

2016



MIDDLE STATES

Self Study

Self-Study Town Hall Session

Working Group #2 – Research, Scholarship and Entrepreneurship

Steering Committee Co-Chairs

Dean Natalie Eddington

Dr. Roger Ward

September 9, 2015

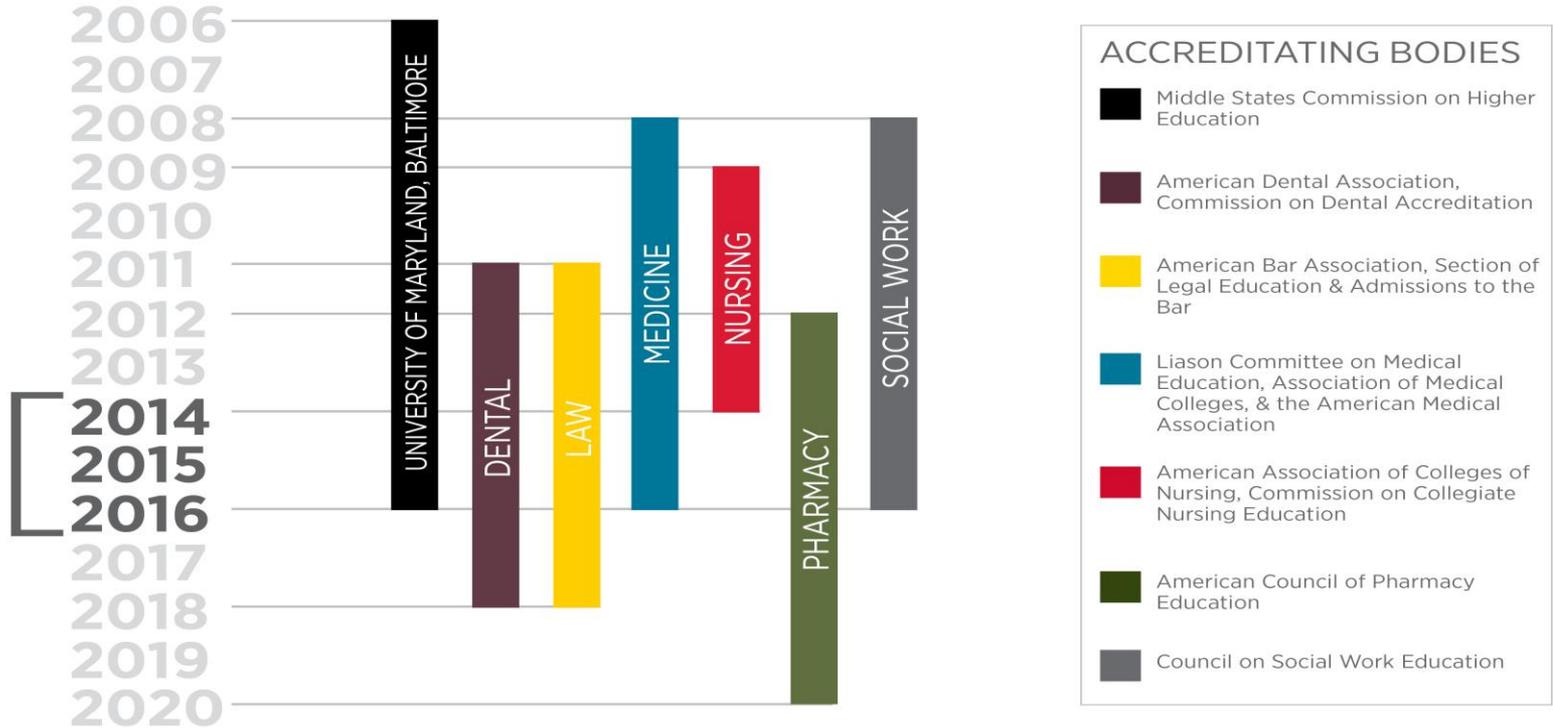
Town hall objectives

1. Provide information to the UMB community on the self-study organization and process.
2. Allow participants to hear a summary of the standards associated with the theme, compliance with the standards, and the subsequent recommendations resulting from the workgroup's research.
3. Allow participants to provide feedback on the recommendations.

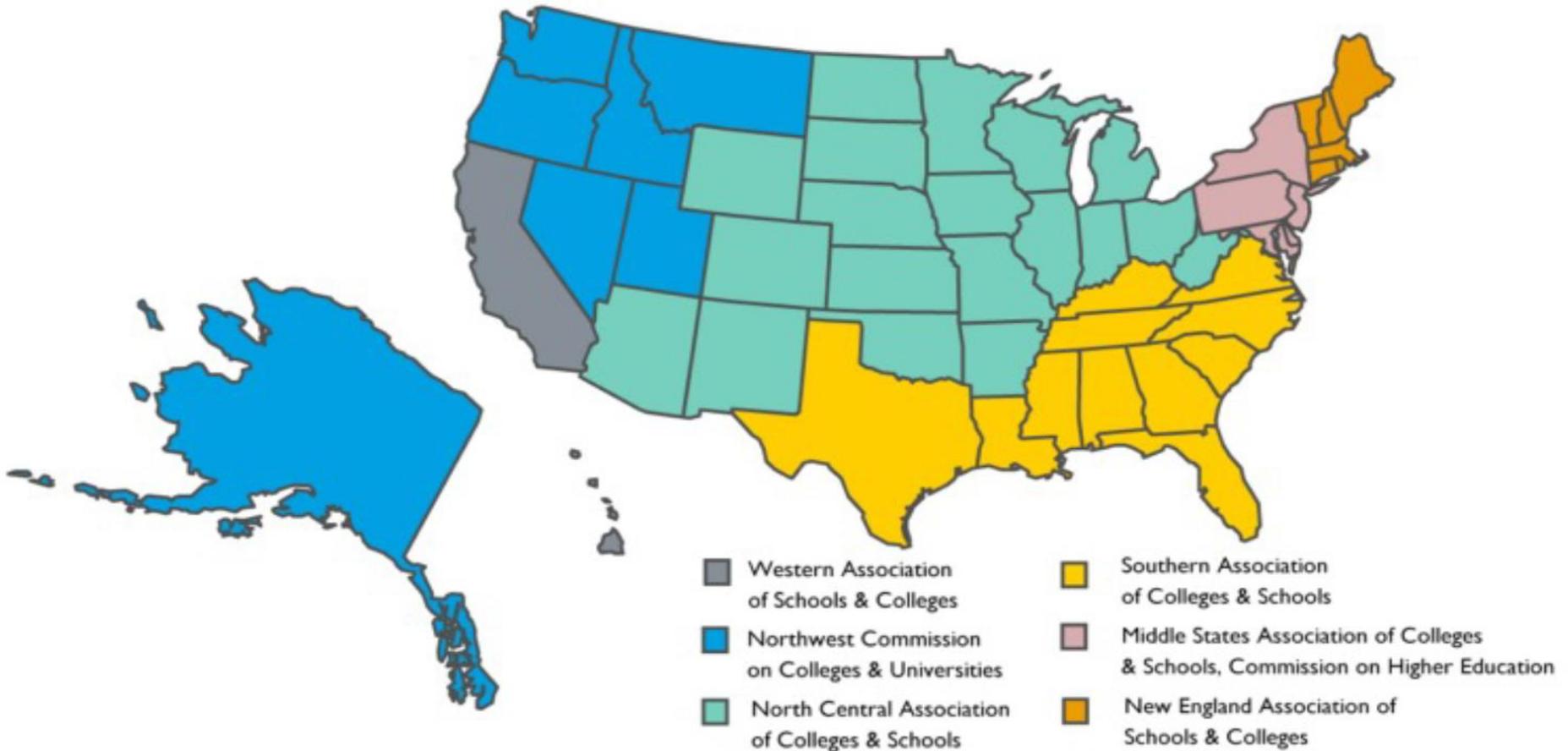
Understanding accreditation at UMB

- UMB has a very active cycle and culture of accreditation.
- Each professional school is accredited by a specialty accrediting body.
- In some schools accreditation also happens at the program level.

PROFESSIONAL SCHOOL ACCREDITATION STATUS & SCHEDULE
UNIVERSITY OF MARYLAND, BALTIMORE



Accreditation at the national level



What is Middle States?

- The Middle States Commission on Higher Education (MSCHE) is one of the recognized regional accreditors.
- Regional accreditors accredit entire institutions, not individual programs, units, or locations.
- MSCHE accredits colleges and universities primarily in its region: Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

Significance & Importance

- The Middle States accreditation is separate and apart from the process each of our professional schools and their associated programs undergo routinely.
- Unlike the school-based accreditations, the Middle States accreditation is the certification we need to continue to receive federal funds to support our education and research missions.
- Without Middle States accreditation, programs in the schools would be at risk.

UMB accreditation history

- UMB was first accredited by MSCHE in 1921.
- The most recent on-site evaluation was April 2006.
- The most recent Periodic Review Report was submitted in June 2011.
- In November 2011 MSCHE reaffirmed accreditation.
- The next evaluation visit is scheduled for spring 2016.

The self-study: two audiences, two purposes

- The primary audience is the institution's own community.
- The secondary audience includes external (or public) constituencies.
- The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement.
- The second purpose of the self-study is to demonstrate to external audiences that the institution meets the Commission's standards for accreditation.

Middle States accreditation standards

- The “Characteristics of Excellence in Higher Education” are a set of fourteen (14) standards with which UMB must demonstrate compliance to maintain accreditation with MSCHE.
- The standards focus on two fundamental questions:
 1. Are we, as an institutional community, achieving what we want to achieve?
 2. What should we do to improve our effectiveness in achieving our fundamental aims?

Middle States accreditation standards

Institutional Context

1. Mission and Goals
2. Planning, Resource Allocation and Institutional Renewal
3. Institutional Resources
4. Leadership and Governance
5. Administration
6. Integrity
7. Institutional Assessment

Educational Effectiveness

8. Student Admissions and Retention
9. Student Support Services
10. Faculty
11. Educational Offerings
12. General Education
13. Related Educational Activities
14. Assessment of Student Learning

Steps in the Self-Study 2016 cycle

- ✓ UMB participated in MSCHE Self-Study Institute.
- ✓ Self-Study Logistics Coordinating Committee established.
- ✓ President appointed Steering Committee Co-Chairs:
 - Dean Natalie Eddington, School of Pharmacy
 - Dr. Roger Ward, Academic Affairs
- ✓ USM Board of Regent designee identified.
 - Regent Louise Gonzales
- ✓ Established and charged the Self-Study Steering Committee.

Steps in the Self-Study 2016 cycle

- ✓ Officially launch the self-study process (February 2014).
- ✓ Draft and submit Self-Study Design Report to MSCHE (March 6, 2014).
- ✓ Host site visit of Middle States liaison (March 20, 2014).
- ✓ Establish work-groups around specific themes (March 2014).
- Engage the university community (March 2014...2016)
- Host evaluation team chair in November 2015
- Host evaluation team in April 2016

Team chair and evaluation team visits

Team Chair Selected:

Dr. Denise V. Rodgers, MD, vice chancellor for interprofessional programs at Rutgers Biomedical and Health Sciences.



- **Team Chair Preliminary Visit:** Tuesday & Wednesday, **November 10 – 11, 2015.**
- **Evaluation Team Visit:** Sunday to Wednesday, **April 3 - 6, 2016.**

Self-study themes

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

Participants' role today

1. Review the recommendations in small groups
2. Complete a SWOT analysis based on template provided
3. Rank recommendations

Participants' SWOT tool

What are the strengths of this recommendation?

What improvements would you make to this recommendation?

What specific opportunities and/or initiatives would this recommendation advance at UMB?

What are the obstacles to implementing this recommendation?

Participants' ranking of recommendations

Rank-order this list from 1 to 4, where 1 represents the most important priority and 4 represents the least important priority.

- Advance a culture from the University to the School and faculty leadership that values conventional and non-traditional funding sources as a means for professional advancement.
- Campus leadership need to embrace and champion cultural (macro-organizational) changes to reduce inter- and intra-school “silos” that discourage interdisciplinary collaborations in research, teaching, and scholarship.
- Centralized governance and decisions about teaching with technology with campus resources available to all Schools.
- Advocate for ethics and integrity through a campus-wide collaborative program.

2016



MIDDLE STATES Self Study

Middle States Town Hall

September 9, 2015

Working Group #2

Research, Scholarship, and Entrepreneurship

Co-Chairs

Kathy Byington

Peter Swaan

Our Charge

Demonstrate UMB's Compliance with four Middle States Standards:

1. Standard 3: The human, financial, technical, 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.
2. Standard 5: The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.
3. Standard 6: 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.
4. Standard 10: The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Our Charge, continued

Respond to research questions developed by UMB's Steering Committee:

1. What strategies can UMB adopt to diversify the sources of funding for biomedical and social sciences research?
2. How can the University enhance its research environment to make the institution more competitive in securing grants and awards?
3. How can UMB nurture, promote, and sustain an environment where innovation and entrepreneurship in teaching, research, and scholarship are recognized, rewarded and encouraged?
4. How can UMB continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?

Standard 3: Institutional Resources

“The human, financial, technical, 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.”

Compliance Status Standard 3

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 3

| Standard 3 – Institutional Resources | | Grade | | |
|--------------------------------------|---|-------|---|--|
| 1 | Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals; | X | | |
| 2 | Rational and consistent policies and procedures in place to determine allocation of assets; | X | | |
| 3 | An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations; | X | | |
| 4 | A financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections. | X | | |
| 5 | A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation; | X | | |
| 6 | Recognition in the comprehensive plan that facilities are adequately supported and staffed to accomplish the institution's objectives for student learning | | X | |
| 7 | An educational and other equipment acquisition and replacement process and plan as appropriate to the educational programs and support services | | X | |
| 8 | Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place | X | | |
| 9 | An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter; | X | | |
| 10 | Periodic assessment of the effective and efficient use of institutional resources. | X | | |

 Documented evidence of complete compliance

 Documented evidence of compliance in a few but not all areas of UMB

 No documented evidence of compliance

Standard 5: Administration

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

Compliance Status Standard 5

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 5

| Standard 5 – Administration | | Grade | | |
|-----------------------------|---|-------|--|--|
| 1 | A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution; | X | | |
| 2 | A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission; | X | | |
| 3 | Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions; | X | | |
| 4 | Qualified staffing appropriate to the goals, type, size, and complexity of the institution; | X | | |
| 5 | Adequate information and decision-making systems to support the work of administrative leaders; | X | | |
| 6 | Clear documentation of the lines of organization and authority; | X | | |
| 7 | Periodic assessment of the effectiveness of administrative structures and services. | X | | |

- Documented evidence of complete compliance
- Documented evidence of compliance in a few but not all areas of UMB
- No documented evidence of compliance

Standard 6: Integrity

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

Compliance Status Standard 6

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 6

| Standard 6 – Integrity | | Grade | | |
|------------------------|--|-------|--|--|
| 1 | Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably; | X | | |
| 2 | Fair and impartial practices in the hiring, evaluation and dismissal of employees; | X | | |
| 3 | Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities | X | | |
| 4 | Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies | X | | |
| 5 | A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom; | X | | |
| 6 | An institutional commitment to principles of protecting intellectual property rights; | X | | |
| 7 | A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives; | X | | |
| 8 | Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices; | X | | |
| 9 | Required and elective courses that are sufficiently available to allow students to graduate within the published program length; | X | | |

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 Documented evidence of compliance in a few but not all areas of UMB

 No documented evidence of compliance

Fundamental Elements – Standard 6

| Standard 6 – Integrity | | Grade | | |
|------------------------|--|-------|--|--|
| 10 | Reasonable, continuing student access to paper or electronic catalogs; | X | | |
| 11 | When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically; | X | | |
| 12 | When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated; | X | | |
| 13 | Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner. | X | | |
| 14 | Availability of factual information about the institution is reported and made publicly available to the institution's community; | X | | |
| 15 | Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered; | X | | |
| 16 | Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation; | X | | |
| 17 | Fulfillment of all applicable standards and reporting and other requirements of the Commission; | X | | |
| 18 | Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented. | X | | |

 Documented evidence of complete compliance

 Documented evidence of compliance in a few but not all areas of UMB

 No documented evidence of compliance

Standard 10: Faculty

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

Compliance Status Standard 6

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 10

| Standard 10 – Faculty | | Grade | | |
|-----------------------|---|-------|---|--|
| 1 | Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, | X | | |
| 2 | Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified; | X | | |
| 3 | Faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth; | X | | |
| 4 | Appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service; | | X | |
| 5 | Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service; | X | | |
| 6 | Published and implemented standards and procedures for all faculty and other professionals based on principles of fairness with due regard for the rights of all persons; | X | | |
| 7 | Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution; | X | | |
| 8 | Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty; | X | | |
| 9 | Adherence to principles of academic freedom, within the context of institutional mission; | X | | |
| 10 | Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs. | X | | |

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Research Questions

Methodological Approach

| Research Question | Methodological Steps |
|--|---|
| 1. What strategies could UMB adopt to diversify the sources of funding for biomedical and social sciences research? | <ol style="list-style-type: none"> 1. Subcommittee of subject matter experts 2. Gather supporting documentation & data 3. Survey campus stakeholders 4. Interview key campus leaders 5. Analyze data 6. Formulate recommendations |
| 2. How could the University enhance its research environment to make the institution more competitive in securing additional grants and awards such as a Clinical and Translational Science Awards (CTSA)? | |
| 4. How could UMB continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities? | |
| 3. How could UMB nurture, promote, and sustain an environment where innovation and entrepreneurship in teaching, research, and scholarship are recognized, rewarded, and encouraged? | <ol style="list-style-type: none"> 1. Review financial aid data 2. Academic Affairs Deans input 3. Middle States survey 4. Working Group discussion and analysis |

Major Findings Research Questions 1 & 2

1) What strategies could UMB adopt to diversify the sources of funding for biomedical and social sciences research? 2) How could the University enhance its research environment to make the institution more competitive in securing additional grants and awards such as a Clinical and Translational Science Awards (CTSA)?

1. We have significantly increased funding through diversification of sources
2. The University and School leadership could do more to support and recognize the diversity of funding
3. Diversity of funding should be more recognized in promotion and tenure processes
4. University leadership needs to create an environment and organizational culture that encourages cross school collaboration
5. School leadership needs to encourage and value cross school collaborative research efforts

Major Findings Research Question 3

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

1. UMB has made significant investment in support of entrepreneurship and commercialization
2. Reducing the silos between the schools holds the most potential to increase innovation across teaching, research, and scholarship
3. USM change in policy to private entrepreneurship in promotion & tenure needs to be consistently operationalized in school policies
4. Interprofessional education is a strong focus, but it needs to be embedded in all educational programs - structural barriers remain in IPE

Major Findings Research Question 4

How could UMB continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?

1. There is a commitment to upholding the Core Values; however, it is recommended that there be an expanded program to create a culture of accountability, integrity, and transparency.

Recommendations

1. Advance a culture from the University to the School and faculty leadership that values conventional and non-traditional funding sources as a means for professional advancement.
2. Campus leadership need to embrace and champion cultural (macro-organizational) changes to reduce inter- and intra-school “silos” that discourage interdisciplinary collaborations in research, teaching, and scholarship.
3. Centralized governance and decisions about teaching with technology with campus resources available to all Schools.
4. Advocate for ethics and integrity through a campus-wide collaborative program.

Participants' ranking of recommendations

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Questions and Comments

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