, such as IPEDS, and various publications, such as *U.S. News & World Report*. 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 website.

The Office of Budget and Financial Analysis 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. In addition, 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.

The University routinely performs a detailed assessment of the condition of the campus buildings as well as the campuswide infrastructure. The most recent assessment was completed in 2015. The total estimated deferred maintenance/facilities renewal backlog was estimated to be more than $300 million. A separate independent assessment by an outside consultant, VFA, estimated the backlog at $400 million. From the assessments, an Infrastructure Investment Plan was developed with a planning horizon of 10 years. The plan details the condition of the various central campuswide infrastructure and specific building components such as electrical systems, mechanical systems, structure, and elevators, estimates a current day cost for repair or replacement for each item, establishes priorities by building component, and proposes a strategy for funding the needed work over a 10-year period. The funding strategy recommends addressing the deferred maintenance backlog using a variety of sources including the State's Capital Improvement Program, UMB operating funds, and philanthropy. A summary of the facilities renewal plan that was developed on account of the assessment is provided below.

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FACILITIES RENEWAL PLAN

Priority	Goal	Strategy
The total campus operating budget in FY 2015 for facilities maintenance projects was $6.7m. This level of funding must be maintained, or enhanced, in the future.	$6.7m	$67m
Maintain or increase campus access to capital facilities renewal funds through the Capital Improvement Program (CIP).	$2.7m	$27m
Add a recurring capital appropriation to the 10-year CIP for deferred maintenance.	$10m	$100m
Seek funding for infrastructure improvements as part of the School of Social Work and School of Nursing projects included in the 10-year CIP request.		$18m
Secure State Capital Funding for campuswide electrical infrastructure upgrade and new substation.		$82m
Seek donor funds for Davidge Hall and other historic structures projects.		$15m
Total Investment		**$309m**

Implementation of this funding strategy has begun. The UMB leadership has endorsed the need to invest in the University's existing built environment by making funding for deferred maintenance projects a high priority. State capital funding for a new electric substation and upgrading of the electrical infrastructure was requested in the FY 2017 budget. The governor included this request in the state's Capital Improvement Program with first-year funding anticipated in July 2016.

Further, the Office of Facilities Management maintains an ongoing five-year Deferred Maintenance (DM) Funding Plan using operating and capital facilities renewal funds to complete priorities identified in the Infrastructure Investment Plan. As an example, the FY 2017 DM includes the following projects:

- Medical School Teaching Facility Animal Facility HVAC system design - $192,000
- 108 N. Greene Building chillers and towers replacement - $1,800,000

- Health Sciences Facility I generator enclosure replacement - $240,000
- Bressler Building roof replacement - $600,000
- Howard Hall roof replacement and shed removal design - $100,000
- Bressler Building exterior façade upgrades, phase 1 - $840,000
- Health Sciences and Human Services Library cooling tower replacement - $1,440,000
- School of Pharmacy piping riser replacement design - $360,000
- School of Pharmacy south roof replacement - $600,000
- 737 W. Lombard Building passenger and freight elevators upgrades - $1,200,000
- Howard Hall Fire Pump replacement - $300,000
- Medical School Teaching Facility condensate removal system replacement - $1,440,000
- School of Social Work East roof replacement - $480,000
- 108 N. Greene Building roof replacement - $330,000

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ENTERPRISE RISK ASSESSMENT

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 President Perman launched the Enterprise Risk Management (ERM) initiative.

ERM is a holistic approach to risk management that provides a framework for entitywide 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 its operations is critical to continued success. The ERM initiative is led by the chief accountability officer, who, 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). These 12 SAWs are:

- Academic Affairs
- Campus Security and Public Safety
- Clinical Practice
- External and Internal Relations
- Facilities, EHS, and Campus Operations
- Finance and Internal Controls
- Global Activities
- Government Regulatory/Compliance
- Human Resources

- IT Systems and Communication
- Research
- Risk Management and Insurance.

Through ERM, the University has been able to identify potential problem areas through the inquiry and assessment process; and 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 prudent. 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, campuswide electronic student database. Now all the records from that time period have been preserved and adequately stored.

SCHOOL-BASED ACCREDITATION, ASSESSMENT, AND REVIEW

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 guide 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: Institutional Assessment, there is a broad focus on achieving and maintaining accreditation for each of the professional degree programs. Each professional school at UMB is currently accredited by its professional licensing

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and review agency as noted in the chart in Standard 11: Educational Offerings. 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 University's president as well as its chief academic and research officer (provost) meet with members of each school's accreditation team during the site visit, and receive and review the teams' final reports with the respective dean to address areas for improvement.

The Graduate School does not have an associated accrediting body. Instead, its programs undergo a process of program review. (See Standard 11: Educational Offerings.) For example, 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. A key deliverable from each external review is a report that explicitly identifies program strengths and suggests improvements.

 Some of the additional ways UMB's assessment of its academic units and programs is operationalized at the institutional level include the review and approval by senior central 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.

EXECUTIVE LEADERSHIP ASSESSMENT

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 and vice presidential 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 12 months, President Perman has evaluated James L. Hughes, MBA, chief enterprise and economic development officer; Peter Murray, PhD, chief information technology officer; and Richard P. Barth, PhD, MSW, dean of the School of Social Work. In each case the review consisted of a self-assessment and confidential evaluations by each executive's direct reports and others with whom the person works closely. In the case of Dean Barth, this was a cross-section of faculty, staff, peers, students, and members of the school's board of advisors. The IDEA Center, a nonprofit organization that provides online assessment and feedback tools for higher education institutions, administered the evaluation. President Perman reported Dean Barth's results to the School of Social Work community, noting that an overwhelming majority of evaluators believe that Dean Barth has provided excellent leadership for the school. A similar level of transparent disclosure was instituted for vice presidents, beginning with Dr. Murray's review.

SUMMARY

The University has extensive and comprehensive 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: Institutional Assessment.

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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 4
STUDENT ADMISSIONS AND SUPPORT

STANDARD 8 – STUDENT ADMISSIONS AND RETENTION
STANDARD 9 – STUDENT SUPPORT SERVICES

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

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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. Admissions 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
- Test scores from admissions exams, such as
  - Dental Admission Test (DAT)
  - Graduate Record Examination (GRE)
  - Law School Admission Test (LSAT)
  - Medical College Admission Test (MCAT)
  - Pharmacy College Admission Test (PCAT).

Some schools also have technical standards, which are non-academic criteria for admission. These include specific communication, behavioral, and motor skills required of the discipline. For instance, applicants to the schools of Dentistry, Medicine, Nursing, and Pharmacy must be able to execute motor movements reasonably required to provide care and treatment to patients.

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. These pages contain more detailed information about admissions criteria and program requirements. On these school sites, students also can find documents containing program goals and learning outcomes. Each school or program has learning outcomes derived from the standards of its accrediting organization. A complete list of these goals can be found in Standard 11: Educational Offerings.

ADMISSIONS DATA

As of fall 2015, UMB had 6,329 students enrolled in its seven schools (see table below). The Graduate School has the largest student body (1,422 students), and the School of Dentistry has the smallest (628 students). It should be noted that all but 108 of the Graduate School students are very closely affiliated with one of the other professional schools — in particular Medicine, Nursing, and Pharmacy — as those schools are home to the faculty who oversee their curricular and research activities. These 108 graduate students are enrolled in the relatively new Master of Science in Health Sciences degree program, and two post-baccalaureate certificate (Research Ethics and Thanatology) programs that are exclusively overseen by the Graduate School.

FALL 2015 TOTAL ENROLLMENT

School	Enrollment
School of Dentistry	628
Carey School of Law	706
School of Medicine	929
School of Nursing	1,057
School of Pharmacy	629
School of Social Work	958
Graduate School	1,422
Total	**6,329**

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In the aggregate, UMB's schools received 14,899 applications for fall 2015. Out of these, 4,779 were accepted and 2,056 enrolled (see table below). Therefore, in the aggregate, UMB had a 32 percent acceptance rate across all programs, and a 43 percent overall yield rate. The table below also summarizes the application, acceptance, and yield data by school. Admissions data for the past five years.

FALL 2015 ADMISSIONS DATA

School	Applied	Accepted	% of Applications Accepted	Enrolled	% of Accepted Enrolled
School of Dentistry	2,682	682	25%	184	27%
Carey School of Law	2,132	1,181	55%	258	22%
School of Medicine	6,528	878	13%	374	43%
School of Nursing	1,602	710	44%	537	76%
School of Pharmacy	1,158	606	52%	235	39%
School of Social Work	713	652	91%	404	62%
Graduate School	84	70	83%	64	91%
Total	**14,899**	**4,779**	**32%**	**2,056**	**43%**

Diversity is one of UMB's core values, and the University pays close attention to student demographic information. In fall 2015, 41 percent of students at UMB identified as belonging to a minority. The School of Pharmacy had the highest diversity among its students (64 percent minority), while the Graduate School had the least (34 percent) (see table below). Racial data for the past five years.

FALL 2015 SCHOOL ENROLLMENT BY RACE

School	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Multi-racial	Unknown	Inter-national	Percent Minority
School of Dentistry	0	31	15	11	0	100	10	3	14	67%
Carey School of Law	2	75	97	52	0	403	25	13	39	36%
School of Medicine	1	205	75	39	0	557	16	24	12	36%
School of Nursing	1	125	205	55	0	605	30	19	17	39%
School of Pharmacy	0	269	101	15	0	188	16	6	34	64%
School of Social Work	2	27	283	87	1	512	38	4	4	46%
Graduate School	2	163	228	53	0	740	44	47	145	34%
Total	**8**	**980**	**1,046**	**345**	**2**	**3,345**	**197**	**122**	**284**	**41%**

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In terms of gender, the majority of UMB students are female. This is true of the University as a whole and of each individual school (see table below). Gender data for the past five years.

FALL 2015 SCHOOL ENROLLMENT BY GENDER

School	Male	Female	School Total
School of Dentistry	282	346	628
Carey School of Law	350	356	706
School of Medicine	365	564	929
School of Nursing	137	920	1,057
School of Pharmacy	226	403	629
School of Social Work	114	844	958
Graduate School	345	1,077	1,422
Total	**1,819**	**4,510**	**6,329**

TRANSFER POLICIES

The University System of Maryland (USM) has established policies for the transfer of general education credits. However, this policy rarely applies to UMB since the University is a graduate and professional campus and does not offer general education courses. Instead, the controlling policies at the University are the UMB Transfer Credit Policy and each individual school's transfer policy. A full listing of transfer policies. The University requires that these policies be clearly articulated and published on each school's website, handbook, and/or catalog.

TUITION, FEES, AND FINANCIAL AID

Because of the University's unique structure, tuition and fees differ across the schools. Current annual tuition for each school is listed right.

FY 2015 TUITION

Program	Resident Tuition	Non-Resident Tuition
School of Dentistry		
DDS	$33,692	$62,612
BS Dental Hygiene	$5,195	$25,399
Carey School of Law		
JD	$28,358	$41,838
LLM	$24,437	$24,447
MSL	$750 per credit	$750 per credit
School of Medicine		
MD	$32,662	$58,906
DPT	$573 per credit	$990 per credit
MGC	$16,452	$27,138
MPH	$740 per credit	$1,136 per credit
School of Nursing		
BSN	$8,329	$30,965
MS	$682 per credit	$1,251 per credit
CNL	$633 per credit	$1,217 per credit
DNP	$692 per credit	$1,251 per credit
School of Pharmacy		
PharmD	$21,761	$38,182
School of Social Work		
MSW	$12,944	$28,382
Graduate School		
Various	$635 per credit	$1,135 per credit

* Figures are per annum tuition.

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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.

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 ultimate goal of SFAE is to seat and retain the best applicants to the University. Approximately 80 percent 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.

SFAE provides prospective students with detailed cost of attendance information for the programs on campus. Prospective students also can 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.

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 more than $1 million in non-repayable funds each year through the federal work study program. School-specific counselors also offer individual consultations. Additionally, 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.

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.

RETENTION

UMB succeeds in retaining the students it admits. In some measure this is attributable to the fact that as a graduate and professional University with nationally ranked schools, programs, and specialties UMB's students are highly qualified upon admission, and are highly driven and motivated to succeed. These attributes in the students, coupled with a robust array of curricular and co-curricular support services, create an environment within which students accepted into a program of study at the University are very likely to persist, flourish, and graduate. This is not only clear from the University's high retention rates[4] across programs year over year but also from its high graduation rates (see tables on next page).

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[4] The retention rates presented include students who have graduated within three years or less.

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RETENTION RATES BY SCHOOL

PROGRAM	ENTERING YEAR	ONE YEAR	TWO YEARS	THREE YEARS
School of Dentistry				
DDS	2008	99.2%	98.5%	97.7%
DDS	2009	96.9%	92.2%	91.5%
DDS	2010	98.5%	97.7%	97.7%
DDS	2011	98.5%	96.9%	95.4%
DDS	2012	99.2%	97.6%	96.8%
Carey School of Law				
JD	2008	93.1%	91.8%	90.5%
JD	2009	93.4%	91.6%	91.6%
JD	2010	94.1%	91.4%	92.8%
JD	2011	93.2%	91.4%	91.9%
JD	2012	91.8%	87.3%	89.1%
School of Medicine				
MD	2008	94.4%	92.5%	92.5%
MD	2009	96.3%	94.4%	94.4%
MD	2010	98.1%	96.3%	95.6%
MD	2011	95.6%	91.3%	90.0%
MD	2012	98.8%	95.0%	95.0%
School of Nursing				
BSN	2008	92.2%	91.5%	89.9%
BSN	2009	93.8%	90.3%	90.3%
BSN	2010	96.5%	96.5%	96.5%
BSN	2011	93.9%	94.8%	94.8%
BSN	2012	91.3%	88.2%	88.2%
School of Pharmacy				
PharmD	2008	98.8%	95.7%	93.2%
PharmD	2009	96.7%	95.1%	94.5%
PharmD	2010	98.7%	97.5%	96.9%
PharmD	2011	98.8%	96.9%	96.9%
PharmD	2012	97.5%	95.5%	94.9%
School of Social Work				
MSW	2008	93.4%	90.4%	92.2%
MSW	2009	90.0%	86.6%	89.3%
MSW	2010	91.6%	93.3%	93.3%
MSW	2011	88.8%	89.7%	89.3%
MSW	2012	93.5%	92.1%	91.6%

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GRADUATION RATES BY SCHOOL

PROGRAM	ENTERING YEAR	150% TIME TO DEGREE
School of Dentistry		
DDS	2005	92.9%
DDS	2006	91.9%
DDS	2007	96.9%
DDS	2008	86.2%
DDS	2009	92.2%
Carey School of Law		
JD	2005	91.2%
JD	2006	90.3%
JD	2007	90.9%
JD	2008	91.6%
JD	2009	91.9%
School of Medicine		
MD	2005	94.0%
MD	2006	95.0%
MD	2007	95.0%
MD	2008	96.3%
MD	2009	91.9%
School of Nursing		
BSN	2005	89.9%
BSN	2006	89.4%
BSN	2007	96.5%
BSN	2008	94.8%
BSN	2009	87.4%
School of Pharmacy		
PharmD	2005	96.7%
PharmD	2006	91.7%
PharmD	2007	96.2%
PharmD	2008	95.7%
PharmD	2009	97.0%
School of Social Work		
MSW	2005	88.0%
MSW	2006	86.1%
MSW	2007	88.6%
MSW	2008	87.0%
MSW	2009	91.1%

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ONGOING ASSESSING OF STUDENT SUCCESS

Because of its focus on graduate and professional education and its highly competitive admissions process, 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.)

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 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, the academic advisor, and the associate dean for the program. (For a full discussion of assessment of student success as it relates to learning, see Standard 14: Assessment of Student Learning.)

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

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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 statement, the University offers a range of services, under the guidance of qualified personnel, 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

The University offers students a variety of centralized support services as noted below. The respective offices are staffed by a wide range of qualified professionals who are dedicated to serving the University's students. Short staff biographies are housed on the websites of the respective offices. Each of these services supports the University mission and many provide essential co-curricular and interdisciplinary support services that enhance student development and learning, promote diversity and inclusion, encourage student health and wellness, develop exceptional student leaders, and ensure interprofessional engagement and opportunities.

CENTRAL STUDENT SUPPORT SERVICES

Service	Brief Description
Center for Information Technology Services (CITS)	Provides information technology services, such as student email and wireless Internet access, and offers a live "Help Line."
Culinart	Offers café, dining, and catering services in the SMC Campus Center.
Educational Support and Disability Services	Coordinates services that assist students with qualifying disabilities to obtain reasonable accommodations through an interactive process involving the student and the school.
Health Sciences and Human Services Library (HS/HSL)	Meets students' information needs by providing expertise, resources, services, and an environment supportive of the University's values and mission.
Office of International Services	Assists international students with issues surrounding admission, academics, immigration, housing, employment, and community life.
Office of Interprofessional Student Learning and Service Initiatives (ISLSI)	Coordinates campuswide activities, programs, and services that foster students' academic, personal, and professional development.
Office of the Registrar	Produces transcripts and degree/enrollment verifications for students and alumni, administers the residency policy, oversees campuswide registration and grading, and produces and distributes diplomas.
Office of Student Development and Leadership	Offers educational programs, cultural and social activities, as well as providing leadership opportunities that enable UMB's graduate and professional students to continue their development as holistic, knowledgeable, and sensitive professionals.
Office of Student Financial Assistance and Education	Assists students in obtaining funding to finance their education.
One Card Office	Distributes the One Card, which is the official identification card for students, faculty, and staff, and which is required for entrance into all buildings on campus.
Seven Scholars University Store	Sells textbooks, apparel, gifts, and other supplies.
Student Center for Global Education	Promotes and supports interprofessional global education, identifies global themes that can be contextualized locally, and facilitates academic work related to global education.
Student Counseling Center	Provides professional counseling and psychiatric services for currently enrolled full- and part-time UMB students.

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CENTRAL STUDENT SUPPORT SERVICES CONT.

Service	Brief Description
Student Health Center	Works with UMaryland Immediate Care to provide students with the highest quality health care.
Student Housing	Provides affordable, safe, and conveniently located on-campus housing options.
UM *shuttle*	Offers fare-free transportation to and from the University.
University Recreation and Fitness (URecFit)	Enriches students' academic experience by meeting their recreational, leisure, and wellness needs.
Wellness Hub	Provides opportunities for students to explore academic life balance through interprofessional workshops and lectures, coaching, and family support resources.
Writing Center	Helps students become skilled, successful, and self-sufficient writers through one-on-one consultations, online writing resources, and a variety of workshops and events.

All UMB schools also provide uniquely tailored services and programs to enhance the individual and collective development of their student body. The chart below provides a simple overview of some of the services provided.

SCHOOL-BASED STUDENT SUPPORT SERVICES AND PROGRAMS

School of Dentistry	School of Pharmacy
Academic advising	Academic advising
Career opportunities information	Career Development Program
Progression Committee	Career Opportunities Week
Carey School of Law	**School of Social Work**
Academic Achievement Program	Academic advising
Academic advising	Job Fair
Career Development Office	Writing for Success Course
Legal Writing Center	Summer Enrichment Program
School of Medicine	**Graduate School**
Academic advising	Academic advising
Prematriculation Summer Program	Graduate Research Conference
Second Summer Education Program	Program to prepare student for the professoriate (PROMISE)
School of Nursing	Program to provide resources to prepare student for career beyond academia (SNAC)
Academic advising	Summer Bridge Program
Student Success Center	Three-Minute Thesis Communications Improvement Competition

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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 campuswide 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

The University and its schools have formal policies and procedures for handling written student complaints for both academic and non-academic matters.

All matters concerning alleged discrimination, including Title IX, are handled centrally by the Office of Accountability and Compliance (OAC). All relevant policies and procedures can be found on the OAC website. Each school provides links to the central policies and procedures on its individual website. Records are maintained in the OAC office.

Individual schools are responsible for handling complaints and grievances regarding academic matters including grade grievances as well as student disciplinary matters not within the jurisdiction of central administration. Individual school policies. These records are kept within the schools.

The chief accountability officer (CAO) and attorneys within University counsel are available at all times to assist with matters being handled by the schools. The CAO provides "as needed" updates to UMB's senior leadership. Discussions about trends or emerging issues are often discussed by the student and academic affairs deans of each school at their monthly meetings with their school-based peers. Lastly, UMB's Behavior Evaluation and Threat Assessment Team (BETA) evaluates and, if necessary, takes action regarding reports about UMB students who are disruptive, threatening, or a source of concern to the community.

ASSESSMENT OF SERVICES

There is a concerted effort at UMB to assess the efficiency and effectiveness of programs and services offered to students. Assessment of student support services is used to drive decision-making and program development. Some of the assessment measures, problems identified, and improvements made in the recent past by each of the schools are outlined on the following pages.

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SCHOOL ASSESSMENT EXEMPLARS

School	Assessments Used	Problems Identified	Improvements Made
School of Dentistry	Course evaluations Faculty evaluations Student leader meetings Student representation on key committees	Inconsistent metrics Some evaluations not conducted No comparative process	Office of Instructional Evaluation created Standardized survey assessment tool implemented Evaluation data shared broadly
Carey School of Law	Course/faculty evaluations Annual graduate exit survey Regular meetings of Student Bar Association president with dean Weekly meetings of SBA president and vice president with student affairs staff	Students confused about options for loan repayment and desirous of earlier information sessions Unhappiness with career services Concerns expressed by students about diversity and inclusiveness environment Concerns expressed by evening students about course selection	Arranged for Financial Aid officer to come to law school and present session on loan repayment Assigned a career counselor to every student Implemented first-year internship program Implemented postgraduate incubator program Arranged for expert to come to law school and conduct program on bias Designated two point people to develop programming on diversity topics Dean convened groups of students to join him for informal lunches to voice their concerns Academic Affairs staff created additional 1- and 2-credit electives and ensured that bar courses are regularly offered in evening
School of Medicine	Graduate questionnaire Student leader meetings Student representation on key committees Class meetings	Insufficient career mentoring during years 1 and 2 Low satisfaction with financial aid and debt management	Development of additional mentoring system with primary focus on years 1 and 2 Changes made in staffing and practices in Financial Aid office

Continued on next page

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SCHOOL ASSESSMENT EXEMPLARS CONT.

School	Assessments Used	Problems Identified	Improvements Made
School of Nursing	Program Assessment Questionnaires Course Evaluation Questionnaires Focus groups Surveys Town Hall meetings	Desire for online orientation Poor variety of courses Poor variety and depth of clinical experiences Lack of December graduation Confusion about dissertation format/requirements	Online orientation created Electives list created and sent to students Graduate clinical placement coordinator hired Added SON graduation in December Evaluate peer tutor utilization/realign tutors to meet specific course needs Revised PhD Program Guide Created the Student Success Center, which offers a cadre of student academic and social integration services.
School of Pharmacy	Graduating and continuing student online surveys	Health services not available at the USG campus Lack of financial aid advising at the USG campus Need more interaction with faculty advisors Need more resources for career advising, and lack of awareness of current career advising resources	Students are reminded of services available on their campus and USG students made aware they can utilize UMB campus resources Student Health makes presentations at SOP orientation sessions Financial aid advising made available either via videoconference between two campuses or in person when USG students visit UMB campus Two faculty advisors assigned to a group of students for three years. Groups meet once a semester. Career Navigation, career preparedness program, created

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SCHOOL ASSESSMENT EXEMPLARS CONT.

School	Assessments Used	Problems Identified	Improvements Made
School of Social Work	Student representation on key committees Post-event surveys Online comment box Discussions with Student Government Association leadership	Orientation format was outdated Career services were lacking Spring workshops (licensure, job and interview preparedness and resume writing) were too late in the semester Too little focus on macro career development	Orientation was revamped to create a greater sense of community and support Student services website enhanced Career development greater focus of student services Job fair expanded to include macro focus and additional services Spring workshops moved to February
Graduate School	Administration meeting with Graduate Student Government Leadership Team Open door policy by senior associate deans	No space for graduate students to gather Lack of recognition of graduate student milestones Insufficient focus on preparation for non-academic careers	Graduate Student Lounge created Entrepreneurship in Life Sciences course created
Universitywide Services	Focus groups Post-event surveys Satisfaction surveys Climate survey Participation tracking Utilization rates Learning outcomes Third-party gap analysis	Under-investment in career services Writing Center space too noisy URecFit weekend hours limited UM *shuttle* routes limited Inefficiencies in Disability Services note-taking	Formed career services work group Created new Writing Center space Expanded weekend hours at URecFit Expanded UM *shuttle* routes Streamlined Disability Services note-taking services

Furthermore, all central Campus Life Services (CLS) units collect key assessment data and publish it in the *CLS Annual Report*. This report is available to the public on the CLS website.

SUMMARY

The University supports its students and remains true to its mission by providing a broad range of services under the supervision of talented and well-trained professionals and by maintaining student records concerning complaints and grievances in a manner consistent with UMB policies about confidentiality. Therefore, the University is in compliance with Standard 9: Student Support Services.

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CHAPTER 5
FACULTY

STANDARD 10 – FACULTY

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

The University strives to provide an efficient and user-friendly faculty hiring process that generates a diverse pool of qualified candidates to support the teaching and research missions of the University. Each school is primarily responsible for hiring and promoting its faculty. To that end, each school has its own distinct policy appointment, promotion, and tenure (APT)

policy. The University, however, has ultimate responsibility for ensuring that each school's APT policy aligns with the principles articulated in the University's Policy on the Appointment, Rank, and Tenure of Faculty, under which all appointment, promotion, or tenure actions at the rank of assistant professor and above must be approved by the chief academic and research officer (provost) or the president.

As demonstrated in the following tables, the University has sufficient faculty to fulfill its mission. The first table provides a summary of the University's faculty profile as it relates to appointment and tenure status, whereas the second table further summarizes this information by school. The Graduate School currently does appoint its own faculty. Courses in the Graduate School are taught by faculty with primary appointments in one of the other six schools. (Some schools also use unpaid faculty, mostly from local practice communities, who are designated as "affiliates.")

UMB FACULTY BY TENURE STATUS AND FT/PT APPOINTMENT

	Full-time	Part-time	Adjunct	Total
Tenured	375	10	-	385
Tenure Track	132	6	-	138
Non-Tenure Track	1,333	220	645	2,198
Total	**1,840**	**236**	**645**	**2,721**

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SCHOOL FACULTY BY TENURE STATUS AND FT/PT APPOINTMENT

SCHOOL	FULL-TIME	PART-TIME	ADJUNCT	TOTAL
School of Dentistry				
Tenured	41	-	-	41
Tenure Track	5	-	-	5
Non-Tenure Track	66	50	15	131
School Total	**112**	**50**	**15**	**177**
Carey School of Law				
Tenured	35	1	-	36
Tenure Track	3	-	-	3
Non-Tenure Track	45	7	175	227
School Total	**83**	**8**	**175**	**266**
School of Medicine				
Tenured	226	8	-	234
Tenure Track	96	5	-	101
Non-Tenure Track	1,040	132	60	1,232
School Total	**1,362**	**145**	**60**	**1,567**
School of Nursing				
Tenured	16	-	-	16
Tenure Track	8	-	-	8
Non-Tenure Track	108	18	249	375
School Total	**132**	**18**	**249**	**399**
School of Pharmacy				
Tenured	30	1	-	31
Tenure Track	11	1	-	12
Non-Tenure Track	29	7	6	42
School Total	**70**	**9**	**6**	**85**
School of Social Work				
Tenured	27	-	-	27
Tenure Track	9	-	-	9
Non-Tenure Track	45	6	140	191
School Total	**81**	**6**	**140**	**227**
UMB Totals	**1,840**	**236**	**645**	**2,721**

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The University continues to promote diversity within its faculty. As shown in the tables 3 and 4 below, the recruitment efforts directed toward women and minorities at UMB have been successful in producing diversity within the faculty, despite difficult economic pressures and a highly competitive environment.

SCHOOL FACULTY BY RACE

School	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Multi-racial	Percent Minority
School of Dentistry	0	32	10	10	1	123	1	31%
Carey School of Law	0	11	23	4	0	227	1	15%
School of Medicine	2	381	109	39	1	1,026	9	35%
School of Nursing	1	28	68	6	0	295	1	26%
School of Pharmacy	0	19	6	1	0	59	0	31%
School of Social Work	2	9	47	0	0	169	0	26%
Total	**5**	**480**	**263**	**60**	**2**	**1,899**	**12**	**30%**

SCHOOL FACULTY BY GENDER

School	Male	Female	School Total
School of Dentistry	106	71	177
Carey School of Law	147	119	266
School of Medicine	915	652	1,567
School of Nursing	36	363	399
School of Pharmacy	40	45	85
School of Social Work	66	161	227
Total	**1,310**	**1,411**	**2,721**

ACADEMIC FREEDOM

In order to protect academic freedom at UMB, the Faculty Senate ratified an academic freedom resolution. This resolution does not protect plagiarism, abuse, or any illegal activities or illegal speech. It also does not protect faculty work from critique by other faculty members.

It addresses:

- freedom of research and publication
- freedom to determine standards
- freedom of teaching
- freedom of internal criticism
- freedom of participation in public debate

TEACHING

Excellence in teaching is a priority at UMB. School leaders realize that talented clinicians and practitioners often have no background in education theory or experience as classroom teachers. For this reason, supplemental education is made available to faculty members (see the table on the following page.)

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SCHOOL-BASED INITIATIVES TO SUPPORT TEACHING

School of Dentistry

Department funding for professional development

School-supported in-service programs

Carey School of Law

Faculty retreats on teaching

Initiative for pedagogical innovation

Pre-tenure and post-tenure reviews of teaching

School of Medicine

Workshops in instructional methods, curriculum development, and educational assessment

Teaching portfolios

Pass and Susel Academy of Educational Excellence

School of Nursing

Institute for Educators in Nursing and Health Professions

Office of Learning Technology faculty development workshops

12-credit teaching certificate program

School of Pharmacy

Teaching Excellence Day

Academic Affairs Support of Scholarship of Teaching

Peer-School Augmented Education

School of Social Work

Faculty teaching development series
- Navigating difficult conversations in the classroom
- Microaggressions and classroom cultures
- Implicit bias
- Creating gender-affirming classrooms
- Evidence-based teaching and learning

Technology seminar series
- Technology ethics
- Presentation best practices
- Social networking

Faculty "Lounge" website

Interprofessional education training

Graduate School

Tutorial for online teaching including:
- andragogy basics
- course design
- assessment
- copyright compliance
- ensuring academic integrity
- creating social presence
- Blackboard Learn

Individualized instructional design services and support to build courses

Support from Office of Academic Innovation staff
- Quality Matters informal reviews
- Standardized mid-course evaluations
- End of course evaluations
- Post-course debriefing sessions.

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, master's, 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. For further discussion of curriculum review, see Standard 14: Assessment of Student Learning.

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RESEARCH

UMB's faculty members excel in research. Many are world-renowned in such fields as global health, genomics, cancer, HIV/AIDS, vaccine development, schizophrenia, transplantation, trauma care, nursing informatics, health law, cyber law, pain management, drug discovery, behavioral health, and childhood mental health. Each of UMB's schools supports its faculty's research by providing numerous opportunities for continuing education and peer support.

SCHOOL-BASED INITIATIVES TO SUPPORT RESEARCH

School of Dentistry

Department funding for continuing education

Research training program

Mentoring program

School-supported in-service programs

Carey School of Law

Summer research grants

Junior faculty workshops in collaboration with University of Baltimore

Legal Theory workshops for faculty to present works

Summer "Half-Baked" lunch series for faculty to present works in early stages of development

School of Medicine

Office of Research Career Development workshops
- Grant writing
- Publishing research
- Identifying funding sources

Scientific Leadership and Professional Development Symposia

Seed funding for collaborative research projects

School of Nursing

UM Nursing Research subgroup supporting collaborative research between UMSON and UMMC

Collaborative relationship with UMB SOM Office of Research Career Development

Office of Research including two research centers and six or more pre/post award staff

School of Pharmacy

Organization of new research initiatives around SOP centers and institutes

Development of entrepreneurship in research

Identification of alternative funding sources

School of Social Work

Administrative data research projects
- LINKs, a multi-agency integrated data system for the state of Maryland
- Maryland Longitudinal Data System Center (MLDS), a statewide data system that contains individual-level student data and workforce data from all levels of education and the state's workforce

Graduate School

Time release to seek grant funding opportunities

Pedagogical research support through Blackboard Learn analytics

HS/HSL library support and librarian assistance embedded in courses fosters student and faculty research

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 the 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 maintains a robust array of service activities (see table below).

SCHOOL-BASED INITIATIVES TO SUPPORT SERVICE

School of Dentistry	School of Nursing
Maryland Healthiest Schools Initiative	Governor's Wellmobile
Maryland Oral Health Survey	Office of Global Health
Cecil County Fluoride Varnish Program	Leadership for the Center for Community-Based Engagement and Learning
"Sealant Saturday" Free Clinic	**School of Pharmacy**
Carey School of Law	PATIENTS Program
Multiple opportunities through clinics and other initiatives for service	A Bridge to Academic Excellence
Provide legislative assistance through congressional and General Assembly testimony	**School of Social Work**
	Social Work Community Outreach Service (SWCOS)
JustAdvice Clinic	**Graduate School**
School of Medicine	Release time offered for service
Sight-Savers Project	Recognition for service at the state and national level
Project Feast	Opportunities to serve on internal committees
CommUNITY Fest at Lexington Market	• admissions • curriculum review • progressions

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.

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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

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STANDARD 11: EDUCATIONAL OFFERINGS

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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 the 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 degree programs, is a primary method of determining the rigor and coherence of UMB's educational offerings. The University's degree programs, along with their corresponding accrediting bodies, are listed in the table below.

SCHOOLS AND PROGRAMS ACCREDITING BODIES

PROGRAM	ACCREDITING BODY	CURRENT STATUS	NEXT REVIEW
School of Dentistry			
DDS	Commission on Dental Accreditation (CODA)	Accredited	2018
Advanced Dental Education Program in Oral and Maxillofacial Surgery	CODA	Accredited	2016
BS Dental Hygiene	CODA	Accredited	2018
Carey School of Law			
JD	American Bar Association (ABA)	Accredited	2017
LLM	ABA	Accredited	2017
MSL	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
MRT	NAACLS	Accredited	2016
MPH	Council on Education for Public Health (CEPH)	Accredited	2021
School of Nursing			
DNP	Commission on Collegiate Nursing Education (CCNE)	Accredited	2024
MS	CCNE	Accredited	2024
BSN	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

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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) and University System of Maryland (USM).

GRADUATE PROGRAMS OFFERINGS

PROGRAM	Degrees Offered	Program Review	Next Review
Applied Thanatology	Graduate Certificate	USM & UMB	2023
Biochemistry	MS, PhD, MD/PhD	USM & UMB	TBA*
Cellular and Molecular Biomedical Science	MS	USM & UMB	TBA*
Clinical Research	Graduate Certificate	USM & UMB	2016
Epidemiology and Human Genetics	MS, PhD	USM & UMB	2016
Forensic Medicine	MS	USM & UMB	2024
Gerontology	PhD	USM & UMB	2017
Health Science	MS	USM & UMB	2022
Marine-Estuarine Environmental Science	MS, PhD	USM & UMB	TBA*
Medical and Research Technology	MS	USM & UMB	2017
Microbiology and Immunology	PhD, MD/PhD	USM & UMB	TBA*
Molecular Medicine	PhD, MD/PhD	USM & UMB	TBA*
Neuroscience and Cognitive Sciences	PhD, MD/PhD	USM & UMB	TBA*
Nursing	MS, PhD, BSN/PhD	USM & UMB	2016
Oral and Experimental Pathology	PhD	USM & UMB	2018
Pathology	MS	USM & UMB	TBA*
Pharmaceutical Health Services Research	PhD, PharmD/PhD	USM & UMB	2021
Pharmaceutical Sciences	PhD, PharmD/PhD	USM & UMB	TBA*
Pharmacometrics	MS	USM & UMB	2021
Physical Rehabilitation Science	PhD, MD/PhD	USM & UMB	2018
Research Ethics	Graduate Certificate	USM & UMB	2020
Regulatory Science	MS	USM & UMB	2022
Social Work	PhD	USM & UMB	2018
Toxicology	MS, PhD, MD/PhD	USM & UMB	TBA*

*These programs are part of the Graduate Program in Life Sciences (GPILS), which was recently reorganized. Review dates will be announced in fall 2016.

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PROGRAM GOALS AND OBJECTIVES

Program goals and objectives in each school correspond to the standards of their respective accrediting bodies. All degree programs are constructed so that students learn essential knowledge and skills, assume increasing levels of professionalism and responsibility, and prepare for lifelong learning and service. The schools' program goals implement their respective accreditation standards to form a rigorous and coherent course of study. For example, the program goals for the School of Social Work's MSW program 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.

The following chart provides a sample of program goals from each of the schools. Full listing of program goals.

SAMPLE PROGRAM GOALS

School of Dentistry

Students will:

- Evaluate and assess emerging trends, technologies, and products in health care; and integrate best research outcomes with clinical expertise and patient values for evidence-based practice.
- Utilize critical thinking and scientific knowledge in decision-making processes involved in patient care.
- Utilize and apply ethical and legal reasoning in the provision of dental care.

Carey School of Law

Students will:

- Understand basic concepts of civil procedure, including the rules for processing disputes in federal courts, the relationship between state and federal courts, and the roles of judges, attorneys, and parties in the adversary system.
- Understand basic concepts of the U.S. constitutional system, including separation of powers, federalism, and judicial review.
- Understand basic concepts of contracts, including contract formation, enforceability, conditions, defenses, and remedies.

School of Medicine

The program will:

- Provide a safe, welcoming, and respectful learning environment for all persons regardless of race, gender, creed, national origin, age, disability, or sexual orientation.
- Educate students intensively and broadly in the cultural, clinical, and scientific aspects of medicine.
- Prepare students to engage in a lifetime of learning in order that they may successfully adapt to a changing world.

School of Nursing

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.

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SAMPLE PROGRAM GOALS CONT.

School of Pharmacy

Students will aquire:

- 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.

School of Social Work

The program will 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.
- To practice in a manner that reflects the principles underlying the Social Work Code of Ethics of the National Association of Social Workers (NASW).

Graduate School

The MS in Health Science program will:

- Prepare students to search, interpret, and evaluate the medical literature including interpretation of biostatistical methods, access to common medical databases, and sampling methods.
- Deliver instruction in health care delivery systems and health policy.
- Provide an overview of health care system delivery, patient safety, quality, and risk management.
- Thoroughly review public health as it relates to the role of practicing clinician with regard to prevention of disease, maintenance of public health, and participating in disease surveillance, reporting, and intervention.
- Provide instruction in the principles and practice of medical and public health ethics.

LEARNING RESOURCES

The University offers various learning resources to support its students in achieving the goals of their degree programs. For instance, 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 363,204 print volumes in its holdings. The library continuously seeks out new resources and emerging technologies to advance the campus' mission. In FY15, 116 databases, 17,200 e-books, over 4,900 electronic journals, and more than 48 online tutorials prepared by faculty librarians were accessible through the HS/HSL website, resulting in more than 1.2 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 (11 of which are technology enhanced), 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 instructional

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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 whiteboards 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).

Students attending the Universities at Shady Grove (USG) in Rockville, Md., have access to both the HS/HSL and to the Shannon and Michael Priddy Library, located at USG. The Priddy Library offers, among other things, eight group study rooms, individual study carrels, a reading room, and a study lounge. Students can borrow USG's One Button Studio, a simplified and portable video production studio that allows them to record high-quality presentations, lectures, and videos without needing to know how to use the lights, projector, and camera. The Priddy Library also has two mobile Media:Scapes. These are large monitors on wheels that allow students to connect up to four different devices, increasing the number of ways to collaborate and share more information when studying or working on group projects. The Equil Smartmarker is another popular technology item available for checkout at the Priddy Library. It works with any whiteboard and allows users to save their notes and doodles onto their phone, tablet, or laptop, and then share it as a PDF file for others to see. It is also possible to stream it live. The library also has 50 iPads, six laptops, and five digital audio recorders available for checkout in addition to 44 desktop computers throughout the library.

Other Universitywide learning resources 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 Universitywide services, please see Standard 9: Student Support Services.)

Each school also provides learning resources for its students (see table below). For example, the schools of Medicine and Nursing jointly operate a patient simulation facility. Standardized patients are used in all four years of the medicine 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 more than 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.

SCHOOL-BASED LEARNING RESOURCES

School of Dentistry
- Mannequins
- Clinical Simulation Laboratory
- Dental chairs

Carey School of Law
- Thurgood Marshall Law Library
- Computer labs

School of Medicine
- Medscope
- Multidisciplinary labs
- Patient Simulation Facility

School of Nursing
- Clinical Simulation Labs
- Clinical Education and Evaluation Laboratory
- Computer labs
- Media Center

School of Pharmacy
- Basic science lab
- Compounding lab
- Pharmacy practice lab
- Distance Learning Center
- Computer lab

School of Social Work
- Computer lab
- Media Center

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TRANSFER POLICIES

Policies on transfer credit are established in the schools in accordance with UMB's central policy. Please see the discussion of transfer credit in Standard 8: Student Admissions and Retention for more detail.

ASSESSMENT OF PROGRAM OUTCOMES

The chief indicator that program outcomes are being met is each degree 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.

Another important source of assessment information comes from the individual courses within the programs. This course-level information, which includes grades and course evaluations, directly informs how programs' curricula are maintained and revised. Course-level assessment data is discussed in more detail in Standard 14: Assessment of Student Learning.

Apart from accreditation and course-level information, the University also uses other measures to assess program outcomes, including employment rates, licensure exam passing rates, 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 chosen fields. For example,

the School of Medicine reported a 94 percent match rate for its 2015 graduates. In the School of Nursing, employment rates were self-reported as 93 percent for the BSN and 100 percent for the DNP. In the School of Dentistry, graduates reported at near 100 percent for DDS and at 100 percent for dental hygiene. This data is used cautiously, since many who are un- or under-employed are less likely to respond to the surveys that collect this data. For example, of the 156 graduates from the School of Pharmacy in 2014, only 72 completed the survey. Of these respondents, 100 percent were either employed or in a residency.

Many programs at UMB require students to pass licensure examinations. 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 on the next page.

Graduation and exit surveys also provide the schools with rich assessment information. For instance, upon completing a program in the School of Nursing, graduates fill out 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.

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CLOSING THE LOOP

The schools assess whether their programs are achieving their stated goals by reviewing accreditation standards, course evaluations, post-graduation employment rates, licensure exam scores, exit surveys, and other data, such as workforce evaluations, alumni surveys, and focus group responses. In each school, this work is accomplished by a faculty-led curriculum committee, under the direction of the deans of academic affairs. If program goals are not being met, these committees alter the curriculum based on the assessment data.

Since most of these changes occur at the course level, curriculum committees review courses either annually or biennially. For examples of course-level changes, please see Standard 14: Assessment of Student Learning.

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.

LICENSING EXAMS RESULTS

PROGRAM		EXAM	FIRST-TIME TESTERS	NUMBER PASSING	PASSING RATE	NATIONAL PASSING RATE
School of Dentistry						
DDS	2013	ADEX	114	113	99%	99%
	2014	ADEX	114	113	99%	100%
	2015	ADEX	126	123	98%	99%
Carey School of Law						
JD	2012	Maryland Bar	262	213	81%	78%*
	2013	Maryland Bar	236	197	83%	81%*
	2014	Maryland Bar	232	181	78%	76%*
*Pass rate for all Maryland Bar takers						
School of Medicine						
MD	2013	USMLE Step 2 CK	156	155	99%	98%
	2014	USMLE Step 2 CK	156	155	99%	98%
	2015	USMLE Step 2 CK	150	146	97%	Not yet available
School of Nursing						
BSN	2013	NCLEX	209	202	97%	87%
	2014	NCLEX	235	211	90%	83%
	2015	NCLEX	213	198	93%	83%
School of Pharmacy						
PharmD	2012	NAPLEX	148	145	98%	97%
	2013	NAPLEX	158	152	96%	96%
	2014	NAPLEX	146	142	97%	95%
School of Social Work						
MSW	2011	LGSW	312	278	89%	83%
	2012	LGSW	360	319	89%	84%
	2013	LGSW	332	298	90%	82%

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STANDARD 12: GENERAL EDUCATION

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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 institution of upper-division, graduate, and professional programs, UMB does not provide general education. Its 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. These transfers are conducted in accordance with negotiated and publicized articulation agreements. List of articulation agreements. Therefore, the University is in compliance with Standard 12: General Education.

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STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

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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.

UMB does not offer non-credit courses, and it does not give credit for experiential learning/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 currently has 10 certificate programs open to admission. All certificate programs are developed and approved within each school's rigorous curriculum approval processes to ensure that they have appropriate curricular sequencing with clear requirements, objectives and expectations. Once approved by the schools, proposed certificate programs then are vetted and approved by the University to ensure they meet the mission of the institution. An additional layer of scrutiny is conducted by the state of Maryland's Higher Education Commission (MHEC) for all certificate programs that require 12 or more semester hours at the master's level. Students in the certificate programs have access to all school and campus support services. The certificate programs are not applicable to a degree program whereby students who have completed the certificate would then apply with an eye toward transferring in credits.

BRANCH CAMPUSES, ADDITIONAL LOCATIONS, AND OTHER INSTRUCTIONAL SITES

UMB has no branch campuses. The University has two additional locations. The Universities at Shady Grove (USG) is a USM regional higher education center in Rockville, Md., and it provides instructional space for courses and programs from nine USM institutions. Our schools of pharmacy, social work, and nursing offer full degree programs at USG. The University also offers a master's program in law at the additional location of the University of Maryland, College Park (UMCP).

The University also has two instructional sites: the Laurel College Center and the College of Southern Maryland La Plata campus. The School of Nursing offers RN to BSN in the standard classroom format at these two sites.

The existence of the two additional locations and the two other instructional sites factor in to each year's budgeting process at UMB and undergo periodic assessment to ensure that their continuation is consistent with UMB's institutional mission and goals.

The additional location programs in pharmacy and nursing meet the same standards for admission, progression, curricula, and faculty as programs delivered on UMB's campus. UMB's two libraries, the Health Sciences/Human Services Library (HS/HSL) and the Thurgood Marshall Law Library, support students at both additional locations. Additionally, USG has the Shannon and Michael Priddy Library, the Center for Academic Success, the Center for Counseling and Consultation, the Office of Student Services, as well as a variety of community service opportunities. The Masters in Law students have access to all of the services at UMCP as that program arose out of the UMB/UMCP *MPower* initiative. (For more details on *MPower* see "*MPowering the State*" in the Introduction.)

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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. (UMB does not offer Distributed Learning or Correspondence Education.)

Programmatic distance education at UMB originated at the School of Nursing (SON), to improve educational access while maintaining high academic standards and rigor. Delivering graduate professional instruction online requires comprehensive planning; including instructional design support, faculty training, student readiness assessment and mentoring, attention to academic policy and procedure to achieve parity between face to face and online instruction. The SON initially received grant funds to build such an infrastructure, and UMB has since expanded its number of online and distance education programs due to the success of that model. The Quality Matters (QM) framework was chosen as a course design methodology due to its grounding in pedagogical research. All courses of the Doctorate of Nursing Program achieved QM distinction. Currently all online or web enhanced instruction at the SON, School of Pharmacy, and Graduate School is supported by the QM design process.

To support growth in distance education, UMB provides central institutional support to all schools through membership with the Southern Regional Education Board (SREB), provides a centralized state authorization process to ensure conformance with legal requirements, maintains robust digital resources through HS/HSL, and established a Center for Academic Innovation and Distance Education (AIDE) to foster student and faculty preparedness for distance education. The AIDE Center offers individual consultations, mentoring for new faculty, and workshops to inform about current research on teaching and learning.

UMB uses Blackboard as its learning management system and the University has a single sign-on authentication to access the Blackboard learning management system, UMB's online portal for grades, financial aid and billing (SURFS) and other campus technologies. Students utilizing online systems must use their secure UMID and UM Password each time they log in and all email communications are sent to the UMB student email account. Additionally, UMB has adopted and implemented an Information Technology Acceptable Use Policy that applies to all students and in all programs of study and covers students who attend in-class instruction as well as those who take distance education and hybrid classes. Students taking classes online are asked to complete an online orientation and strategies to maintain academic integrity in the academic environment are included in faculty training.

In addition to central institutional support, individual school departments, policies and procedures at the School of Nursing, School of Pharmacy, and the Graduate School support and articulate with clarity how faculty will be appointed and programs and courses regardless of delivery format will be approved to assure achievement of expected program learning outcomes, meet expectations for instructional rigor, parity of outcomes regardless of delivery format, monitor student success and progression through a robust program review process. At each school offering distance education; initial faculty orientation and training is required to teach online, a formal and informal course review structure based on the Quality Matters rubric exists, course evaluations, student performance and faculty input guide ongoing support to foster continuous improvement as UMB works collectively toward educational excellence.

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ONLINE COURSE INSTRUCTION IN EACH OF UMB'S SCHOOLS

School	Method of Instruction - *Entirely Online Courses*
School of Dentistry	None
Carey School of Law	The law school will be expanding its online master's offerings using the iLaw platform
School of Medicine	None
School of Nursing	RN-BSN
	Masters Health Services, Leadership, and Management
	Masters Nursing Informatics
	Nursing Informatics Certificate
	Teaching in Nursing and Health Professions Certificate
	Doctor of Nursing Practice
School of Pharmacy	Master of Pharmacometrics
	• *Basic Pharmacometric Tools* • *Basic PKPD Modeling* • *Statistics for Pharmacometricians I* • *Dose-Response Trials* • *Strategic Communication and Negotiations* • *PKPD Modeling I* • *PKPD Modeling II* • *Statistics for Pharacometricians II* • *Special Topics (Project)*
	Master of Regulatory Science
	• *Drug, Biologic, and Devise Regulation* • *Drug and Biologics Discovery* • *Drug and Biologics Development* • *Clinical Research* • *Regulated Products in the Marketplace*
School of Social Work	None
Graduate School	Master of Science in Health Sciences
	• *Intro to Writing & Library Sciences* • *Ethics & Population Health* • *Principles of Biostatistics* • *Principles of Epidemiology* • *Social & Behavioral Public Health* • *Communication & Leadership* • *Patient Outcomes Research* • *Research Seminar I & II* • *Intro to Health System Mgmt.* • *Capstone Project*

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ONLINE COURSE INSTRUCTION IN EACH OF UMB'S SCHOOLS CONT.

School	Method of Instruction - *Entirely Online Courses*
Graduate School	Certificate in Research Ethics
	• *Intro to Research Ethics* • *International Research Ethics* • *Intro to Ethical Theory* • *Institutional Review Boards* • *RCR in International Affairs* • *Ethics of Globalization*
	Certificate in Applied Thanatology
	• *Interdisciplinary Issues* • *Death & Dying: Ethical & Legal* • *Palliative Care & Bereavement*

To assure adequacy of technical, physical plant facilities, human resources, and learning resources to achieve the University mission and vision of a sustainable distance education program, the institution relies upon the Academic Affairs Advisory Committee, which includes representation from all schools and central administration to perform periodic assessments of the impact of technology on education, inform decision-making, budgeting, and resource allocation. With the comprehensive approach described above UMB is poised to be a leader in preparing, producing, and promoting quality distance education faculty and learning opportunities to benefit our students, faculty, and partners to improve access to care, quality of care, and the health of our communities here and abroad.

SUMMARY

UMB delivers high-quality education in its certificate programs, its courses at additional locations and instructional sites, and its distance education offerings. Therefore, the University is in compliance with Standard 13: Related Educational Activities.

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STANDARD 14: ASSESSMENT OF STUDENT LEARNING

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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.

CULTURE OF ASSESSMENT AND IMPROVEMENT

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.

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. Each school develops outcomes assessment measures and collects information and feedback relevant to their specialty accrediting body. This process assures that UMB's graduates in professional programs are imparted with the knowledge, skills, and competencies necessary for the next stage of their training and/or employment.

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 (OIRA) reports student performance to USM in its Managing for Results report. (See Standard 7: Institutional Assessment.) 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.

OVERVIEW OF THE ASSESSMENT OF STUDENT LEARNING

UMB and its schools engage in continuous outcomes assessment and analyses. These efforts are accomplished at multiple levels including at the course, program, school, and institutional level. As seen in previous chapters, UMB is a learning organization with structures, policies, and procedures in place to create a culture of quality improvement to foster student success. The feedback and data used by the University to meet the requirements of multiple accrediting bodies is used to improve existing programs

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and inform robust multi-year strategic planning and implementation efforts.

The institution stays engaged and informed of the progress of all schools, programs, and credentials through a robust assessment and central reporting structure. This reporting structure facilitates compliance with required state and USM system reporting while informing the leadership of the state of the institution. ORIA reports annually on student applications, degrees and financial aid awards, and faculty and staff employment and demographics. The office also reports each term on credits earned, cumulative GPAs, course section information, student registration, enrollment, and course outcome information.

This information is reviewed, analyzed, and used to determine if there are educational areas of risk or in need of additional resources or support. Programs showing delays in graduation, increased attrition, or poor certification-licensing performance issues are prioritized to receive additional resources and attention. Information collected and synthesized by the University is often reported out through the University's Managing for Results and Performance Accountability Reports.

Student learning outcomes on campus often emerge from professional competencies. These learning outcomes include specific knowledge, skills, and attitudes UMB graduates must demonstrate as they progress through professional programs and degrees. Curriculum committees map desired competencies, skills, and knowledge to course curricula. Mapping ensures effectively sequenced instruction and links assessment to student learning outcomes. Progression committees evaluate student advancement and use knowledge, skill, and 360-degree professional observational assessments to assure learning outcomes are met at the acceptable criterion. In addition to using knowledge, skills, and professional observation

to inform student progression this information also is critically appraised to inform curricular changes to achieve the University's institutional mission of excellence in education.

Each individual health professional school on campus defines course-level and program-level student learning outcomes. These measurable learning outcomes are framed by each discipline's professional education association and are affirmed by each professional accreditation body. UMB recognizes that professional school accreditation is an ongoing and continuous process rather than a periodic event. To support its schools in successful professional accreditation the institution provides extensive resources for faculty instructional support and development. Many schools have an Office of Instructional Support that assists faculty with learning outcome assessment design, implementation, and analysis.

METHODS OF ASSESSING STUDENT LEARNING

The University's programs use a variety of methods to assess student learning outcomes including examinations, clinical assessments, self-evaluations, and alumni data. Additionally, 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 student learning outcomes. 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 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. Narrative assessment, peer assessment, and research assessment are commonly used tools for evaluating student knowledge and learning

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outcomes among all of UMB's schools. Licensing examinations are also often used to assess the overall effectiveness of curricula in professional programs.

Clinical Assessments

Given the nature of UMB's programs, a considerable portion of student learning takes place in clinical settings, and this learning also is 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 also are 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 also are collected through annual meetings that include nursing leaders across practice settings where students have completed clinical learning and also those who hire new graduates.

Faculty Evaluation of Student Progression

Faculty in each of UMB's schools review assessment data to identify struggling students. For instance, 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).

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SCHOOL REVIEW OF STUDENT LEARNING ASSESSMENT PROCESS

The following table summarizes the curriculum review process for each of UMB's seven schools and is followed by a detailed accounting of school curricula, student learning outcomes assessment methods, and examples of course-level improvements in each of UMB's schools:

CURRICULAR REVIEW PROCESS AT THE COURSE LEVEL FOR EACH OF UMB'S SCHOOLS

School	Entities Responsible	Tools	Frequency
Dentistry	• Academic Departments • Associate Dean of Academic Affairs • Director of Instructional Evaluation	• Course evaluations • Senior exit surveys	Biennially
Law	• Associate Dean of Academic Affairs • Curriculum Committee	• Course evaluations • Bar passing rates	Annually
Medicine	• Curriculum Coordinating Committee • Office of Medical Education	• Internal exam rates • Shelf exam rates • Licensing exam rates • Placement rates • Course evaluations • Focus groups	Annually
Nursing	• Curriculum Committee • Associate Deans • Course Coordinators	• Syllabi review • Licensing exam rates • Certification pass rates • Course evaluations • Clinical/lab evaluations • Alumni survey • Program reviews	BSN Annually Others Biennially
Pharmacy	• Curriculum Committee • Graduate Studies Committee	• Annual satisfaction survey • Course evaluations • Licensure exam scores	Initially and After Substantial Changes
Social Work	• Master's Program Committee • Clinical Concentration Committee • Macro Concentration Committee • Specialization Committees	• Syllabi review • Workforce analyses • Course evaluations • Graduating student survey • Council on SW competencies	Annually
Graduate	• Program Curriculum Committee	• Course evaluations • Instructor input	Annually

SCHOOL OF DENTISTRY STUDENT LEARNING ASSESSMENT

Degree Programs and Student Learning Outcomes

The School of Dentistry (SOD) offers the Doctor of Dental Surgery program, Bachelor of Science in Dental Hygiene program, and Advanced Dental Education (certificate) programs. Programs at the PhD level are offered in Biomedical Sciences and Oral and Experimental Pathology. The Dental, Advanced Dental Education, and Dental Hygiene programs are accredited by the Commission on Dental Accreditation (CODA) of the American Dental Association (ADA), and each program will be evaluated for re-accreditation by CODA in 2018. The Advanced Dental Education Program in Oral and Maxillofacial Surgery will be reviewed for reaccreditation in 2016.

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The dental curricula are designed with student learning outcomes to meet the current Commission on Dental Accreditation standards. Samples of student learning outcomes for both the Doctor of Dental Surgery and Bachelor of Dental Hygiene are presented below:

Doctor of Dental Surgery

- Evaluate and assess emerging trends, technologies, and products in health care; and integrate best research outcomes with clinical expertise and patient values for evidence-based practice

- Utilize critical thinking and scientific knowledge in decision-making processes involved in patient care

- Utilize and apply ethical and legal reasoning in the provision of dental care

- Practice within the scope of competency and know how to refer to professional colleagues indicated

- Communicate effectively with other professionals regarding the care of patients

- Utilize principles of behavioral sciences for maintaining patients' oral health

- Communicate with a diverse population of patients

- Evaluate effectiveness of prevention, maintenance, and reparative therapies through assessment of treatment outcomes

- A full list of student learning outcomes is available at: *http://www.dental.umaryland.edu/ media/sod/academic-affairs/Competencies- and-Competency-Examinations_2014.pdf*

Bachelor of Dental Hygiene

- Provide education in a broader perspective

- Develop future leaders and educators in dental hygiene and the dental profession in general

- Provide quality comprehensive and ethical dental hygiene care to individuals of all means and backgrounds

- Possess the capabilities to provide ethical, evidence-based, state-of-the-art care in a dynamic health care environment

- Contribute to the growth, development, and professionalism of dental hygiene as espoused in the ADHA Code of Ethics through personal professional development and lifelong learning

- Promote optimal oral health and its relationship to general health among diverse population groups

- Utilize a pragmatic process of care protocol when offering health care programs or services to individual and diverse population groups while facilitating access to care and services

- Develop high-level technological skills for use in professional, clinical, and didactic environments

- A full list of student learning outcomes is available at: *http://www.dental.umaryland.edu/ dentalhygiene/program-goals-and-objectives/*

In addition to the student learning outcomes described above, statements of expected competence, known as the Maryland Dental Competencies, have been developed by School of Dentistry faculty. Taken together, the Maryland Competencies reflect the desired synthesis of student learning outcomes of the biomedical, behavioral, and clinical curriculum of the School of Dentistry. Prior to graduation, predoctoral dental students are expected to demonstrate that they have attained the required knowledge, skills, and values by passing each of the 55 standardized Maryland Competency Exams. These exams may be case-based reports, demonstrations, oral or written exams, or presentations, and are formal didactic and practical examinations administered as part of the curriculum. Performance on the Maryland Competency Exams is tracked to monitor student readiness and to evaluate the effectiveness of the curriculum in preparing students for independent practice.

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**Processes and Methods for
Student Learning Outcome Assessment**

The School of Dentistry has robust student learning outcome assessment that leads to course and curriculum improvement. Every course in the dental curriculum is reviewed in alternate years. Departments assume primary responsibility for these reviews. Each course review takes into consideration student evaluations, course director reflections, advances in science, advances in educational technologies, and peer review. Course reviews also consider the number of hours devoted to standardized topics compared with national averages for those topics (reported in the annual ADA Survey of Dental Education Group IV-Curriculum). After departmental review, and 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 for proposals to eliminate, reduce, add, or re-sequence curriculum content; to familiarize students with new technologies; and/or to add evidence-based treatment modalities. Requests for new courses, changes to hours/credits, modifications to scheduling, and/or changes to the overall curriculum are reviewed by the Predoctoral Curriculum Committee and subsequently reviewed and approved by the Faculty Assembly.

Moreover, School of Dentistry faculty have a central role in the assessment of student learning outcomes. The faculty 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 Dental Board Examinations 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.

Students must pass national standardized licensure exams as a condition for graduation and licensure, and regional standardized licensure examinations as a condition of licensure (see below). Student success rates in licensure examinations are monitored over time and are critically examined in relation to the demands of the curriculum and the clinical experiences available to every student.

**Illustrations of Course-Level
Assessment and Improvement**

Examples of how student learning outcome assessment has resulted in course-level improvement are plentiful in the School of Dentistry. For instance, the course Principles and Practice of Clinical Endodontics (ENDO 521) was reviewed by the Department of Endodontics, Prosthodontics and Operative Dentistry and needed improvements were identified. The primary student learning objectives of the course are to develop competency in performing endodontic therapy and diagnosis and management of the endodontic patient.

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The student learning outcome assessment revealed that students were learning principles for restoring endodontically treated teeth prior to receiving the foundation knowledge of endodontic treatment. This finding led to an intra-departmental formation of a committee charged with re-sequencing learning outcomes. The committee elected to move the Principles and Practice of Clinical Endodontics so that it would precede a course focused on Fixed Prosthodontics beginning in the fall semester of 2015. The re-sequencing of this course resulted in improved student feedback in the course illustrated in the following table:

RESULTS OF PRE- AND POST-INTERVENTION STUDENT SURVEYS

ASSESSMENT QUESTIONS (ENDO 521)	RESULTS	
	Pre-Intervention Spring 2015	**Post-Intervention Fall 2015**
Course Management	Very good = 38.5% Good = 56.4%	Very good = 64.3% Good = 30.9%
Correlation between teaching and assessment	Very good = 43.6% Good = 41.0%	Very good = 80.9% Good = 19.1%
Available laboratory time	Very good = 43.6% Good = 51.3%	Very good = 66.7% Good = 26.2%
Educational value of lab assignments	Very good = 58.9% Good = 41.3%	Very good = 73.8% Good = 26.2%
Overall rating of the course	Very good = 41.0% Good = 58.9%	Very good = 61.9% Good = 33.3%

In addition to student learning outcomes assessment the School of Dentistry closely monitors licensure examination passing rates. In order to practice dentistry, dental students must successfully complete a licensure examination. The licensure examination administered at the School of Dentistry is the ADEX (American Board of Dental Examiners) examination administered by the Northeast Regional Board (NERB). This examination consists of five sections that include a Computer-Based Diagnostic Skills Examination (DSE), an Endodontic Clinical Examination, a Fixed Prosthodontic Clinical Examination, a Periodontal/Scaling Clinical Examination, and a Restorative Clinical Examination. At graduation, May 2014, the UMB students at the School of Dentistry achieved a pass rate in each examination section as listed in the table below:

SOD EXAMINATION PASS RATES

Examination	Passing Rate
Computer-based diagnostic skills	98.4%
Periodontal/Scaling clinical	98.4%
Restorative clinical	97.6%
Fixed prosthodontic clinical	100%
Endodontic clinical	100%

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CAREY SCHOOL OF LAW
STUDENT LEARNING ASSESSMENT

Degree Programs and Student Learning Outcomes

The Francis King Carey School of Law offers three degree programs: Juris Doctor (JD), Master of Laws (LLM), and Master of Science in Law (MSL). In 2010, the JD program was reaccredited until 2017 by the American Bar Association. The American Bar Association has also granted acquiescence status to the LLM and the MSL programs. The curricula in the Carey School of Law are designed to meet the competencies and learning outcomes set by these accrediting bodies. Samples of these learning outcomes are presented below:

Juris Doctor

- Understand the basic concepts of constitutional law that govern the relationship between individuals and the state, including limits on government action, the Due Process and Equal Protection Clauses of the 14th Amendment, and the power of the court to remedy constitutional violations

- Master legal research skills, methodologies and strategies to ensure performance of thorough legal research, including federal and state law, legislation, regulations, agency decisions, electronic databases, and other primary and secondary materials

- Have produced a substantial piece of written work that shows awareness of pertinent primary and secondary authority, and demonstrates original thoughtful analysis through completion of the Advanced Writing Requirement

- Understand how the law operates in practice through a clinical law course including having direct professional contact with or substantial responsibility for providing legal assistance to those who otherwise lack access to justice in the legal system or to organizations acting on behalf of such persons

- Have developed "skills for the admission to the bar and for effective, ethical, and responsible participation as members of the legal profession" as required by the American Bar Association Standard 301(a)

- The Carey School of Law does not currently have a list of student outcomes posted on its website. Its accrediting body, the American Bar Association, expects schools to comply with the newly established obligation to provide learning outcomes and assessment of student learning on or before fall 2016

Master of Science in Law

- An ability to recognize and understand the legal regimes and structures that regulate or otherwise affect their professional roles

- A capacity to read and understand legal documents, including contracts, judicial opinions, statutes, regulations, executive orders, legislative commentaries, and legal opinion letters

- An ability to identify legal context for effectuating policy, and thus to recognize and better appreciate the legal risks that may affect decision-making in public and private organizations

- An understanding of major modes of dispute avoidance and resolution, including negotiation, private settlement, mediation, arbitration, and litigation

- A full list of learning outcomes in the Master of Science in Law is available at: *https://www.law.umaryland.edu/academics/msl/curriculum.html*

Master of Laws

- The Master of Laws provides advanced legal education for lawyers seeking to develop expertise or more specific areas of study or who would like to survey a broader range of topics.

- Students are required to specialize in an area of established expertise at the Carey School of Law, ensuring they will develop expertise in their field of choice, including: Business Law, Clinical Law, Constitutional Law, Crisis Management, Cybersecurity, Environmental Law, Health Law, Intellectual Property Law, and International and Comparative Law.

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**Processes and Methods for
Student Learning Outcome Assessment**

Curricular review and assessment of student learning outcomes is managed by a number of entities within the Carey School of Law. The school's Office of Registration and Enrollment reviews student records on a regular basis to track student completion of graduation requirements. The Administrative Committee establishes academic support policies that apply to students who fall below certain grade point averages after their first year. Additionally, each year the dean of the law school appoints a Curriculum Committee and its chair. Then the dean, with the advice of the chair, provides the committee with its charge for the year. Included in that charge is always an instruction to evaluate and accept or deny new/proposed courses for the degree programs. The committee also evaluates initiatives to enhance or alter the existing curriculum for the degree programs and brings them to the Faculty Council for approval.

Faculty in the Carey School of Law also have a significant role in the assessment of student learning outcomes. The faculty 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 percent 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 and 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 20 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 20 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 10 percent of the class at the conclusion of the spring semester of the first year.

Illustrations of Course-Level Assessment and Improvement

The Carey School of Law routinely makes course-level improvements based on student learning outcome assessment. For example, the course Bar Essay Writing, which focuses on the skill of writing bar examination essays including standard essays and performance tests, was recently reviewed. Student evaluations revealed that the course did not include sufficient substantive reinforcement. In other words, the course lacked an underpinning in the law, which made writing the standard essay difficult, since writing good answers depends on mastery of substantive law. Additionally, it was determined that the absence of work on multiple choice testing, a significant component of the bar exam, further limited the students' ability to learn and master substantive law. Based on these assessment findings, changes were made to the course. First, content was added to the course in two areas: 1) Contracts and torts in order to impart skills of memorization and substantive mastery to aid in the writing of essays; and 2) Students must now learn the law, memorize and master it, and apply the law they have mastered on subject-relevant essay questions. In addition to these changes to improve substantive mastery

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and bar exam preparation, multiple-choice questioning has been added to the course. The multiple-choice questioning was designed to give students opportunities to practice identifying subtle nuances of the law, a needed skill for the bar examination. Teaching now focuses on the process of reading through questions, identification of nuances, and application of the law to correctly answer questions. The course is currently being reviewed to measure the impact of these changes on student learning.

As a result of robust student learning outcomes assessment, UMB graduates of the Carey School of Law have consistently had higher pass rates on the Maryland Bar Examination than other first-time takers. Over the period of 2011-2013, the pass rates on the Maryland exam for first-time takers averaged 80 percent. For the same period, the pass rate for UMB graduates taking the exam for the first time was just over 84 percent.

SCHOOL OF MEDICINE STUDENT LEARNING ASSESSMENT

Degree Programs and Student Learning Outcomes

The School of Medicine offers a Doctor of Medicine, a Master of Genetic Counseling, a Master of Public Health, a Master of Pathology Assistance, and a Doctor of Physical Therapy. The school also offers a bachelor's degree in Medical and Research Technology. All programs are currently fully accredited and have student learning outcomes and objectives in accordance with their respective accrediting bodies and informed by national standards. Within each degree program, the overall program goals provide the basis for the curriculum and course-level learning outcomes supporting each degree. The student learning outcomes address the knowledge, skills, and attitudes for successful entry into the next phase of the student's career. Samples of student learning outcomes are presented below for selected degree programs in the School of Medicine:

Doctor of Medicine

The overall educational objectives of the Doctor of Medicine program are:

- To provide a safe, welcoming, and respectful learning environment for all persons regardless of race, gender, creed, national origin, age, disability, or sexual orientation

- To educate students intensively and broadly in the cultural, clinical, and scientific aspects of medicine

- To prepare students to engage in a lifetime of learning

- To achieve a high level of professional competence and social awareness

- To provide opportunities for students at every level of training to pursue areas of special interest for intellectual stimulation and/or career advancement

- To encourage the development of highly competent primary care physicians, clinical specialists, and scholars in basic and clinical research, teaching and academic administration

After the first and second years of the curriculum students will be able to:

- Demonstrate in the context of clinical medicine a mastery of ethics, human behavior, sexuality, nutrition, interviewing and diagnosis, doctor-patient relationship

- Demonstrate the ability to formulate a scientific hypothesis, describe the methods and procedures used to test the hypothesis, perform the background work that will form the basis of their project, and write a final report describing their work

- Demonstrate a comprehensive understanding of the morphological and developmental organization of the human body with emphasis on the interdependence of structure and function in tissues and organs of the body

- Demonstrate an understanding of biological molecules and their interactions through a mastery of the fundamentals of biochemistry, cell biology, molecular biology, and human genetics from an integrated multi-disciplinary perspective. Further, students will understand the importance of cell biology in the illumination of the causes of, as well as the strategies for, the treatment of diseases.

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- Demonstrate an understanding of the fundamental principles of pathology, epidemiology, and pharmacology crucial for mastering concepts of systems-based pathophysiology and treatment of disease

- Demonstrate an understanding of the pathophysiological nature of disease as an aberration of normal physiology and responsiveness, and its treatment. Students will understand the epidemiology, pathophysiologic mechanisms, pathology, clinical presentation, diagnostic evaluation, and therapeutic intervention of important clinical disease states.

- A full list of student learning outcomes in the first year of the curriculum can be found at: *http://medschool.umaryland.edu/osa/handbook/Preclinical_Year1.asp* and for the second year of the curriculum at *http://medschool.umaryland.edu/osa/handbook/Preclinical_Year2.asp*

After the third and fourth years of the curriculum students will be able to:

- Assume progressive responsibility for patient care and mastery of clinical performance in the following specialty areas: family medicine, internal medicine, surgery, surgical subspecialties, pediatrics, psychiatry, neurology, obstetrics and gynecology

- Demonstrate ability to take on increasing responsibility demanded by specialty residency training programs throughout the country

- Demonstrate independent thinking and clinical decision-making during internship rotations in which the student is expected to deliver supervised direct patient care

- Demonstrate an ability to improve health in underserved areas through participation in a monthlong placement at an Area Health Education Center in Maryland

- A full list of student learning outcomes in the third and fourth years can be found at: *http://medschool.umaryland.edu/osa/handbook/Year3_4.asp*, *http://medschool.umaryland.edu/osa/handbook/Year3.asp*, and *http://medschool.umaryland.edu/osa/handbook/Year4.asp*

Doctor of Physical Therapy

- Integrate evidence and demonstrate critical thinking to support clinical decision-making as measured by successful completion of three PICO projects, achievement of entry-level clinical reasoning, and successful completion of written case report

- Screen, examine, evaluate, diagnose, and provide appropriate interventions for client/patient management across the life span as measured by successful completion of the requirements for clinical education

- Communicate effectively, orally, and in writing, with patients' families and health care providers as measured by the successful completion of the Clinical Internship

- Function as an entry-level independent point of entry provider of physical rehabilitation and rehabilitation services as measured by a first-time passage rate of 90 percent or higher.

- Effectively manage care for persons in medically complex, rehabilitation, and community-based settings as measured by graduate and employer outcome surveys

- A full list of student learning outcomes for the Doctor of Physical Therapy program can be found at: *http://pt.umaryland.edu/pros_dpt.asp*

Bachelor's in Medical and Research Technology

- Produce high-quality and timely work to support value-added laboratory services

- Develop technical skills to organize time, materials, and equipment to perform procedures efficiently

- Apply knowledge of testing principles and limitations to basic troubleshooting

- Apply adequate knowledge of technology involved in the clinical laboratory

- Evaluate published literature as it applies to the profession

- Analyze procedures using sound judgment before attempting to undertake them, requesting assistance when necessary

- Actively participate in performing assigned duties with attention to accuracy and cost efficiency

- A full list of student learning outcomes can be found at: *http://www.medschool.umaryland.edu/dmrt/goals.asp*

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**Processes and Methods for
Student Learning Outcome Assessment**
All courses at the School of Medicine are designed around a combination of lecture, small group, seminar discussion, laboratory exercise, and, where indicated, clinical and practical experience. The Doctor of Medicine curriculum is based on approximately half lecture and half small group activity during the first and second years of study. Clinical experiences are part of all professional degrees throughout the curriculum. In addition to lecture and small group activities, students utilize standardized patients. Similarly, the Doctor of Physical Therapy program uses a combination of didactic instruction and clinical placements with close faculty supervision. Simulation, online learning (synchronous and asynchronous), and clinical instruction is a part of all programs. In addition to didactic instruction, the Medical and Research Technology program emphasizes clinical skill acquisition while the other graduate programs are lecture-, seminar-, and laboratory-based throughout. Students across all programs have robust opportunities for research.

Assessment of course-level student learning outcomes is managed by pertinent faculty committees. Each program is periodically reviewed internally as well as prepared for external accreditation processes. Measures such as performance compared to past group of students and performance on external national examinations is common to all of the professional degree offerings. There is an extensive system of soliciting, analyzing, and utilizing student feedback for program and course improvement. This feedback includes formal anonymous evaluations of each course and clerkship that are required of students and submitted electronically at the end of each educational unit. Formal assessment is supplemented with focus groups of students from individual sections and courses, meetings of class officers with the dean, and active student representation on all education committees. The Office of Medical Education collects, analyzes, and prepares reports on student feedback and provides this information to course and clinical clerkship directors. Student feedback is an extremely important tool for assessing student learning outcomes in courses and clerkships. When courses demonstrate a need for improvement the School of Medicine has the expectation that corrections be made quickly and that such improvements are iterative over time.

Aside from changes within the curricula and courses being initiated by direct student feedback, faculty and national educational groups associated with the individual degree programs also drive student learning outcomes improvement. For instance, the Curriculum Coordinating Committee of the Doctor of Medicine degree program reviews accreditation standards to make sure the curriculum is in compliance. Clinical faculty provides feedback through their academic department related to the educational program and coursework. Curriculum and student learning outcomes within other School of Medicine degree programs is evaluated using performance on national examinations, placement into post-degree training, and career outcomes as guideposts. Importantly, faculty have a rich menu of development programs including opportunities to improve teaching and assessment skills.

**Illustrations of Course-Level Assessment
and Improvement**
The School of Medicine routinely makes course-level improvements based on student learning outcome assessment. For example, as a result of assessment, student learning outcomes have become largely competency based, spanning knowledge, skills, and attitudes. Knowledge is assessed by the use of examinations developed by faculty as well as national normed standardized products. In the Doctor of Medicine program, for instance, these are primarily multiple-choice format with immediate feedback to students. Other programs rely more heavily on problem solving and open-ended format examinations.

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Oral assessment is used throughout all programs to evaluate analytical skills of students. Students in all professional programs promptly receive examination results to allow maximal improvement of performance. Where applicable, narrative assessment, peer assessment, and research assessment are used. Additionally, assessments have resulting in the monitoring of student attitudes from the onset of program throughout to completion. 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.

In the Medical Research and Technology degree program, the department annually reviews Board of Certification scores, both students overall pass rate and the mean of student content sub-scores. If sub-scores fall below the national mean, the content area is given to Advisory Board members for review and recommendation for change. For example, the sub-score for "Proteins and Other Nitrogen Containing Compounds" was slightly below the national average. This content is addressed in Clinical Chemistry (MEDT 452), which is a senior-level course that presents in-depth information relating to the pathophysiology of commonly measured analytes in the clinical chemistry laboratory. Recommendations for improvements were made and the modified content was delivered in MEDT 452 Clinical Chemistry in fall 2014. Six examples of content change include:

1. CK-MB, Total CK and myoglobin should be mentioned in context of medical lab science for historical reasons and to give a full picture of cardiac markers – perhaps a timeline addressing cardiac marker advances

2. As an MI marker, LDH has replaced CK-MB, which has been replaced by cTnT

3. Content in the BNP/NT-pro BNP section should be expanded and supplemented with additional detail and application

4. Add free light chain as endpoint for Amyloidosis

5. Add a section on Qualitative IgG, IgM, IgA measurement such as nephelometry and free (serum & urine) light chain measurements

6. Add limitations of eGFR

The 2014 sub-score in "Proteins and Other Nitrogen Containing Compounds" before the content changes were 424 and the national mean was 511. After the improvements to the course were made, the 2015 sub-score was 514 and the national mean was 512. Clearly, the course improvements lead to quantifiable improvement in student learning and performance.

A final illustration of course-level improvement based on student learning outcome assessment can be found in the Master of Genetic Counseling program. The research component of the program is a robust learning experience for the students. Historically, the final project for the research component, students were required to submit a traditional bound thesis project. The program had a high level of thesis abstracts accepted for poster presentation at national meetings, and one student went on to modify and publish data from her thesis in manuscript format in a medical journal. Course evaluations from students, alumni surveys, and curriculum review with faculty concluded that the research course and final project needed to be updated to align with other genetic counseling program research outcomes. In 2014, the course Research for Genetic Counselors (HGEN 703) was reorganized and the final project was modified to be a publication ready manuscript in journal format. Since these modifications occurred three students (out of seven eligible) have published journal articles, and course evaluation feedback suggests that students see the utility and relevance of the new format.

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Due to the School of Medicine's diligence in the assessment of student learning outcomes, UMB's students perform at or above national benchmarks. For instance, in the Bachelor of Science in Medical and Research Technology UMB's students have passed the national certification exam at the rate of 95.8 percent, 94.1 percent, and 100 percent for 2013, 2014, and 2015, respectively (compared to national rates of 84.5 percent, 83.8 percent, and 80.3 percent over the same time period). Likewise, the Doctor of Physical Therapy program achieves extraordinarily high outcomes with graduation rates of 96.5 percent, 96.5 percent, and 95.3 percent for 2013, 2014, and 2015, respectively. Additionally, physical therapy licensure rates were 100 percent in 2013 and 2014, and 98.4 percent in 2015 with 100 percent of graduates employed within six months of passing their licensure examination. Finally, in the Doctor of Medicine program, UMB medical students had USMLE Step 2 CK passing rates of 99 percent for both 2013 and 2014 and 97 percent for 2015.

SCHOOL OF NURSING STUDENT LEARNING ASSESSMENT

Degree Programs and Student Learning Outcomes

The School of Nursing offers two entry programs into professional practice; a traditional Bachelor of Science in Nursing (BSN) program and the Clinical Nurse Leader (CNL) program, which is an entry-level master's option. There is a Registered Nurse to Bachelors of Science in Nursing option that allows nurses prepared in associate degree or diploma programs to pursue the bachelor's. Both the traditional bachelor's and Registered Nurse to Bachelor options are offered at the Universities at Shady Grove location, with the faculty collaborating to provide comparable quality and rigor across the courses. In addition to the Clinical Nurse Leader entry option, there are three other master's options (Health Services Leadership and Management,

Informatics, and Community Public Health Nursing). The school offers two doctoral programs, the Doctor of Philosophy and the Doctor of Nursing Practice. The program outcomes for each program are based upon the Commission on Collegiate Nursing Education essentials for the respective programs, as well as other professional nursing and higher education standards. Samples of student learning outcomes are presented below for selected degree programs in the School of Nursing:

Bachelor of Science in Nursing

- 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

- 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 life span

- Use principles of ethics, legal responsibility, and accountability to guide professional nursing practices across the life span and across the health care continuum

- Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession

- A full list of student learning outcome is available at: http://www.nursing.umaryland.edu/academics/undergrad/bsn/

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Master of Science in Nursing

- Incorporate scientific inquiry and theoretical concepts into efforts to improve the care to individuals and communities

- Lead evidence-based and interprofessional approaches for the design and delivery of comprehensive, culturally competent care to individuals, families, communities, and populations

- Participate in the design, implementation, and evaluation of health care systems to foster safety and excellence in health care delivery

- Engage in ethically sound, culturally sensitive, and evidence-based practices to promote the health of individuals and communities

- Commit to lifelong learning for self and promote lifelong learning to consumers

- Practice advanced nursing roles in collaborative relationships across disciplines and in partnership with communities

- A full list of learning outcomes is available at: http://www.nursing.umaryland.edu/academics/grad/ms/

Doctor of Nursing Practice

- Initiate, facilitate, and participate in collaborative efforts that influence health care outcomes with scholars, practitioners, clinicians, and policymakers from other disciplines

- Lead at the highest educational, clinical, and executive ranks

- Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership

- Analyze and apply scientific knowledge and related skills for the highest level of nursing practice

- Design, implement, manage, and evaluate patient care and organizational systems

- A full list of learning outcomes is available at: http://www.nursing.umaryland.edu/academics/doctoral/dnp/

Processes and Methods for Student Learning Outcome Assessment

In September 2014, the school underwent a successful site visit by the Commission on Collegiate Nursing Education. Entry-level courses are reviewed annually by the curriculum committee and course directors. Graduate-level courses are conducted every three years. PhD courses are reviewed periodically. Students complete online end of semester Course Evaluation Questionnaire and Faculty Evaluation Questionnaire for each course taken. These data are reviewed by course faculty and under the direction of the course director, course revisions are made as needed. Course directors and program directors review Course Evaluation Questionnaire data each semester and modifications to courses are made as needed.

The School of Nursing has a Master Evaluation Plan (available in the School of Nursing Self-Study) that provides the overarching process for program evaluation, and collects data from students and faculty including Course Evaluation Questionnaires, Faculty Evaluation Questionnaires, Peer and Supervisor evaluation, and Program Assessment Questionnaire (completed upon program completion). Additionally, in both the BSN and CNL options, standardized testing across the curriculum was implemented in 2000 to benchmark to students in similar programs. In summer of 2014, this integrated testing process was started with Kaplan, Inc. Administered at the end of specific clinical courses, and based upon individual student performance, a remediation plan is developed to support student performance. Aggregate data from these tests also are used to evaluate and inform curricular changes.

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Illustrations of Course-Level Assessment and Improvement

The School of Nursing routinely makes course-level improvements based on student learning outcome assessment. For example, a Bachelor of Science course titled Fundamentals of Nursing in the Context of Older Adults (NURS 317) was recently reviewed. The course introduces students to the application of clinical practice in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address common needs and responses of older adults across the health care continuum. In the course, students have the opportunity to practice their psychomotor, assessment, and therapeutic communication skills in the simulation laboratory as well as in a variety of clinical environments with older adults. In fall 2014 students noted on the Course Evaluation Questionnaires that they felt there was a "disconnect" between the simulation laboratory and didactic portions of the course. During the winter break of 2015, revisions were made to better align and sequence didactic material with skills practices in the laboratory. The course director also increased direct involvement in the laboratory and clinical components of the course. Additionally, student quizzes were modified to include laboratory and didactic questions, decreasing knowledge-based questions, and increasing application-based questions. Qualitative results of student evaluations of the course in spring of 2016 indicated improvement. Students were specifically positive about the quizzes and their value to students in preparing for midterm and final examinations.

The School of Nursing also recently reviewed the course Populations at Risk (NURS 761) in the Master of Science program. The course is largely didactic and focuses on the mission of public health and the various organizations that support the responsibilities of public health at the international, national, and local levels. The course explores family systems as well as support and risk communications that influence public health and populations at risk. The course also examines factors that influence the effectiveness of health promotion and disease prevention programs. Students reported in course evaluations that critical topics in the course were being taught too late in the curriculum. Subsequently, the course was moved to the fall semester, which is earlier in the curriculum. Faculty members also advised students to enroll in the course in the first or second semester of their program. Orientation sessions for new students incorporated the change and encouraged students to take the course early in their program. New students reported being more enthusiastic about the community and public health specialty and subsequently, nearly all students took the course early in their program of study.

The School of Nursing's focus on assessing student learning outcomes has resulted in not only improvement in course evaluations but also in relation to certification examinations. Key outcome indicators monitored in relation to student outcomes in the Master and Doctor of Nursing Practice programs include certification examination pass rates for graduates. Aggregate data are compared annually to trend data and benchmark, when available, to state and national standards. The Program Assessment Questionnaire (PAQ) is completed by all graduating students and assesses five aspects of program satisfaction, including program utility and efficacy, curricular options and individualization, time efficiency and student demands, faculty-student relationships, and learning resources. Program outcomes for the master's and doctoral specialties are reflected in the certification rates of graduates. For example, graduates of the nurse anesthesia graduate specialty are eligible to sit for the national certification examination offered by the American Association of Nurse Anesthetists. In 2013, 100 percent of UMB students who took the certification exam passed within two attempts,

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with 90 percent passing on the first attempt. Moreover, the CCNE accreditation document for evaluation and outcomes measurements details the School of Nursing's favorable outcome metrics. Entry-level student 2013 NCLEX pass rates, for first-time test takers, was 96.65 percent (above the state and national pass levels) as compared to 85.86 percent of all test takers in Maryland.

SCHOOL OF PHARMACY STUDENT LEARNING ASSESSMENT

Degree Programs and Student Learning Outcomes

The School of Pharmacy offers the four-year Doctor of Pharmacy program (PharmD), and four graduate programs, two leading to the PhD — Pharmaceutical Science and Pharmaceutical Health Services Research, and three leading to the MS in Pharmaceutical Sciences, Regulatory Science, and Pharmacometrics. The oversight for student learning outcomes assessment for these programs is managed by a schoolwide Curriculum Committee, consisting of faculty and student representatives. This committee oversees all curricular changes and evaluates changes to be considered by the faculty. The committee provides recommendations for all major course additions, deletions, and revisions. Substantial curricular changes are reviewed by the Curriculum Committee, forwarded to the Executive Council, and approved by the School's Faculty Assembly. Graduate-level courses and programs are reviewed by the School's Graduate Studies and Research Committee and forwarded to the Graduate School Council for approval. The Curriculum Committee also meets annually with the Assessment Committee to review the education goals of the school's strategic plan, discuss data, and review evidence of progress toward the goals.

General Abilities and Terminal Performance Outcomes have been created for the Doctor of Pharmacy degree in accordance with the standards of the Accreditation Council for Pharmacy Education. Both the General Abilities

and the Terminal Performance Outcomes inform course-level student learning outcomes, which define the knowledge, skills, and abilities that the successful learning is expected to achieve by the end of the course. The school's assistant dean of academic affairs is responsible for overall assessment activities in collaboration with the standing committees and administrative committees. These entities help to ensure effective assessment of student learning outcomes. A sample of outcomes for the Doctor of Pharmacy degree are listed below:

- Participate in the development of patient-specific therapeutic plans
- Select the appropriate dosage form, formulation, route of drug administration, and or/drug delivery system
- Provide drug products to patients
- Use technology effectively to carry out professional functions
- Prepare medications for patient use
- Educate patients regarding patient-specific therapeutic plans
- Administer drug products to patients
- Perform basic life-support measures and triage patients
- Maximize appropriate drug use behaviors
- Participate in the process of monitoring patient outcomes
- Answer patient-specific questions
- Identify payment sources and mechanisms for professional services and products
- Participate in quality assurance processes related to drug use
- Participate in health education
- Participate in health policy decision-making processes related to drug use
- Maintain professional competence
- A full list of General Abilities and Terminal Performance Outcomes is available in the course catalog at: *http://www.pharmacy.umaryland.edu/media/SOP/attachments/2011.pdf*

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**Processes and Methods for
Student Learning Outcome Assessment**

A variety of assessment measures and methods are used to evaluate student learning and achievement, both in aggregate and at the individual student level. This includes an annual student satisfaction survey that affords an opportunity to get feedback on student learning; results are provided in aggregate to class year and campus cohorts as they progress through the curriculum. Additionally, student learning outcomes are evaluated in both a formative and summative manner via a variety of methods in the curriculum. Each semester, the Office of Academic Affairs provides to faculty course managers, department chairs, and education department vice chairs the summary data and students' comments from course evaluations on course structure, content, administration, and instructors, along with summary data on student performance derived from Blackboard course sites and Banner. Finally, the National American Pharmacist Licensure Examination and the Maryland Multistate Pharmacy Jurisprudence Examination scores represent the most basic measurement of curriculum effectiveness. Nearly all graduating students sign a waiver enabling the National Associate of Boards of Pharmacy to release their identified scores to the school, which can then be compared to admission data, course grades, OSCE and APPE performance, and final GPA. Graduates of the School of Pharmacy take the North American Pharmacist Licensure Examination, as well as a law exam in the state where the graduate is applying for a license for those states that require it. The School of Pharmacy passing rate for the year 2014 was 97.3 percent.

**Illustrations of Course-Level Assessment
and Improvement**

Examples of how student learning outcome assessment has resulted in course-level improvement are abundant in the School of Pharmacy. For instance, the Abilities Lab is a series of six courses that occur each semester during the first three years of the curriculum designed to introduce and reinforce contemporary pharmacy practice skills and drug knowledge skills. The sequence includes Objective Structured Clinical Examinations, quizzes, high-stakes practical examinations, and written exams to assess knowledge retention of self-paced study. The School of Pharmacy has used students' formative feedback to incorporate course modifications and a variety of new courses that were not emphasized prior to experiential rotations. Although many didactic courses rely on multiple-choice examinations, there has been a concerted effort to increase the number and variety of alternative assessment methods. Changes have been made to include open-ended case-based questions, debates, and practical skills examinations. Many courses have incorporated lower-stakes quizzes and audience response questions into lecture that allow students to receive formative feedback about content mastery before the summative exam. These changes have enhanced the ability of the faculty to track and assess development of skills over time. The results of these efforts are evident in improved rotation and licensing exam preparedness.

Course improvements also have been undertaken in the School of Pharmacy's master's and doctoral programs. For instance, the online Regulatory Science program has been in existence for two years, but has already benefited from student learning outcome review through the Quality Matters program, an international organization representing broad

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inter-institutional collaboration and a shared understanding of online course quality. Based on the Quality Matters certification and feedback, courses have been adjusted to allow for building an online student community through increased student- and teacher-initiated interactions. Courses in the PhD program in Pharmaceutical Sciences also have evolved as a result of student learning outcome assessment. The program's courses were reviewed by an external panel of experts and based on their analysis of student feedback two new courses in biostatistics and ethics were added to the curriculum. Additionally, a required course in Principles of Drug Discovery and Development was streamlined into two separate modular courses to accommodate changing student career needs.

SCHOOL OF SOCIAL WORK STUDENT LEARNING ASSESSMENT

Degree Programs and Student Learning Outcomes

The School of Social Work offers three degrees. The Bachelor of Science in Social Work taught at the University of Maryland, Baltimore County, the Master of Social Work, and the Doctor of Philosophy in Social Work. Samples of student learning outcomes are presented below for selected degree programs in the School of Social Work:

Master of Social Work

Students are prepared:

- For advanced practice with individuals, families, groups, organizations, communities, and society
- For advanced practice in a method of concentration and an area of specialization
- To practice in a manner that reflects the principles underlying the Social Work Code of Ethics and the National Association of Social Workers
- 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
- To appreciate the importance of continuing professional development and of contributing to the knowledge and skill base of the profession

Processes and Methods for Student Learning Outcomes Assessment

The School of Social Work program outcomes are based on Council for Social Work's Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The EPAS describe four features of an integrated curriculum design: program mission and goals, explicit curriculum, implicit curriculum, and assessment. The 10 CSWE core competencies that all MSW students should demonstrate upon graduation from the UMB SSW include: identify as a professional social worker, apply ethical principles to guide professional practice, apply critical thinking, engage diversity and difference in practice, advance human rights and social and economic justice, engage in research-informed practice, apply knowledge of human behavior and social environment, apply policy practice to advance social well-being, respond to context, engage, assess, intervene, evaluate individuals, families, groups, organizations, and communities.

Individual competencies to be emphasized and measured are selected for each course and are based on the 10 core competencies. Students complete evaluations online at the end of every course. In addition, two dean's forums per year give additional venues for student feedback. The Master's Program Faculty Committee (MPC) conducts five student focus groups per year, and the dean, in his State of the School annual presentation to faculty and students, shares the results of the student evaluations.

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Illustrations of Course-Level Assessment and Improvement

The School of Social Work makes course-level improvements based on student learning outcome assessment in a systematic and regular fashion. For example, the course Social Work Practice with Individuals (SOWK 630) in the Master of Social Work program was recently reviewed. This course provides students with foundation content on engaging, assessing, planning, intervening, and terminating with clients; along with frameworks for practice. Students also are introduced to crisis intervention and motivational interviewing. The Affordable Care Act of 2010 significantly expanded health coverage and integrated services in mental health, substance abuse, and primary care. In response to the new law, the School of Social Work commissioned research and a report to identify both opportunities and challenges for the Master of Science in Social Work curriculum. Among the recommendations in the report was to increase training content on standardized substance abuse screening instruments. The Clinical Concentration and the Behavioral Health Specialization Committee decided to infuse this new content into the SOWK 630 course. Specifically, screening, brief intervention, and referral to treatment training were added to the course. A total of 328 students received an online hybrid and in-class training as a component of the course. Although data analysis is currently taking place, preliminary findings suggest that course changes were well-received by students and they displayed marked improvement in knowledge, skills, and behavior related to the incorporation of screening, brief intervention, and referral to treatment content additions.

In another example of curriculum improvement, it was identified that students were not prepared to utilize theory in their dissertations in the Doctor of Philosophy in Social Work program. As a part of the review process, a former course was eliminated and replaced with Integrative Seminar (SOWK 812), which specifically focuses on

integrating theory and research. The new course examines the relationship between theory and research methods in the development of research questions and research design. The course reviews application of theory and theoretical frameworks, the difference between theoretical and conceptual frameworks, the difference between theories and logic models; various approaches to theory and research within interdisciplinary work; the connections between research and history, policy, and practice; and the role of ethics in both theoretical development and research design. Additionally, at the conclusion of the course students are expected to have an understanding of the proposal and dissertation process. The result of this improvement is that dissertation chairs and committee members report that students are now better prepared to use theory in their dissertations. Moreover, student course evaluations are consistently positive.

The school's focus on student learning outcomes has resulted in positive national exam and licensure pass rates. Graduating students take the standard Maryland State LGSW exam. In 2013, the first-time pass rate was 90 percent, 8 percent above the national average.

GRADUATE SCHOOL STUDENT LEARNING ASSESSMENT

Degree Programs

The Graduate School offers graduate education and training in biomedical, health, and human service sciences. The school offers 23 Maryland Higher Education Commission approved Master of Science (MS) and Doctor of Philosophy (PhD) degree programs, and three post-baccalaureate certificate programs in these areas of study. It also offers dual degrees with the University's professional schools including PhD/MD, PhD/PharmD, and PhD/DDS degree programs, and participates in inter-institutional studies in biochemistry, gerontology, and toxicology with other University System of Maryland campuses. Master's and doctoral studies have been offered on the UMB campus since 1917.

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The Graduate School is organized into two divisions: 1) collaborative master's and PhD programs in association with UMB's other schools as described above, and 2) unaffiliated programs for which the Graduate School has exclusive responsibility for issues such as student learning outcomes. Currently, in the unaffiliated division the Graduate School operates the Master of Science in Health Sciences, Master of Medical Forensics, and three certificate programs in Research Ethics, Applied Thanatology, and Global Health Systems.

Graduate School Collaborative Division
In the collaborative division of the Graduate School, assessment of outcomes occurs within a framework of Academic Program Reviews. The annual program review for master's degrees and PhD degrees includes the extent to which the

program is advancing the state of the discipline, teaching effectiveness, and contribution to the mission of UMB. Additionally, experts in the field assess the programs quality and make recommendations on the specific aspects of how the program may be improved. At the time of the annual program review, UMB's assessment requires educational goals, learning outcomes, and program assessment plan that includes: 1) assessments and outcomes that are consistent with the review of program-level learning outcomes; 2) strengths and weaknesses of the program; and 3) changes made or proposed at the course and/or program levels to improve teaching and enhance student learning. The broad categories of student learning outcomes are listed below for each type of degree in the traditional division of the Graduate School:

STUDENT LEARNING OUTCOMES FOR MASTER'S AND PHD PROGRAMS IN THE COLLABORATIVE DIVISION

Master's Programs	PhD Programs
• Students will demonstrate a depth and breadth of knowledge in the core areas of the discipline as established by the program faculty. Measures of Success: Performance on selected homework assignments and exam questions. Performance on comprehensive exam or portfolio (if applicable).	• Students will demonstrate a depth and breadth of knowledge in the core areas of the discipline as established by the program faculty. Measures of Success: Performance on selected homework assignments and exam questions. Performance on comprehensive exam or portfolio.
• Students will demonstrate a depth and breadth of knowledge in non-core areas within the discipline consistent with areas of focus established by the program faculty and the students' career goals. Measures of Success: Completion of a coherent set of courses and demonstration of knowledge on selected homework assignments, projects, and exam questions. May also demonstrate knowledge through thesis or comprehensive project.	• Students will demonstrate a depth and breadth of knowledge in non-core areas within the discipline consistent with areas of focus established by the program faculty and the students' career goals. Measures of Success: Completion of a coherent set of courses and demonstration of knowledge on selected homework assignments, projects, and exam questions. May also demonstrate knowledge through thesis or comprehensive project.
• Students completing a thesis will demonstrate ability to conduct research using methodology accepted within the discipline. Measures of Success: Defense of thesis before a committee of faculty. Give some explanation of expectations for written document, oral presentation, and ability to answer questions on the research.	• Students will demonstrate ability to conduct research using methodology accepted within the discipline. Measures of Success: a) Defense of dissertation proposal before a committee of faculty. Give some explanation of expectations for written document, oral presentation and ability to answer questions on the research. b) Defense of final dissertation before a committee of faculty. Give some explanation of expectation for written document, oral presentation, and ability to answer questions on the research.
	• Students will demonstrate knowledge and understanding of professional publication consistent with practices within the discipline. Students will disseminate research findings consistent with practices within the discipline.

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Graduate School Unaffiliated Division

The flagship program in the unaffiliated division of the Graduate School is the Master of Science in Health Sciences program. The student learning outcomes associated with this program include:

- Prepare students to search, interpret, and evaluate the medical literature including interpretation of bio-statistical methods, access to common medical databases, and sampling methods
- Deliver instruction in health care delivery systems and health policy
- Provide an overview of health care system delivery, patient safety, quality and risk management
- Thoroughly review public health as it relates to the role of practicing clinician with regard to prevention of disease, maintenance of public health, and participating in disease surveillance, reporting and intervention; and
- Provide instruction in the principles and practice of medical and public health ethics

Processes and Methods for Student Learning Outcome Assessment

All courses designed in the unaffiliated division 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. These data are reviewed by the curriculum committee for the program and the faculty make recommendations for course improvement and monitor implementation and continuing evaluation.

Illustration of Course-Level Assessment and Improvement

In addition to the routine course-level student learning assessments that occur in collaboration with UMB's six other schools, the Graduate School has robust assessment in the unaffiliated division of the Graduate School. For example, when Bio-statistical Methods (PREV 621) was offered online in the fall of 2014 it had not yet met all standards of the Quality Matters informal review, 17 out of 39 (43.5 percent) students failed the midterm exam, and issues with the statistical package led to significant confusion for students. Midcourse student evaluations during the initial offering of the course reflected concerns about the statistical package used in the course and the need for additional practice opportunities. The curriculum committee met and made recommendations for improvement to the course. Additional practice problems were added and the statistical package issues were resolved. Students performed much better on the final exam and only one student failed the class. Moreover, in post-course analysis, all Quality Matters issues were resolved, weekly practice, and quizzes were added as knowledge self-check for students and formative feedback for the instructor. Videos were redone with shorter length and attention to objectives and a new statistical package was used. At the midterm there were two exam failures as opposed to 17 the year prior with a similar class size of 45 students. The same final exam was used in both years and the final outcome was that no students failed the class.

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INSTITUTIONAL ROLE IN SCHOOL-BASED STUDENT LEARNING ASSESSMENT

The culture of student learning assessment at UMB is vigorous and integrated at the institutional level, program level, and course level. At the institutional level, student learning outcomes reflect the extent to which UMB's mission, vision, and strategic goals are met in academic programs within the seven schools. Student learning assessment is an ongoing, institutional process, forging an ethos of assessment in which sufficient resources are devoted to the process. At the program level, student leaning outcomes address the extent to which the degree program is effective by measuring competencies, knowledge, skills, and abilities. At the course level, student learning outcomes address the effectiveness of each individual course and are connected to program-level student learning outcomes.

SUMMARY

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

RESEARCH QUESTIONS

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CHAPTER 7
INSTITUTIONAL APPRAISAL

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

THEME 1: EDUCATIONAL INNOVATION AND TRANSFORMATION

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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 (IT) 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 marketplace (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 System of Maryland (USM) 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 IT resources of the individual schools. 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 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 instead of lecture. This format makes availability of instructional technology critical. Other schools mount virtually all of their curricular materials online. Distance learning, especially as exemplified by the Universities at Shady Grove (USG) 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) already has 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 road map for the Center for Interprofessional Education. The likelihood of success of this endeavor is supported by the fact that resources already have been allocated by the president and the strategic plan.

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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. During the past two years, the center has launched many 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

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 who 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.

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Expanded Collaboration

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, 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 UMB students. Community partnerships also could 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 acknowledgment 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 also can 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 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?"

Tuition and Fees

Due to the fact that the majority of its 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

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approve, annually, proposed tuition and fees for each school and program in the University System of Maryland. 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

Universitywide 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 also are 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:

FY 2015-16 TUITION

PROGRAM	RESIDENT TUITION	NON-RESIDENT TUITION
School of Dentistry		
DDS	$33,692	$62,612
BS Dental Hygiene	$5,195	$25,399
Carey School of Law		
JD	$28,358	$41,838
LLM	$24,437	$24,447
MSL	$750 per credit	$750 per credit
School of Medicine		
MD	$32,662	$58,906
DPT	$573 per credit	$990 per credit
MGC	$16,452	$27,138
MPH	$740 per credit	$1,136 per credit
School of Nursing		
MS	$682 per credit	$1,251 per credit
CNL	$633 per credit	$1,217 per credit
DNP	$692 per credit	$1,251 per credit
BSN	$8,329	$30,965
School of Pharmacy		
PharmD	$21,761	$38.182
School of Social Work		
MSW	$12,944	$28,382
Graduate School		
Various	$635 per credit	$1,135 per credit

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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.

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 also can 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 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 percent 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).

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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 President 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.

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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 proposes that the following be considered in 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.

THEME 2: RESEARCH, SCHOLARSHIP, AND ENTREPRENEURSHIP

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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 percent of funding was obtained from federal sources, including National Institutes of Health (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, University of Maryland, College Park (UMCP), and University of Maryland, Baltimore County (UMBC). As a result, total research funding from all sources increased 4.4 percent from FY 2013 to FY 2014.

This growth could be sustained by clarifying Universitywide 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 for 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 researchers 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, which grew out of *MPowering the State*, is bringing UMB and UMCP together to commercialize discoveries and create economic impact by engaging partners in industry and social ventures. By encouraging 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 startup 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

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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 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 percent of faculty indicated that it would be difficult or very difficult to implement new technology and pedagogical models in

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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 also were 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, and 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 retooling 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,

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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 teamwork, should continue to be lauded and more activities of this nature should be encouraged. Awareness also should be raised about the existence of and activities hosted by the Center for Interprofessional Education, which was established in 2013 by President 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.

THEME 3: STUDENT LIFE, CAREER DEVELOPMENT, AND SUPPORT SERVICES

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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 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 (University Recreation and Fitness) 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 also is 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 Universitywide opportunities and highlights upcoming opportunities. UMB should

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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 to 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 also has responded to labor market demands by expanding its partnerships with educational and health care 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 also has responded to the declining enrollment numbers by working to increase enrollment in the LLM program and by creating a new Master of Science Law (MSL) program targeted at working professionals. The MSL 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 U.S. 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?

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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 U.S. 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 U.S. and global biomedical research workforce is strong, 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 percent obtaining tenure track faculty positions. 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 postdoctoral 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 interprofessional 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 startup 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 titled Leadership and Business of Science. This course covers topics that would give students and postdoctoral fellows the skills needed 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 at the University offer 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, offerings like Interprofessional Education Day and the Interprofessional Patient Management Competition not only foster understanding and collaboration across all health care 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 postdocs. These offerings also could expand to include internships in the biomedical industry, entrepreneurial fellowships, and consultancy programs. In fact, the FY 2017 enhancement request already has requested $500,000 to facilitate these initiatives.

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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.

Campuswide Career Services

A recent analysis of student services facilitated by Campus Life Services (CLS) identified the need to develop more substantial campuswide 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 to 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.

THEME 4: INSTITUTIONAL EFFECTIVENESS

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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 Faculty and Staff Senates 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 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 campuswide self-governance needs to be replicated at the school level. One tactic would be to commit to follow-up surveys to assess adequately whether 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.

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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/awards 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 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 exams, 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 and adequacy of learning environment 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.

Institutionwide 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 members 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

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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 organizations, 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 Office of Institutional Research and Accountability (OIRA) does a laudable job in transforming what is reported into easily accessible reports on its website and reporting the information out to the University System of Maryland (USM) or the Maryland Higher Education Commission (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 also would 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.

THEME 5: COMMUNITY ENGAGEMENT

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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 University of Maryland BioPark is UMB'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 its first building opened in 2005, 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 also should continue its involvement in the Southwest Partnership (SWP), a coalition of seven Baltimore neighborhoods near 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 Westside. A top priority of UniverCity is revitalizing Lexington Market, which is adjacent to campus, to drive economic growth in the area.

Purchasing Power

UMB is 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 such as 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 BioPark

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invites local food businesses to participate in regular social events such as "Science in the City," making them 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 more than 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's 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 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 JustAdvice clinic. 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, nonprofit organization that provides sustained health care relief to underserved

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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 health care 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 GMB chapter is just one of hundreds of chapters around the globe. Each chapter brings students and health care professionals on one-week trips to areas in Honduras, Panama, Nicaragua, or Ghana that have little access to health care. There, they work together to set up makeshift clinics and see anywhere from 500 to 1,000 patients per brigade. On GMB's last trip, 32 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 Universitywide partnerships with external stakeholders, including K-12 public schools, community organizations, nonprofits, 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

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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 University 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 also should 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' 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 its 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 & Culture suggest that UMB can achieve and maintain such cross-campus collaboration. To support this advisory board, each school could task a person in its 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 among 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 among schools, which can exclude other schools from participating and learning through the community engagement activities. UMB would benefit from drafting Universitywide policies that encourage schools to engage with each other in a more nimble and cooperative manner. With a Universitywide 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

CONCLUSION

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The University recognized and embraced the principle that its decennial evaluation is intended to strengthen and sustain UMB as a pre-eminent 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 care, 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 UMB Middle States website; and to attend town halls and other information sessions to become familiar with and offer feedback on the working group findings.

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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, clinical care, 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 17 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 non-traditional sources of research funding, research collaboration, and ethics and integrity in the University's appointment, promotion, and tenure policies
- 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 2 ½-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.

GLOSSARY

GLOSSARY

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A Bridge to Academic Excellence (ABAE)
Project formed in 2000 by the SOP to offer tutoring and mentoring to middle and high school students from the Baltimore metro area, with UMB students from pharmacy, medicine, physical therapy, social work, Graduate School, and dentistry serving as tutors.

Website:
http://studentorg.rx.umaryland.edu/abae/about-us/

Accelerating Innovation and Discovery in Medicine (ACCEL-Med)
Multi-component initiative of the SOM launched in 2013 to increase pace and scope of basic and clinical research for human health.

Website:
http://medschool.umaryland.edu/ACCEL-Med/

Accellion
Software appliance providing secure transfer of large files to recipients both inside and outside the University. Available for use to UMB faculty, staff, students, and affiliates with myUMB accounts.

Website:
https://www.umaryland.edu/cits/service-catalog/accellion/

Accreditation Council for Pharmacy Education (ACPE)
The national agency for the accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education.

Website:
https://www.acpe-accredit.org/about/default.asp

American Association of Colleges of Pharmacy (AACP)
The national organization representing pharmacy education in the United States. AACP is comprised of all accredited colleges and schools with pharmacy degree programs accredited by the ACPE.

Website:
http://www.aacp.org/about/Pages/default.aspx

AppSpace
Software platform used at UMB allowing schools and departments to create and publish digital content to connected devices around the campus.

Website:
https://www.umaryland.edu/umbcomputing policies/digital-signage-campus-standard/

Baltimore Veterans Affairs Medical Center (VA, BVAMC)
The acute medical and surgical care facility for the VA Maryland Health Care System located next to the UMMC with a walkway connecting the two facilities. Offers a full range of inpatient, outpatient, and primary care services. The BVAMC maintains an active affiliation with the University in the sharing of staff, resources, and technology.

Website:
http://medschool.umaryland.edu/patients.asp

Behavioral Evaluation and Threat Assessment (BETA)
Appointees from University offices tasked with coordinating activities in response to reports of threatening, aggressive, or violent behavior; team chaired by UMB Police Force representative.

Website:
https://www.umaryland.edu/publicsafety/about-us/beta/

Blackboard Collaborate
Online learning platform used at UMB for curriculum delivery, web conferencing, and meetings.

Website:
https://www.umaryland.edu/blackboard/collaborate/

Campus Life Services (CLS)
UMB administrative unit coordinating all co-curricular and interdisciplinary support services for students.

Website:
http://www.umaryland.edu/campuslife/about-us/

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***Campus Life Weekly* with USGA**
Weekly Universitywide newsletter promoting events related to UMB campus life.

Website:
http://www.umaryland.edu/campuslifeweekly/

Carnegie Community Engagement Classification
An elective classification offered as part of the Carnegie Classification process on a five-year cycle. Voluntary participation by institutions requires evidence-based reporting, using data and documentation of aspects of institutional mission, identity and commitments. Evidence review by the foundation determines whether the institution qualifies for recognition as a community engaged institution.

Website:
http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92

Center for Academic Innovation and Distance Education (AIDE)
Office providing faculty with support, services, and resources to achieve excellence as instructors and to improve the learning experience for students through application of advanced instructional technology, policy, and strategic planning.

Website:
http://www.umaryland.edu/aide/about/

Center for Community-Based Engagement and Learning (CBEL)
Center organized through the OCE dedicated to coordinating opportunities for community-based student engagement, scholarship, service, and learning to improve the health and welfare of West Baltimore neighborhoods. CBEL supports research and scholarship to advance community-based service.

Website:
http://www.umaryland.edu/local/

Center for Information Technology Services (CITS)
UMB's central information technology organization, which develops and maintains enterprise systems and coordinates campuswide IT policies and strategy.

Website:
https://www.umaryland.edu/cits/about-cits/

Center for Innovative Biomedical Resources (CIBR)
Administrative and consolidated physical center for the SOM's core biomedical resources, technologies, and high-tech instrumentation.

Website:
http://medschool.umaryland.edu/AboutCIBR/

Center for Interprofessional Education (IPE)
Center advances preparation for health, law, and human services students to work collaboratively on interprofessional teams to improve caregiving.

Website:
https://www.umaryland.edu/ipe/

Center for Pain Studies
Collaboration center of UMB SON, SOM (including the Greenebaum Cancer Center), and SOD conducting translational pain studies focusing on cancer treatment-related pain.

Website:
http://ruinpain.org/

Center on Drugs and Public Policy (CDPP)
SOP Department of Pharmaceutical Health Services Research-based center offering consulting services on policy related to drug law and regulation, pharmacoeconomics, pharmacoepidemiology and drug safety, and international drug development.

Website:
https://www.pharmacy.umaryland.edu/centers/cdpp/about.html

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Center to Advance Chronic Pain Research (CACPR)

A multidisciplinary research center of clinical and preclinical translational scientists whose principal research focus is on the physiological, genetic, and psychosocial underpinnings of the development and persistence of debilitating chronic pain conditions of all types, and to advance treatment of chronic pain.

The center is led by co-directors from the School of Nursing and the School of Dentistry and is a Universitywide entity.

Website:

http://www.umaryland.edu/cacpr/about-cacpr/index.php

Collaborative Institutional Comprehensive Evaluation of Research Online (CICERO)

Online portal at UMB for review of human, animal, and *in vitro* research. Used for evaluation and approval of studies by IRB, IACUC, IBC, RSC, and GCRC.

Website:

https://cicero.umaryland.edu/CICERO

College of Southern Maryland (CSM) at La Plata

Public regional community college with campuses in La Plata in Charles County as well as Calvert and St. Mary's counties. A partnership for dual admission between the SON and CSM allows transition from the Associate of Science in Nursing to a BSN degree through UMB with courses taught at the CSM campus.

Website:

http://www.csmd.edu/programs-courses/credit/academic-divisions/hea/nursing/umson-dual-admissions-program

Commission on Collegiate Nursing Education (CCNE)

Federally recognized autonomous accreditation agency ensuring quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Website:

http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history

Commission to Develop the Maryland Model for Funding Higher Education (2008)

Commission established by the Maryland General Assembly to review options for a consistent and stable funding mechanism for higher education to ensure accessibility and affordability while promoting policies to achieve national eminence at all Maryland public institutions of higher education. A final report was submitted to the governor and General Assembly in December 2008.

Website:

http://msa.maryland.gov/msa/mdmanual/26excom/defunct/html/20highed.html

Core Values

Values identified through the strategic planning process as core to the UMB mission.

Website:

https://www.umaryland.edu/president/core-values/

Core Values Speaker Series

Speaker series for UMB community inviting national and international leaders to address topics related to one or more of the University's core values.

Website:

https://www.umaryland.edu/corevaluesspeaker/

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Council of University System Faculty (CUSF)
Work group of the USM advising the chancellor and reporting regularly to the Board of Regents. CUSF makes recommendations on matters of systemwide professional and educational concern to the faculty and matters to which faculty bring special expertise.

Website:
http://www.usmd.edu/usm/workgroups/SystemFaculty/

Council of University System Staff (CUSS)
Organization representing staff of the 12 USM institutions (nonexempt and exempt staff employees on regular and contingent II status, who are not represented by a union under collective bargaining) providing a voice for concerns in matters affecting the welfare of USM and its employees.

Website:
http://www.usmd.edu/usm/workgroups/SystemStaff/about.html

Council on Social Work Education Educational Policy and Accreditation Standards (CSWE EPAS)
Standards used to accredit baccalaureate and master's level social work programs. By establishing thresholds for professional competence, EPAS describes features of an integrated curriculum. Educational Policy describes each curriculum feature. Accreditation standards are derived from the policy and specify the requirements used to develop and maintain an accredited social work program.

Website:
http://www.cswe.org/Accreditation/EPASRevision.aspx

Daily Record
Maryland's daily statewide business and legal newspaper.

Website:
http://thedailyrecord.com/

Dean's Challenge Awards
SOM seed program to encourage new collaborations between established funded faculty from different academic units to generate data for new research projects that are positioned to acquire a large federal funding base.

Website:
http://medschool.umaryland.edu/Secondary-Pages/Research/ACCEL-Med/Dean-s-Challenge-Award.asp

Diversity Advisory Council
Council charged with making recommendations to the president that promote the University's commitment to diversity and a culture of inclusion. Council membership is appointed by the president and made up of staff, faculty, and students.

Website:
http://www.umaryland.edu/president/councils-and-initiatives/diversity-advisory-council/

Eduroam
Secure campus wireless network adopted by UMB as a participating site in the roaming access service developed for research and educational institutions worldwide.

Website:
https://www.umaryland.edu/cits/service-catalog/eduroam/

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Enterprise Risk Management (ERM)
Initially developed as a business management framework, a model now embraced in higher education and adopted at UMB. The process involved identification of risks and opportunities relevant to the University's objectives, followed by assessment of likelihood, and impact magnitude, response strategies, and progress monitoring.

Website:
https://www.umaryland.edu/about-umb/offices/operations-and-planning/enterprise-risk-management/

Environmental Health and Safety (EHS)
Division within the HRPP charged to protect University workers, patients, research subjects, the environment, and the community from exposure to hazardous materials while protecting the integrity of experimental materials. The EHS Division assists researchers conducting risk assessments and providing guidance to University personnel on the practices, safety equipment, and facilities under which hazardous materials can be safely used and ensures that researchers and laboratories on campus are in compliance with University policies and regulatory requirements for working with hazardous materials.

Website:
http://www.umaryland.edu/ehs/

ERM Steering Committee
A senior level committee appointed by the UMB president, comprised of a broad cross-section of individuals familiar with the varied aspects of the University's operations, charged with general management and implementation of the UMB ERM program.

Website:
https://www.umaryland.edu/about-umb/offices/operations-and-planning/enterprise-risk-management/structure/

eUMB
Integrated Oracle/PeopleSoft application suite providing staff access to business functions and human resource and financial data.

Website:
http://www.umaryland.edu/eumb/

Faculty Senate
Body made up of representatives of all schools at UMB, participating in a shared governance partnership within UMB and the USM.

Website:
https://www.umaryland.edu/about-umb/university-leadership/faculty-senate/

Family Educational Rights and Privacy Act (FERPA)
Federal law protecting the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Website:
http://cf.umaryland.edu/umpolicies/usmpolicyInfo.cfm?polid=107

Foundations of Research and Critical Thinking (FRCT)
Course component of the ACCEL-Med initiative of the SOM; required course designed to stimulate critical thinking and enhance medical students' acuity and inquisitiveness to prepare for the challenges of clinical practice or research.

Website:
http://medschool.umaryland.edu/Secondary-Pages/Research/ACCEL-Med/Foundations-of-Research-and-Critical-Thinking-Course.asp

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General Clinical Research Center (GCRC)
The center provides resources and support to UMB investigators who have the need to conduct patient-oriented clinical research. These may be studies funded by federal sources, foundations, industry, and other sources. GCRC resources include nursing support and the facilities for inpatient and outpatient data collection and patient care.

Website:
http://medschool.umaryland.edu/GCRC/

Geriatrics and Gerontology Education and Research Program (GGEAR)
Interprofessional program at UMB to enhance health professional training in geriatrics and gerontology; funded by the state of Maryland.

Website:
https://www.umaryland.edu/gerontology/programs-and-centers/geriatrics-and-gerontology-education-and-research-program/

Graduate Program in Life Sciences (GPILS)
Graduate programs at UMB offering research training in basic, biomedical, clinical, and population sciences. Eight PhD granting graduate programs and four MS level programs are available.

Website:
http://lifesciences.umaryland.edu/default.aspx

Health Insurance Portability and Accountability Act of 1996 (HIPAA)
Federal rules designed in part to protect the privacy of a person's health care information.

Website:
http://medschool.umaryland.edu/hipaa/faq.asp

HS/HSL Innovation Space
Work space within the Health Sciences and Human Services Library (HS/HSL) providing equipment and support for hands-on learning experiences with makerspace technology. Equipment includes 3D printers, scanners, and other tools for modeling and production. Library staff members offer orientation and workshops on a regular basis.

Website:
https://www.hshsl.umaryland.edu/services/ispace/

Human Research Protection Program (HRPP)
A comprehensive system to ensure the protection of the rights and welfare of subjects in human research. The program is constituted from the HRPP Plan, which outlines all roles and responsibilities that must be followed by individuals and committees involved in human research activities.

Website:
http://www.umaryland.edu/hrp/for-researchers/investigator-manual/

Human Resources Protection Office (HRPO)

Coordinating office for the HRPP providing support for the IRB, which conducts ethical and scientific review, compliance, and oversight activities for research conducted under the purview of UMB.

Website:
https://www.umaryland.edu/hrp/hrp-office/

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IDEA Center

A nonprofit organization supporting evaluation to improve learning in higher education through research, assessment, and professional development. IDEA uses a range of nationally normed, research-driven, flexible assessment services to help faculty members solicit feedback and evaluate teaching related to curricular goals and learning measurement. They also assist deans, administrators, and department chairs assess their success meeting institutional objectives.

Website:
http://ideaedu.org/about-us/

Institute for Genome Sciences (IGS)

Institute of the SOM founded in 2007. Investigations focus on use of genomic tools in clinical research and applications in agriculture, environmental science, and biodefense.

Website:
http://www.igs.umaryland.edu/

Institute of Human Virology (IHV)

Institute of the SOM founded in 1996 as a partnership with Maryland, Baltimore, USM, and UMMS. IHV's work centers on developing treatment, cure, and prevention of chronic viral diseases.

Website:
http://www.ihv.org/about/ihv.html

Institutional Animal Care and Use Committee (IACUC)

Committee within the SOM responsible for review and approval of the use of animals in research, teaching, and other activities.

Website:
http://medschool.umaryland.edu/iacuc/

Institutional Biosafety Committee (IBC)

The committee within the EHS Division charged to review recombinant and synthetic nucleic acid molecule research conducted at or sponsored by UMB for compliance with NIH guidelines. The IBC also provides oversight of research conducted with microorganisms pathogenic to humans, plants, or animals; research using Biological Select Agents and Toxins (BSAT); and research using human tissue, blood, or cell cultures. IBC coordinates protocol review with the IRB or IACUC when review by both committees is required.

Website:
http://www.umaryland.edu/ehs/research-registration/ibc-charter/

Institutional Review Board (IRB)

Committee that has been formally designated to approve, require modifications in planned research prior to approval, or disapprove research. IRBs are responsible for critical oversight functions for research conducted on human subjects.

Website:
https://www.umaryland.edu/hrp/institutional-review-board-irb/

Interprofessional Student Learning & Service Initiatives (ISLSI)

Centralized office coordinating activities, programs, and services that enhance student life through celebrating diversity, encouraging service learning, and supporting leadership development and interdisciplinary activity.

Website:
http://www.umaryland.edu/islsi/what-we-do/

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JustAdvice Clinic
A one-semester course through the SOL engaging students in biweekly brief legal advice sessions that aim to address Maryland's justice gap. Students in the JustAdvice Clinic conduct intake interviews, identify and research legal issues, and work with volunteer attorneys to give brief legal advice to individuals seeking assistance at JustAdvice sessions.

Website:
http://www.law.umaryland.edu/programs/clinic/ initiatives/justadvice/index.html

Kuali Coeus
UMB's web-based system for electronic research administration from proposal through award and compliance.

Website:
http://www.umaryland.edu/kualicoeus/

Laurel College Center (LCC)
A regional higher education center in Laurel, Md., offering degree programs from five public community colleges and universities, including the SON. The program offers the RN-to-BSN for registered nurses pursuing expanded education and career opportunities.

Website:
http://www.nursing.umaryland.edu/academics/ undergrad/rn-bsn/

Liaison Committee on Medical Education (LCME)
Accrediting authority for medical education programs leading to the MD degree in the United States and Canada.

Website:
http://www.lcme.org/about.htm

Managing for Results (MFR)
Strategic planning, performance measurement, and budgeting process used by the Maryland Department of Budget and Management emphasizing use of resources to achieve measurable results, accountability, efficiency, and continuous improvement in state government programs.

Website:
http://www.dbm.maryland.gov/Pages/ ManagingResultsMaryland.aspx

Maryland Dental Competency Statements
Outline of educational outcomes expected from graduates of the School of Dentistry, as developed by its faculty.

Website:
https://www.dental.umaryland.edu/media/sod/ academic-affairs/Competencies-and-Competency- Examinations_2014.pdf

Maryland Higher Education Commission (MHEC)
Maryland's higher education coordinating board responsible for establishing statewide policies for public and private colleges and universities and for-profit career schools, and administration agency for state financial aid programs that affect students.

Website:
http://www.mhec.state.md.us/higherEd/about/ index.asp

Maryland Office of Legislative Audits
State unit that conducts audits and evaluations of Maryland state government agencies and local school systems. Part of the Department of Legislative Services, which provides staff support for the Maryland General Assembly.

Website:
https://www.ola.state.md.us/

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Maryland Poison Center (MPC)
The center has operated since 1972 and provides poisoning treatment advice, education, and prevention services. MPC is part of the Department of Pharmacy Practice and Science at the SOP, and is certified by the American Association of Poison Control Centers (AAPCC) as a regional poison center.

Website:
http://www.mdpoison.com/

Mediasite
Video repository for class lectures and other school-related events; used by all schools at UMB and accessed with myUMB login.

Website:
http://mediasite.umaryland.edu/

MPowering the State
Collaborative working arrangement between UMB and UMCP to advance interdisciplinary research, expand educational opportunities, and share resources.

Website:
http://mpower.maryland.edu/

myUM Portal
Online gateway to campus resources; configured to provide information and systems based on user profiles.

Website:
https://www.umaryland.edu/cits/service-catalog/myum-portal/

Objective Structured Clinical Examinations (OSCE)
A multipurpose tool used to evaluate health care professionals in a clinical setting; assessing competence based on objective testing through direct observation. Examinees perform a variety of clinical tasks within a specified time period against criteria.

Website:
http://ome.umaryland.edu/sp.shtml

Office of Accountability and Compliance (OAC)
Office established in 2012 to develop and maintain a Universitywide collaborative accountability framework that promotes and fosters a pervasive culture of accountability and transparency.

Website:
https://www.umaryland.edu/oac/about/mission-and-vision-/

Office of Budget and Planning (OBP)
Office supports academic and other University units in maintaining and providing financial information and services. It 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.

Website:
http://www.umaryland.edu/af/

Office of Capital Budget and Planning (OCBP)
Office provides capital budgeting, real estate, and planning services to the UMB community. Areas of responsibility encompass: capital budgeting including the UMB Capital Improvement Program (CIP), UMB System Funded Construction Program (SFCP), capital facilities renewal and cash funded capital projects; space management and inventory; historic preservation; exterior signage; real estate services including development, acquisitions, dispositions, and leases; and facilities master planning.

Website:
http://www.umaryland.edu/planning/

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Office of Community Engagement (OCE)
Office serving as UMB's liaison to communities across Maryland on behalf of the Office of the President.

Website:
https://www.umaryland.edu/oce/

Office of Institutional Research and Accountability (OIRA)
Office collecting and supplying verifiable data and information, conducting policy analysis, coordinating assessment and evaluation, and supporting policy and decision-making activity affecting UMB.

Website:
https://www.umaryland.edu/institutionalresearch/

Office of Research and Development (ORD)
Office handling grants and contracts administration, with responsibility to review sponsor contracts and funding agreements.

Website:
https://www.umaryland.edu/ord/

#OneBaltimore
A comprehensive public-private initiative to facilitate opportunities and focus on the immediate, short-term needs of those communities affected by April 2015's unrest and violence in Baltimore City. Initiative objectives include creating multidisciplinary, public-private sector structure to coordinate resources, collect data and information, facilitate partnerships, and focus on eliminating health, economic, education, civic disparities in the city, and facilitate civic dialogue to mobilize measurable strategies that improve Baltimore City.

Website:
http://servingonebaltimore.org/index.php

One Card
The official identification card for students, faculty, and staff on the UMB campus.

Website:
http://www.umaryland.edu/onecard/

Patients, Pharmacists, Partnerships (P³) Program
A collaborative program coordinated by the Center for Innovative Pharmacy Solutions at the SOP in partnership with the Maryland Pharmacists Association, the Maryland General Assembly, and the Maryland Department of Health and Mental Hygiene. P³ is an employee-centered health promotion program that is customized for self-insured employers, patient-centered medical home practices, managed care organizations, and employee wellness programs. Services are designed to improve medication adherence and disease management.

Website:
https://www.pharmacy.umaryland.edu/programs/p3/

Performance Development Program (PDP)

UMB's formal process for employee evaluation and development to clarify goals, objectives, and expectations necessary to achieve success. Supervisor/employee collaboration is required with an evaluation completed at the end of each performance cycle.

Website:
https://www.umaryland.edu/hrs/performace-development/

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**Peter Lamy Center
for Drug Therapy and Aging**
Located in the Department of Pharmaceutical Health Services Research in the SOP, the center is dedicated to improving drug therapy for aging adults through innovative research, education, and clinical initiatives. It conducts educational programming partnerships with managed and long-term care organizations and provides students, practitioners, and the elderly with up-to-date and accessible information on the best practices in geriatric pharmacotherapy. The center funds a geriatric residency program, community outreach programs, and produces patient/provider education materials.

Website:
http://www.pharmacy.umaryland.edu/centers/lamy/

President's Student Leadership Institute (PSLI)
A co-curricular certificate program designed to expose students to contemporary issues in leadership and professional development to prepare participants for professional leadership in a diverse workplace. PSLI is an interprofessional program creating opportunities for students in different fields to interact and learn from one another.

Website:
https://www.umaryland.edu/islsi/presidents-initiatives/presidents-student-leadership-institute/

**President's Symposium
and White Paper Project**
Interprofessional initiative that engages faculty, staff, and students from all UMB schools and academic programs in a yearlong conversation on a topic of interest and importance to the University and its community. Topics to date have included civility, community engagement, cultural competence, interprofessional education, and urban renewal.

Website:
https://www.umaryland.edu/islsi/presidents-initiatives/symposium-and-white-paper-project/#d.en.35221

Procedure Library
Collected and indexed routine business procedures of campus support services in the areas of Administration, Financial Affairs, Human Resources, and Research organized to facilitate efficiencies in operations.

Website:
https://www.umaryland.edu/procedures/

Quality Matters (QM)
A faculty-centered peer review process of quality assurance and continuous improvement in online course design. QM certified AIDE staff facilitate the program on campus utilizing peer review and a rubric.

Website:
http://www.umaryland.edu/aide/services/qm/

**R Adams Cowley Shock Trauma Center
(Shock Trauma Center)**

Integrated trauma hospital within the University of Maryland Medical Center.

Website:
http://umm.edu/programs/shock-trauma

Radiation Safety Committee (RSC)

The committee develops policies and performs oversight functions having to do with use of radioactive material at UMB. To ensure that radioactive material will be used safely, this includes review of training programs, equipment, facilities, supplies, and procedures; ensuring that such material is used in compliance with federal and state regulations and UMB's licenses.

Website:
https://www.umaryland.edu/ehs/programs/radiation-safety/radiation-safety-committee/

RAVEN
User reporting tool for viewing or downloading Kuali Coeus data and financial data.

Website:
https://www.umaryland.edu/kualicoeus/raven-reports/

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School of Dentistry (SOD)

The University of Maryland School of Dentistry, the world's first dental college, celebrated its 175th anniversary in 2015.

School of Law (Maryland Carey Law, SOL)

The University of Maryland Francis King Carey School of Law was established in 1816, began regular instruction in 1824, and is the third oldest law school in the nation.

School of Medicine (SOM)

Established in 1807, the University of Maryland School of Medicine is the first public and the fifth oldest medical school in the United States.

School of Nursing (SON)

Formed in 1889, the University of Maryland School of Nursing is one of the nation's oldest formal nursing training programs.

School of Pharmacy (SOP)

Incorporated in 1841, the University of Maryland School of Pharmacy is one of the oldest pharmacy schools in the country.

School of Social Work (SSW)

In response to growing social and cultural needs, the University of Maryland School of Social Work opened in 1961.

Social Work Community Outreach Service (SWCOS)

An initiative created in 1992 within the SSW whose work focuses primarily on social work field education, civic leadership community service, and University-community engagement. SWCOS operates four community schools throughout Baltimore City, based on a model in which local public schools become a hub for community life, offering a range of supports and services for the students, their families, and the community as a whole.

Website:

http://www.ssw.umaryland.edu/swcos/about-swcos/

Southern Management Corporation (SMC) Campus Center

Center opened in 2009 serving as the primary facility on the UMB campus for cultural, social, and recreational programs and services as well as providing a variety of meeting spaces for campus events.

Website:

https://www.umaryland.edu/campuscenter/ programs-activities-and-organizations-/

Southwest Partnership

A coalition of seven Southwest Baltimore neighborhoods aligned to position the southwest community as a vibrant part of Baltimore's future. The Southwest Partnership has produced a Vision Plan reflecting community perspectives and professional expertise. UMB has been an active partner in the organization.

Website:

http://southwestpartnershipbaltimore.org/

State Plan for Postsecondary Education, 2013-2017

A statewide plan produced every four years by MHEC that outlines the priorities and major goals for the state's postsecondary system. It is a collaborative planning process including MHEC, faculty, staff, and students from colleges, universities, and private career schools. There also are representatives from other state agencies and the business community.

Website:

http://www.mhec.state.md.us/ highered/2004plan/2004stateplan.asp

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Strategies and Tools to Enhance Performance and Patient Safety (STEPPS)
Evidence-based teamwork system for optimizing patient care by improving communication and teamwork skills among health care professionals. Employs comprehensive set of ready-to-use materials and a training curriculum to integrate teamwork principles in a variety of settings.

Website:
http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/index.html

Student Center for Global Education (SCGE)
Support center offering services to UMB students from all professional schools to find, plan, and finance opportunities for global interprofessional education.

Website:
https://www.umaryland.edu/global/about-us/student-center-for-global-education/

Student Information Management Systems (SIMS)
UMB-modified BANNER administrative software application used for central management of student admissions, registration, financial aid, housing, accounts, academic history, and other information. Also provides direct access to staff within each school for control of their own student data.

Website:
https://www.umaryland.edu/sims/

Student User Friendly System (SURFS)
Online student portal for viewing grades, financial aid, billing, and personal information, and register for classes.

Website:
https://www.umaryland.edu/fin/surfs/

UMB Alerts
The system used by the UMB Emergency Management Team to notify the campus community about emergencies and weather-related closings. Messages are sent out via campus phones and campus email accounts, and text messages to cell phones and pagers that have registered to receive messages. Alerts are available to the entire campus community.

Website:
http://www.umaryland.edu/alerts/access-umb-alerts/

UM Ventures
A joint entrepreneurial initiative of UMB and UMCP within the *MPowering the State* program, UM Ventures brings the institutions together to commercialize discoveries and engage partners in industry and social ventures with business services and expertise.

Website:
http://www.umventures.org/about-us

UMVibe (Vibe)
Web-based tool used by UMB faculty and staff for group authoring, document sharing, calendaring, and online discussion.

Website:
https://www.umaryland.edu/vibe/

Universities at Shady Grove (Shady Grove, USG)
Rockville, Md., campus partnership of nine University System of Maryland universities. Each institution, including UMB, offers a selection of their academic programs, and awards its own degrees. USG provides centralized on-site student, academic, and administrative services. One of two regional higher education centers of USM.

Website:
http://www.shadygrove.umd.edu/about

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University of Maryland, Baltimore (UMB)
University System of Maryland's founding campus is the state's public health, law, and human services university. It is comprised of six professional schools and a Graduate School, and located in West Baltimore.

Website:
http://www.umaryland.edu/about-umb/

University of Maryland, Baltimore County (UMBC)
One of 12 institutions in the University System of Maryland, UMBC is located in Catonsville, Md., approximately eight miles from downtown Baltimore and is recognized as an honors public research university with a combined graduate/undergraduate population of 14,000.

Website:
http://about.umbc.edu/

University of Maryland BioPark (BioPark)
UMB-associated research park housing enterprises focused on accelerating biotechnology commercialization and economic development in the surrounding West Baltimore community and beyond.

Website:
http://www.umbiopark.com/biopark/mission-history

University of Maryland, College Park (UMCP)
University System of Maryland's flagship campus is located within the Washington, D.C. beltway, with approximately 27,000 undergraduate and 11,000 *graduate students. Partners with UMB in the MPowering the State* initiative.

Website:
http://www.umd.edu/

University of Maryland Faculty Physicians, Inc. (FPI)
Faculty clinical practices of UMB SOM physicians.

Website:
https://www.fpi.umaryland.edu/default.asp

University of Maryland Medical Center (UMMC)
816-bed facility located on the west side of downtown Baltimore, providing tertiary and quaternary care to the state and region. Founded in 1823, it is one of the oldest academic medical centers in the United States.

Website:
http://umm.edu/about

University of Maryland Medical System (UMMS)
Private, nonprofit multi-hospital system of which the UMMC is part. Provides academic, community, and specialty services throughout Maryland.

Website:
http://umms.org/about

University Recreation & Fitness (URecFit)
Division within CLS providing comprehensive programs supporting cultural, spiritual, emotional, and social development, lifelong learning and positive lifestyle changes for UMB faculty, staff, and students.

Website:
http://www.umaryland.edu/urecfit/about-us/

University Student Government Association (USGA)
Campuswide student senate representing all UMB students from the six professional schools and the Graduate School.

Website:
http://www.umaryland.edu/usga/about-us/

University System of Maryland (USM)
Maryland's public higher education system, comprised of 12 institutions, two regional higher education centers, and a system office.

Website:
http://www.usmd.edu/

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University System of Maryland Board of Regents (USM BOR)
A 17-member board, including one full-time student, who govern the University System of Maryland and serve without compensation. Appointed by the governor, the regents oversee the system's academic, administrative, and financial operations; formulate policy; and appoint the USM chancellor and the presidents of the system's 12 institutions.

Website:
http://www.usmd.edu/regents/

University System of Maryland at Hagerstown (USMH)
Regional higher education center of the USM in Western Maryland, offering more than 20 upper division undergraduate and graduate programs from six system institutions.

Website:
http://www.hagerstown.usmd.edu/about

Wellness Hub
Program started in 2010 supporting UMB students through wellness and academic-life balance resources through interdisciplinary workshops and lectures and one-on-one services.

Website:
http://www.umaryland.edu/wellness/about-us/

White Coat Ceremony (SOM)
Annual ceremony in which entering first-year medical students receive traditional white coats and recite the Hippocratic Oath, acknowledging acceptance of the obligations of the medical profession. Similar events also are held by the SOP and SON.

Website:
http://medschool.umaryland.edu/osa/white_coat.asp

APPENDICES