

SELF-STUDY DESIGN

June 15, 2023

To the
Middle States Commission
on Higher Education



MIDDLE STATES
Accreditation

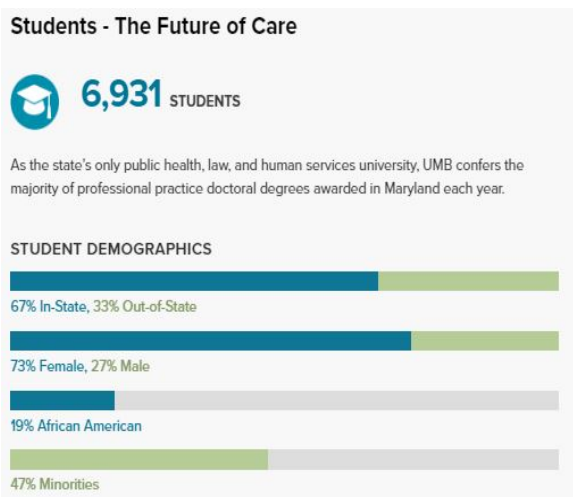
Table of Contents

I.	ORGANIZATIONAL STRUCTURE AND INSTITUTIONAL OVERVIEW.....	3
A.	University of Maryland, Baltimore	3
B.	Higher Education in Maryland.....	4
C.	Mission.....	6
D.	Commitment to the Community.....	7
E.	Strategic Plan	7
F.	Core Values.....	7
G.	Key Programs.....	8
H.	Professional and Graduate Schools	8
	SCHOOL OF DENTISTRY	8
	GRADUATE SCHOOL.....	9
	SCHOOL OF MEDICINE.....	10
	SCHOOL OF NURSING.....	10
	SCHOOL OF PHARMACY.....	11
	SCHOOL OF SOCIAL WORK.....	12
	FRANCIS KING CAREY SCHOOL OF LAW	12
I.	Accreditation and Assessment	13
J.	Strategic Partnerships.....	15
K.	Carnegie Classification	18
II.	INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY	19
A.	Near-Campus Vibrancy.....	19
B.	Strategic Enrollment Growth	20
C.	Equity, Diversity, and Inclusion Integration	20
D.	Institutional Effectiveness.....	21
III.	INTENDED OUTCOMES OF THE SELF-STUDY.....	21
IV.	SELF-STUDY APPROACH.....	21
V.	ORGANIZATIONAL STRUCTURE OF STEERING COMMITTEE AND WORKING GROUPS	22
A.	Planning for the Self-Study	22
B.	Steering Committee Membership.....	23
C.	Logistics Committee Membership	25
D.	Working Groups.....	26
VI.	GUIDELINES FOR REPORTING	32
VII.	ORGANIZATION OF THE FINAL SELF-STUDY REPORT	32
VIII.	VERIFICATION OF COMPLIANCE STRATEGY	33
IX.	SELF-STUDY TIMETABLE.....	34
X.	COMMUNICATIONS PLAN.....	36
XI.	EVALUATION TEAM PROFILE.....	37
XII.	STRATEGIES FOR MANAGING THE EVIDENCE INVENTORY	38

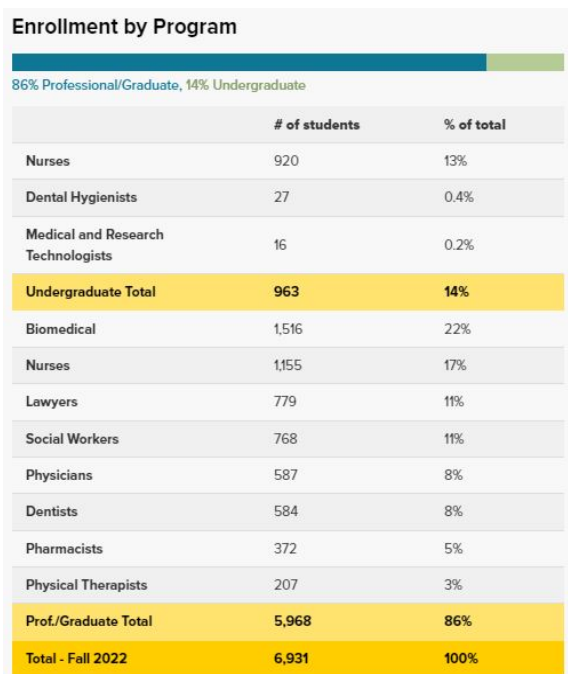
I. ORGANIZATIONAL STRUCTURE AND INSTITUTIONAL OVERVIEW

A. University of Maryland, Baltimore

The University of Maryland, Baltimore (UMB), the founding institution of the University System of Maryland, brings a 214-year history of achievement to its mission. A thriving academic center and leader in law, health care, and human services, UMB serves as a catalyst, advancing scholarship, research, clinical care, social justice, and law. UMB represents the “highest attainable education” in Maryland with many programs not offered elsewhere in Maryland. Students come to UMB from all of Maryland’s baccalaureate institutions, both public and private. When admitted, these students are at the very top of their respective fields of undergraduate study. Once enrolled at UMB, students remain through graduation¹ and go on to prestigious employment, residencies, or postdoctoral fellowships.



Enrollment in fall 2022 was 6,931, and graduate and professional students account for 86% of campus enrollment.



¹ UMB’s graduation rate is the highest in Maryland.



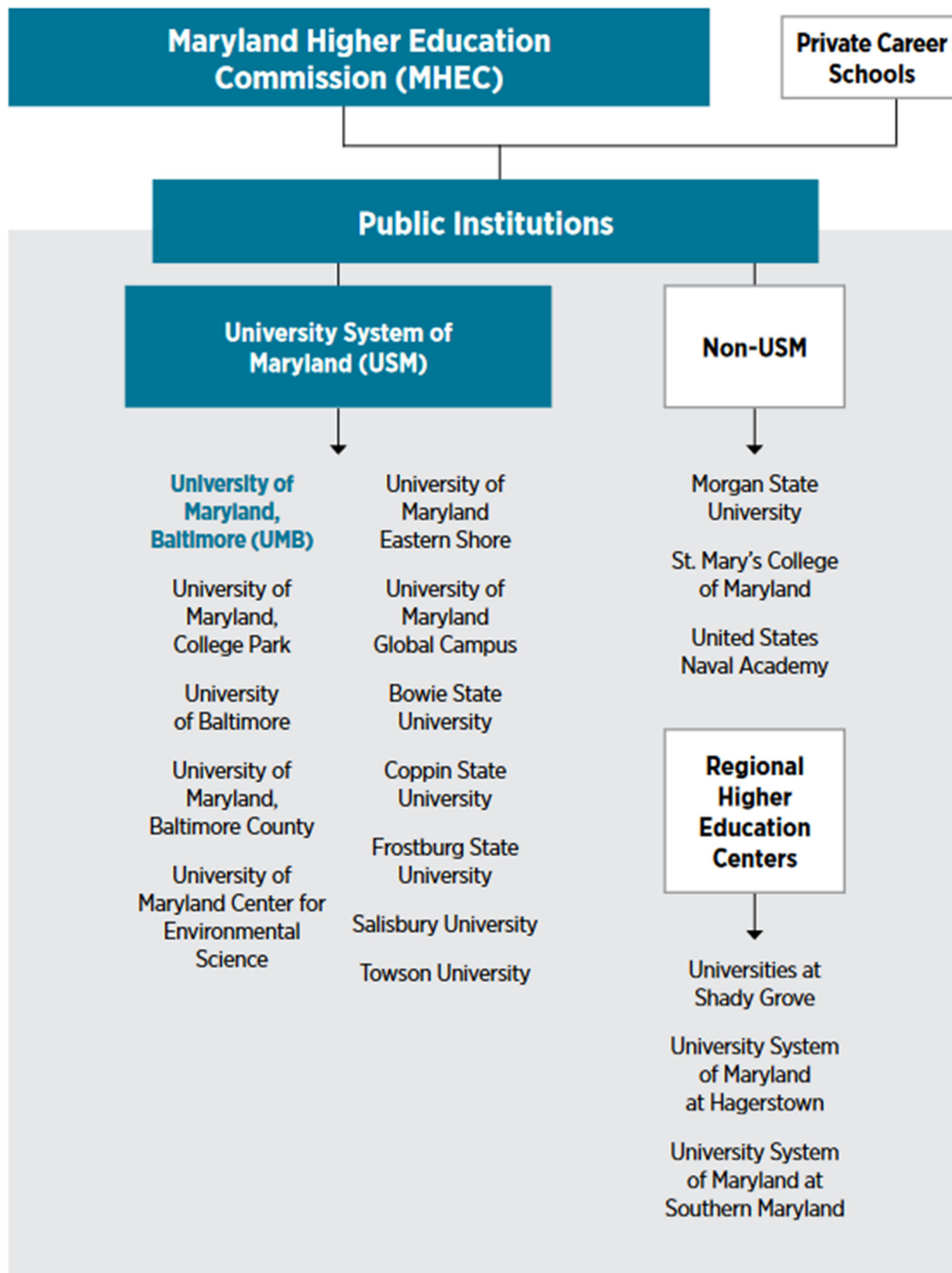
There were 8,042 employees in fall 2022, of whom more than 3,200 were faculty and nearly 800 were graduate assistants and postdoctoral fellows. A majority of employees, including faculty, identify as female. About 20% of regular full-time faculty are tenured or tenure-track, and 28% of all faculty are part-time adjuncts.

B. Higher Education in Maryland

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.

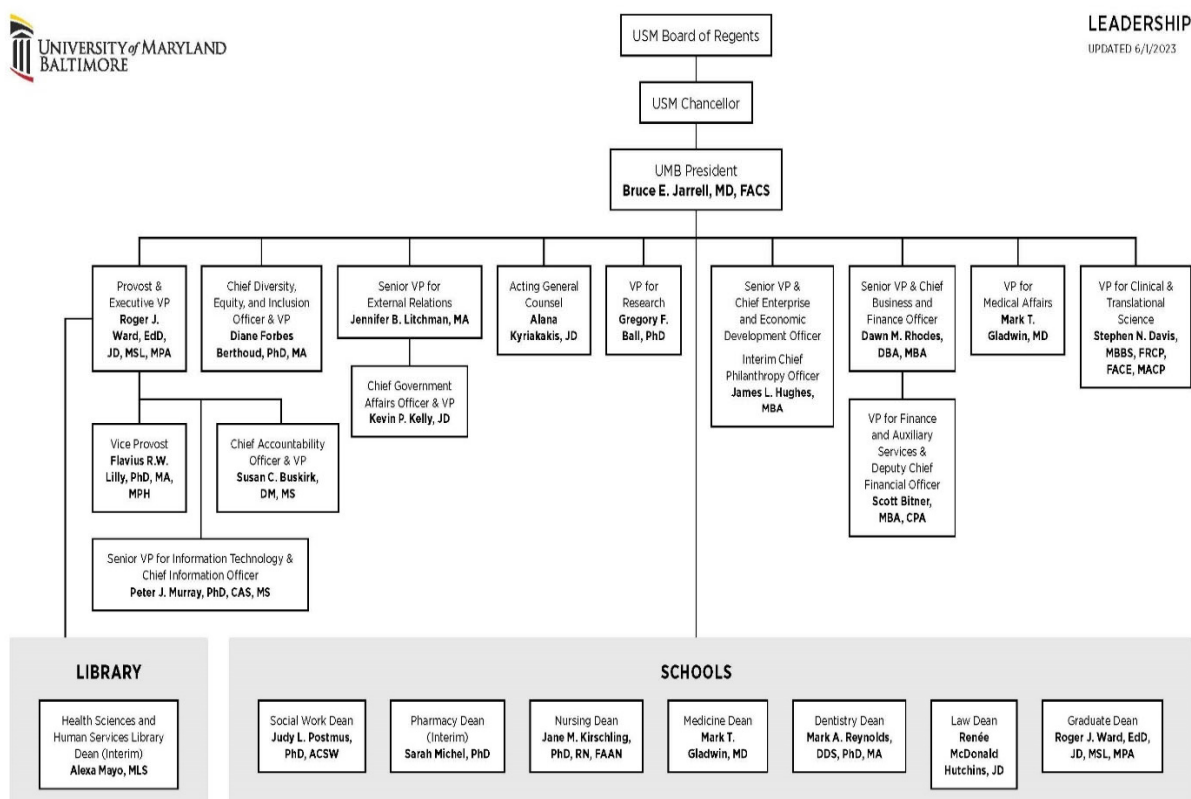
MHEC coordinates the growth and development of postsecondary education in Maryland. In keeping with the goals outlined in the State Plan for Postsecondary Education, the commission establishes statewide policies for public and private colleges and universities, and for private career schools. The commission 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 (USM).

Pursuant to Maryland law, USM is governed by a 21-member Board of Regents (BOR) appointed by the governor, president of the Maryland Senate, and speaker of the Maryland House of Delegates. Seventeen of the members serve staggered five-year terms; two members, by statute, are the Secretaries of Agriculture and Commerce, who serve *ex officio* as long as they continue in that position; and two members are USM students who serve 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.



UMB is a constituent institution of the USM. An independent unit of state government, the USM is Maryland's public higher education system. It comprises 12 institutions and three regional higher education centers, offering over 1,000 undergraduate and graduate/professional degree programs to 171,130 students at 120 sites worldwide. USM is the 15th-largest university system in the nation. This dynamic system of leadership and governance enables UMB to fully realize its mission and goals.

The BOR, 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, who report directly to the president. The dean of the graduate school, also appointed by the president, reports to the provost. The president of UMB also appoints administrative officers of the University, including the provost.



C. Mission

The mission of the University of Maryland, Baltimore is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

D. Commitment to the Community

UMB maintains a deeply committed partnership with the greater Baltimore area. As a prominent anchor institution, UMB students, faculty, and staff annually provide more than 2 million hours of volunteer service to external partners, constituencies, and stakeholders. In addition to its steadfast volunteer service, UMB's \$1.2 billion annual budget generates more than 18,000 jobs each year and produces more than \$2.8 billion in annual economic activity.

E. Strategic Plan

UMB recently adopted its 2022-2026 Strategic Plan, which is integrated with the University's core values. The planning process has shifted to each school and administrative unit, with each having developed, within the context of its own strategic plan, "SMART Goals" that map to the outcomes in the UMB Strategic Plan. The plan, available at www.umaryland.edu/about-umb/strategic-plan, was created from the work of a multitude of faculty, staff, students, partners, and friends who dedicated tremendous time and energy to its completion. Hundreds more participated in virtual 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.

Six 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 outcomes for each theme. The themes are as follows:

- Accountability and Integration of Core Values
- Student Growth and Success
- University Culture, Engagement, and Belonging
- Innovation and Reimagination
- Community Partnership and Collaboration
- Global Engagement and Education

F. Core Values

According to President Bruce E. Jarrell, MD, FACS, at "the University of Maryland, Baltimore, our core values demonstrate what we stand for and serve as a guide to how we behave. By acting on our core values, using them to guide our everyday interactions, we make UMB a place where everyone feels welcome, has a sense of belonging, and is supported to success." The implementation of the Strategic Plan is guided by our core values, as defined during the planning process. They are:

- **INNOVATION AND DISCOVERY:** We imagine and explore new and improved ways to accomplish our mission through education, research, clinical care, and service.

- **EQUITY AND JUSTICE:** We embrace and are committed to diversity, and we value inclusive and just communities. We oppose racism and oppression in all their forms.
- **RESPECT AND INTEGRITY:** We value each other and hold ourselves accountable for acting ethically and transparently using compassion and empathy.
- **WELL-BEING AND SUSTAINABILITY:** We care about the welfare of our people, planet, communities, and University.

G. Key Programs

UMB enrolls over 6,900 students in six nationally ranked professional schools — dentistry, law, medicine, nursing, pharmacy, and social work — and an interdisciplinary Graduate School which is home to UMB’s Physician Assistant Program as well as Master’s and PhD programs. The University offers 90 doctoral, master’s, baccalaureate, and certificate programs, and confers most of the professional practice doctoral degrees awarded in Maryland. Adjacent to the campus are the University of Maryland Medical Center, the Baltimore Veterans Affairs Medical Center, and the University of Maryland BioPark. At one of the preeminent public research universities in the country, UMB investigators are driving medical, human health, life-science, societal, and legal advancements.

H. Professional and Graduate Schools

SCHOOL OF DENTISTRY

Formal education to prepare students for the practice of dentistry originated in 1840 when the Baltimore College of Dental Surgery (BCDS) was chartered by the General Assembly of Maryland. This represented the culmination of the efforts of Dr. Horace H. Hayden and Dr. Chapin A. Harris, two dental practitioners who recognized the need for systematic formal education as the foundation for a scientific dental profession. Together, they played a major role in establishing and promoting formal dental education and in the development of dentistry as a profession.

BCDS served as a prototype for dental schools gradually established in other American cities and originated the pattern of modern dental education, with equal emphasis on sound knowledge of general medicine and development of the skills of dentistry. Through the prominent role of its faculty and graduates and their contributions to dental and medical progress, BCDS has exerted a remarkable influence on professional dentistry.

The present dental school evolved through a series of consolidations involving the Baltimore College of Dental Surgery, founded in 1840; Maryland Dental College, founded in 1873; the Dental Department of the University of Maryland, founded in 1882; and the Dental Department of the Baltimore Medical College, founded in 1895. The final consolidation took place in 1923,

when BCDS and the Dental Department of the University of Maryland were combined to create a single entity as part of the university under state supervision and control.

Vision

Good oral health is integral to general health and quality of life. We will achieve preeminence through excellence and innovation in education, patient care, research, public service, and global engagement.

Accreditation

The University of Maryland School of Dentistry program in dental education is accredited by the Commission on Dental Accreditation. The commission is a specialized accrediting body recognized by the United States Department of Education.

GRADUATE SCHOOL

The Graduate School of the University of Maryland was formed during academic year 1918-1919. Twelve graduate students were enrolled at that time, with five departments offering graduate courses. Departments offered standard graduate work and sought to place the quality of work on par with the best graduate schools in the nation. Work in accredited research labs such as the U.S. Department of Agriculture and other agencies was accepted as partial fulfillment of the resident requirement for future degrees. The Baltimore campus of the Graduate School awarded the first master's degrees in 1924, the first PhD in 1933.

Today, the Graduate School offers graduate education and training in biomedical, health, and human service sciences. The school offers Master of Science (MS) and Doctor of Philosophy (PhD) degree programs, and postbaccalaureate certificate programs in these areas of study. The school 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 and gerontology 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 in basic and translational research. These innovative efforts, supported by research grants and contracts, are undertaken collaboratively with the National Institutes of Health, the National Science Foundation, the University of Maryland Medical Center, the Veterans Affairs Medical Center, the Institute of Human Virology, and others.

Mission

The mission of the Graduate School is to empower scholars, practitioners, and researchers to become agents of innovation and leaders of change through distinctive, relevant, and rigorous education.

Accreditation

The Physician Assistant Program, which is part of the Graduate School, is accredited by the

Accreditation Review Commission on Education for the Physician Assistant.

SCHOOL OF MEDICINE

The University of Maryland School of Medicine (UMSOM) was chartered in 1807 as the first public medical school in the United States. It continues today as one of the fastest-growing, top-tier biomedical research enterprises in the nation, with 46 academic departments, centers, institutes, and programs, and a faculty of more than 3,000 physicians, scientists, and allied health professionals. UMSOM works closely and in partnership with the University of Maryland Medical Center and University of Maryland Medical System to provide research-intensive, academic, and clinically based care. UMSOM works locally, nationally, and globally, with research and treatment facilities in 36 countries worldwide.

Mission

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 and research technology students. We will recruit and develop faculty to serve as exemplary role models for our students.

Accreditation

The University of Maryland School of Medicine's programs are accredited by numerous specialized accreditors, including the Liaison Committee on Medical Education, Association of American Medical Colleges and the American Medical Association (MD program), Accreditation Council for Continuing Medical Education (continuing medical education), Council for Genetic Counseling (Master of Genetic Counseling program), Joint Review Committee on Education in Radiologic Technology (Medical Dosimetry Certificate program), National Accrediting Agency for Clinical Laboratory Sciences (Medical Research & Technology BS and MS programs), National Accrediting Agency for Clinical Laboratory Sciences (Pathology MS program), American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy program), Accreditation Council for Graduate Medical Education (post-MD training programs at the University of Maryland Medical Center), and the Council on Education for Public Health (Master of Public Health program).

SCHOOL OF NURSING

The University of Maryland School of Nursing (UMSON) was founded in 1889, led by first superintendent Louisa Parsons, a graduate of the Nightingale Fund School at St. Thomas' Hospital in London. UMSON was originally associated with University Hospital, and early students spent most of their time working in the wards in addition to studying in the classroom. The school grew during the early decades of the 20th century, and school officials, faculty

members, and alumni constantly sought to improve standards and advocate for the nursing profession to state and federal officials. In the 1970s, the school began to emphasize nursing research in addition to its education and practical roles. In 1998, the school opened a new building to accommodate its ever-expanding numbers of faculty members, staff, and students. Today, the University of Maryland School of Nursing is one of the premier nursing schools in the country.

Mission

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

Accreditation and Licensure

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and postgraduate APRN certificate programs at the University of Maryland School of Nursing are accredited by the Commission on Collegiate Nursing Education.

The University of Maryland School of Nursing's BSN and MSN Clinical Nurse Leader (CNL) programs have been approved by the Maryland Board of Nursing, and graduates of those programs are eligible for Registered Nurse licensure in Maryland. Maryland is a member of the Nurse Licensure Compact for RN licensure.

The University of Maryland School of Nursing's DNP Advanced Practice Registered Nurse (APRN) specialties and programs are approved by the Maryland Board of Nursing, and graduates of those programs are eligible for APRN certification in their specialties in Maryland.

SCHOOL OF PHARMACY

The University of Maryland School of Pharmacy (UMSOP), founded in 1841, is the fourth-oldest school of pharmacy in the nation. Through its education, research, and service programs, the school strives to improve the health and well-being of society by aiding in the discovery, development, and use of medicines.

The Doctor of Pharmacy program at UMSOP equips graduates with the knowledge, skills, and abilities to enter practice prepared to meet the challenges of a dynamic health care environment. The curriculum is designed to provide an excellent foundation for those graduates who choose to gain additional training in residencies or fellowships, or choose to complete a graduate degree. Starting with the biomedical sciences, the curriculum progresses to patient care and expands to deal with system and population issues. The accompanying experiential curriculum begins with an emphasis on pharmacists' roles, progresses to a consideration of persons as patients, and then focuses on population-based concepts in practice. As graduates transition into practice, they emerge as lifelong learners prepared to advance the pharmacy profession to meet the current and future health care needs of society.

Mission

We globally engage and lead education, pharmacy practice, scientific research, and pharmapreneurial initiatives to collaboratively and equitably improve the health of society.

Accreditation

The University of Maryland School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education.

SCHOOL OF SOCIAL WORK

The University of Maryland School of Social Work was founded in 1961 and has grown to become one of the largest and most respected schools of social work in the United States. In a short period of time, the school has emerged as the leader in social work education in Maryland and become known to national and international audiences.

A strong community focus on education, research, and service helps prepare students to work and succeed in all types of social work environments, including urban, suburban, rural, and international.

Mission

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.

Accreditation

The School of Social Work is accredited by the Council on Social Work Education.

FRANCIS KING CAREY SCHOOL OF LAW

The University of Maryland Francis King Carey School of Law was authorized by the Maryland legislature in 1813 and began regular instruction in 1824. It is one of the oldest law schools in the nation, but its innovative programs make it one of the liveliest and most dynamic today.

The Carey School of Law'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 a criminal defendant, an emerging business owner, someone with HIV/AIDS, an environmental group, a disabled person, or perhaps a scientist wanting to patent a new drug. 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.

Mission

The University of Maryland Francis King Carey School of Law strives to develop outstanding

professionals educated in the law. Through excellent teaching in both classroom and clinical settings, the school seeks to prepare our students for productive leadership and professional roles in the law, public service, business, and government in Maryland, the nation, and beyond. In their capacity as scholars, members of the faculty contribute to the development of law-related knowledge and enhanced understanding of the functioning of law and justice. Public responsibilities as lawyers and connection to the broader community are underscored by enhancing access to justice, by providing pro bono legal services, and by serving as a resource for members of the profession and others who work to achieve justice and a better-functioning society.

To achieve its mission, the school is dedicated to the following core commitments:

- Excellence in classroom and experiential teaching that facilitates student understanding of the knowledge, skills, ethics, and values they need to achieve success as lawyers, as leaders, and in other professional roles.
- The creation, synthesis, and dissemination of law-related knowledge that assists lawyers, judges, scholars, and other professionals and leaders in society in understanding how law and justice shape the world.
- The pursuit of justice through improving legal-delivery systems, contributing expertise to public discourse, and serving those, particularly in Baltimore and Maryland, who suffer historic, systemic, or other disadvantage and face challenges in effectively accessing the legal system.
- Interdisciplinary education and scholarship designed to promote comprehensive understanding of complex social and policy issues and to develop interdisciplinary approaches to address them.
- The pursuit of diversity among students, faculty, and the legal profession as a whole.
- A commitment to collaboration, engagement, and professionalism in interactions with students, colleagues in the law and in other disciplines, and the greater community.

Accreditation

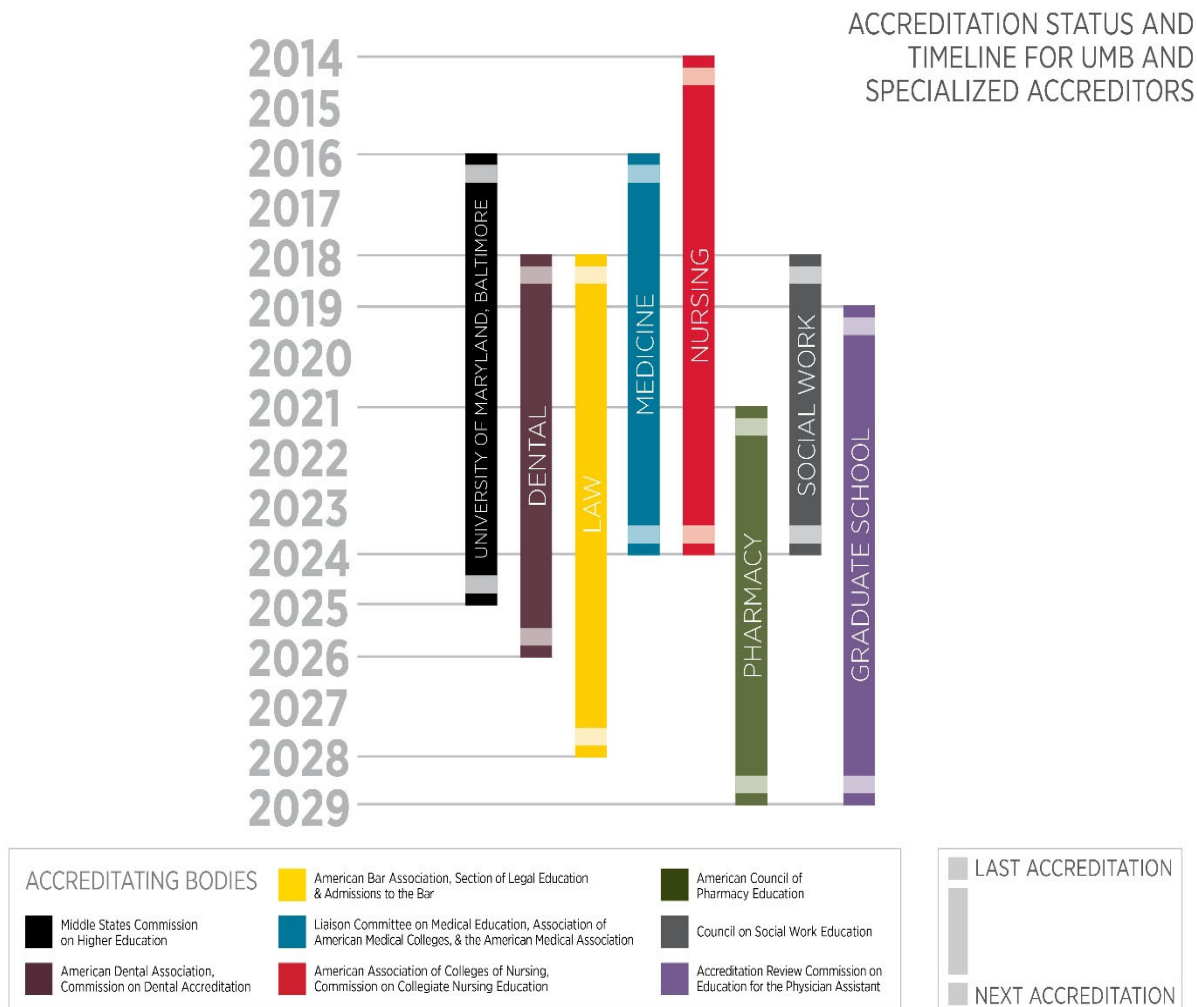
The University of Maryland Francis King Carey School of Law is accredited by the American Bar Association.

I. Accreditation and Assessment

UMB was first accredited by the Middle States Commission on Higher Education in 1921. The most recent on-site evaluation was in April 2016. At its session on June 23, 2016, the commission acted to reaffirm accreditation and to commend UMB for the quality of the self-study process and report. Beyond institutional accreditation, all professional programs at UMB

are accredited by specialized accrediting agencies, and the overlapping schedules of these accreditation cycles ensure that UMB is continuously engaged in evaluating its programs to meet these rigorous accreditation standards.

As vigorous as the assessment activity is within the professional schools, UMB has nonetheless made advances in ensuring that a high level of coordination and communication occurs across the professional schools. To this end, the cross-functional Accreditation and Assessment Unit within the Office of the Provost meets monthly to serve as a resource for accreditation activities across all schools and programs, perform ongoing Middle States Annual Institutional Update and verification reporting obligations, and catalog and monitor assessment methods utilized across schools and programs to promote the use of best practices. The unit was formed in response to 2016 Middle States site visit team suggestions relating to *Standard 7: Institutional Assessment*. The team suggested that UMB periodically evaluate the effectiveness and comprehensiveness of its institutional assessment processes.



The Accreditation and Assessment Unit is charged with the following responsibilities:

- Monitor accreditation status and activities across all schools and programs by creating and maintaining a webpage, which includes a schedule, of accreditation activity for each school and program.
- Create and maintain a shared directory with accreditation documentation for each school and program. The unit serves as the University's central resource and repository for all accreditation documents and correspondence, keeping the president and executive leadership informed of the status of accreditation activities and specific issues encountered.
- Serve as a resource for accreditation activities across all schools and programs and provide a preliminary review of materials prior to submission. The unit reviews draft self-studies and periodic reports produced by each of the schools and programs, corroborating and providing data relating to overall University activities.
- Engage as a point of contact for resolution of corrective actions. Representing the Office of the President, the unit is actively engaged with schools and programs concerning the resolution of findings, suggestions, recommendations, and especially the development and implementation of action or monitoring plans.
- Complete the Middle States Annual Institutional Update. The unit oversees the timely completion and submission of the Annual Institutional Update.

UMB's culture of assessment is reinforced by the Best Practices in Assessment Group (BPAG) coordinated by the Accreditation and Assessment Unit. The BPAG is a committee composed of associate and assistant deans of academic and student affairs from each of the schools along with school-based program directors that regularly convenes to examine and share best practices in assessment. The group met informally in 2016 and was formalized subsequent to the Middle States site visit team suggestion received in regard to *Standard 7: Institutional Assessment*. The team suggested that UMB have the Associate Deans for Academic Affairs regularly address assessment during their monthly meetings or through the development of an assessment subcommittee to address and share assessment best practices and tools.

The BPAG has also taken the lead in the development and implementation of institution-level learning outcomes applicable to all students, regardless of program or degree level. The attainment of institutional learning outcomes, as well as program level goals and desired outcomes, is also monitored by the BPAG through the implementation of a standardized assessment reporting system known as the academic program assessment and improvement report.

J. Strategic Partnerships

The Universities at Shady Grove (USG) UMB is fortunate to be able to extend its educational reach beyond Baltimore through participation in the Universities at Shady Grove, an innovative partnership of nine University System of Maryland universities. This partnership, one of USM's

three regional centers, is located approximately 50 miles south of Baltimore in Montgomery County, Maryland. At USG, the nine partner universities provide highly sought academic programs. Each student is enrolled by their “home” institution and receives the same degree as those attending UMB. USG, in turn, provides centralized on-site student, academic, and administrative services. This unique integrated approach allows USG to offer nearly 80 upper-level undergraduate, graduate degree, and certificate programs, in flexible formats that allow students to live, work, and study close to home. USG connects students to outstanding career opportunities while providing regional employers with a highly educated, skilled workforce. At present, UMB offers the following options with a total headcount of roughly 1,000 enrollees:

- undergraduate and doctoral programs in nursing;
- master’s programs in social work; cannabis science and therapeutics; and pharmaceutical sciences; and
- dual bachelor’s/master’s program in clinical dental hygiene leadership.

The University of Maryland Strategic Partnership: MPowering the State (MPower) is an innovative, structured, and formal collaboration between UMB and the University of Maryland, College Park (UMCP). (See page 17.) The partnership was launched in 2012 by the University System of Maryland Board of Regents and codified by legislation in 2016 by the Maryland Assembly. The partnership leverages the sizable strengths and complementary missions of both institutions to advance interdisciplinary research, create opportunities for students, increase innovation and commercialization of university findings, and tackle critical issues in Maryland and the nation.

The partnership pursues initiatives that leverage the complementary strengths of both UMB and UMCP. The distinguishing feature of Strategic Partnership initiatives is that the programs would be unattainable or difficult to achieve by UMB and UMCP acting independent of each other.

MPower is jointly managed by the president of UMB and the president of UMCP, who have dual authority for resource allocation and oversight over the projects and programs identified as *MPower* initiatives. Each president is responsible for administration and leadership of their campus, and for pursuing the campus’ vision and mission through the Strategic Partnership.

The *MPower* partnership and subsequent legislation paved the way for UMB and UMCP to formally link its two research offices in 2018, aligning not only research projects but also infrastructure and leadership under one vice president for research. University of Maryland research is ranked by the National Science Foundation’s Higher Education Research and Development survey as No. 10 among all public U.S. research universities and No. 17 in the nation, based on FY 2021 research and development spending. In addition, UM Ventures combines the technology transfer and commercialization efforts at UMB and UMCP. (See page 17.)

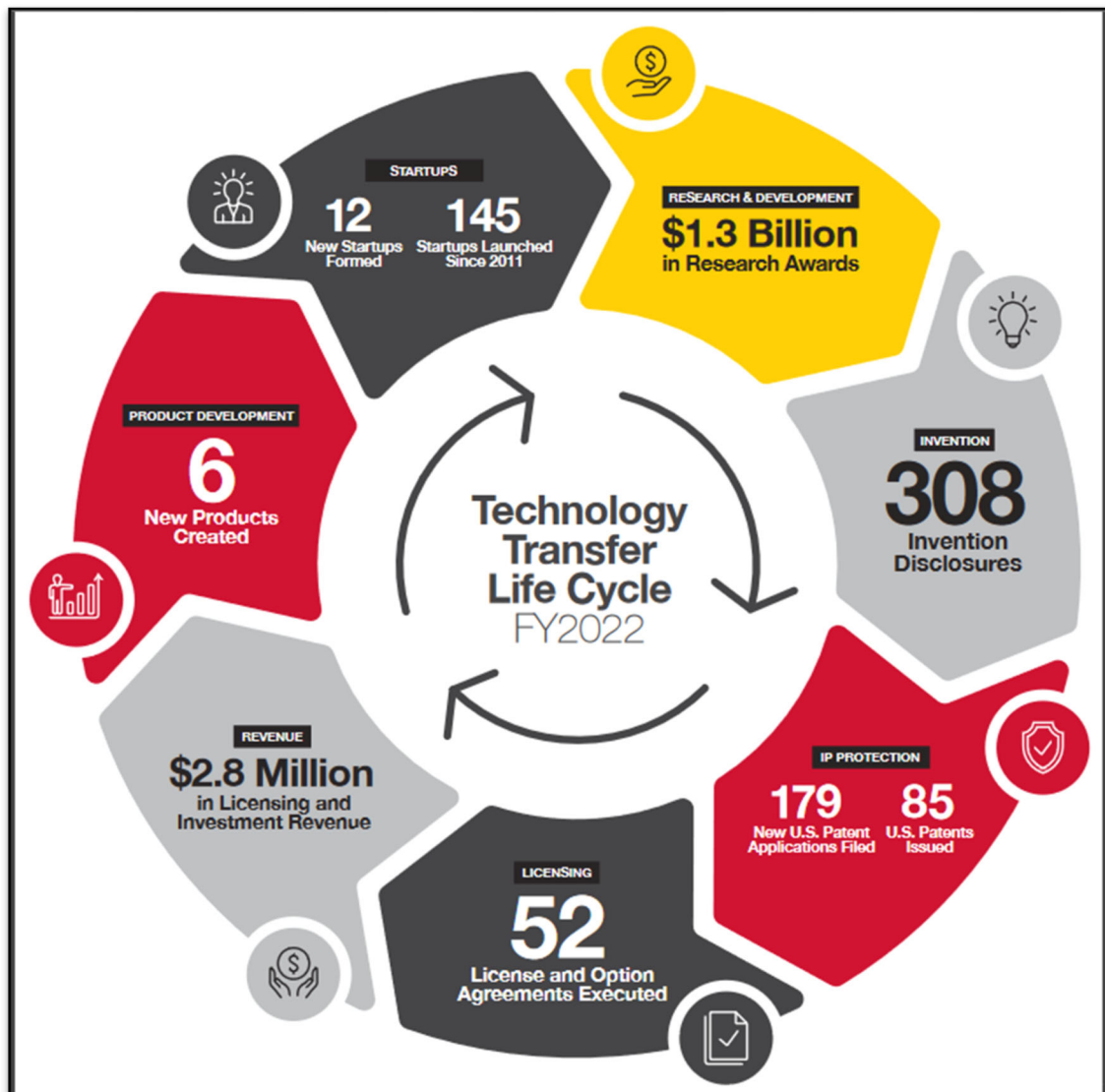
With regard to work on UMB’s campus, in FY 2021, UMB received more than \$692 million in awards from both for-profit and nonprofit sponsors, including \$629 million from federal, state, and other nonprofit grants and contracts. With a longstanding commitment to collaboration and partnership with the global life-sciences industry, UMB also conducted over \$63 million in corporate-sponsored research in FY 2021. Currently, the University collaborates with more than 300 bioscience and pharmaceutical firms.

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

A representative list of *MPower* initiatives by area is as follows:

Joint Research Areas	Virtual reality/augmented reality and medicine Brain injury Neuroscience and aging Racial and social justice Opioid use disorders Molecular, structural biology COVID-19 response and future pandemic preparedness Victims of human trafficking Data informatics and computer science
Joint Education Programs	UM Scholars, summer research programs Bioengineering and medicine capstone and graduate fellowships MLAW: Undergraduate programs in law Master of Science in Law Master of Professional Studies in Public Safety Leadership and Administration
Community Service and Advocacy Programs	Agriculture Law Education Initiative SAFE Center for Human Trafficking Survivors
Innovation, Entrepreneurship, and Economic Development Programs	UM Ventures, joint tech transfer and commercialization activities Center for Maryland Advanced Ventures University of Maryland Center for Economic and Entrepreneurship Development

FY 2022 UM Ventures Technology Transfer and Commercialization Efforts



K. Carnegie Classification

UMB is the state's premier graduate and professional school and is now classified in the Special Focus Four Year: Research Institution category. UMB was previously classified as a Special Focus Four Year: Medical Schools and Centers institution.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The University’s president, the executive leadership team that includes the deans and vice presidents, and the Middle States Self-Study Steering Committee have selected the following institutional priorities to be addressed in the Self-Study. These four priorities closely align with the objectives and outcomes in UMB’s current Strategic Plan, and with opportunities identified through our Enterprise Risk Management program.

Alignment of SSD Institutional Priorities with MSCHE Standards

MSCHE Standards	Priority 1 Near-Campus Vibrancy	Priority 2 Strategic Enrollment Growth	Priority 3 Equity, Diversity, and Inclusion Integration	Priority 4 Institutional Effectiveness
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity			✓	✓
III. Design and Delivery of the Student Learning Experience		✓	✓	✓
IV. Support of the Student Experience	✓	✓	✓	
V. Educational Effectiveness Assessment		✓		✓
VI. Planning, Resources, and Institutional Improvement	✓			✓
VII. Governance, Leadership, and Administration	✓		✓	✓

A. Near-Campus Vibrancy

UMB is firmly anchored in two Baltimore communities: (1) The westside of the Baltimore City “downtown” area immediately adjacent to the core of the campus, and (2) West Baltimore proper, which encapsulates UMB’s community engagement catchment area as well as the neighborhoods in which our employees, students, and neighbors live and serve. The vibrancy and strengths of these two communities, to varying degrees, are negatively impacted by safety concerns, a lack of economic opportunities, and insufficient access to resources. The University is embracing its “anchor institution” status and is establishing an initiative to address critical

challenges in these two communities. Some of the root causes giving rise to these challenges have persisted for generations and the need for UMB to double down on its efforts aimed at resolving them has never been more urgent. Although UMB cannot solve every challenge, UMB can invest and focus resources on targeted initiatives that yield demonstrable impact in both communities.

B. Strategic Enrollment Growth

Over the past 10 years, headcount enrollment across all UMB programs increased 9%, but several trends in specific programs, degree levels, and instructional methods warrant close attention. A core mission of the University is to prepare new practitioners in dentistry, law, medicine, nursing, pharmacy, physical therapy, and social work for entry into their professions. Enrollments in some of these programs have declined due to several factors, including shifting workforce demands, increased competition, and students' evolving preferences for the use of technology in curriculum design and delivery.

UMB places a premium on the success of each of the academic programs within its seven schools, and on the success of the students enrolled in those programs. To that end, the institution seeks to optimize its strategic enrollment practices by articulating a holistic enrollment and growth strategy framework within which each of our schools retain the flexibility and responsibility for maintaining a rigorous, relevant, and thriving academic portfolio of programs that are mission-driven and promote an institutional culture of student success.

C. Equity, Diversity, and Inclusion Integration

Since 2010, the University has made equity, diversity, and inclusion (EDI) a strategic priority with many of its schools having their own leadership positions in this area. Over the ensuing decade, UMB took a significant step toward increasing its efforts and investment in EDI, leading to the establishment in 2021 of the Office of Equity, Diversity, and Inclusion led by a vice president reporting directly to the president. The mission of the office is to build capacity and cultivate collective action to advance sustainable, systemic change that promotes equity and justice in all dimensions of the mission and culture of UMB.

For any institution to be successful in advancing equity (assessing and addressing disparities and gaps in outcomes, representation, opportunities, and experiences); diversity (ensuring representation across multiple backgrounds, identities, and experiences); and inclusion (full engagement and participation of all), a holistic, systemic, and integrated approach is needed. On a tactical level, this involves the cohesive and comprehensive integration of diversity, equity, and inclusion into all university processes and practices, which includes admissions, recruitment, promotion, retention, training, curriculum, cocurricular activities, and efforts geared toward capacity building in university administration and leadership.

D. Institutional Effectiveness

UMB's professional schools are all nationally ranked and adhere to rigorous accreditation standards established by the specialized accreditors that regularly evaluate their programs. As a result, UMB is continuously engaged in evaluating its programs and has an established culture of assessment. There is no question that assessment activity within the schools is robust, and that students are accomplishing the educational goals consistent with their program of study. Since the last Self-Study, strides have been made in implementing standardized academic program assessment and improvement reporting and establishing institution-level learning outcomes applicable to all students, regardless of program or degree level. Across the non-academic areas, leadership has focused on ensuring the highest quality of services and efficiency of operations through the application of best-in-class user satisfaction measurement practices and cost modeling techniques. This Self-Study will provide the opportunity to carefully evaluate areas where continued improvements in assessment practices are desirable and should be employed to strengthen institutional effectiveness.

III. INTENDED OUTCOMES OF THE SELF-STUDY

The major outcomes expected from the Self-Study are 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 Baltimore campus as well as the Universities at Shady Grove.
2. To produce a Self-Study report that demonstrates compliance with the Middle States Commission on Higher Education accreditation standards.
3. To conduct a mid-term assessment of UMB's performance under the current Strategic Plan within the context of the recently adopted USM strategic plan² and recommend improvements as necessary.
4. To develop forward-looking recommendations to inform UMB's next five-year Strategic Plan in order to move the institution further along its quest for excellence in graduate and professional education, research, clinical activities, and service for the public good.

IV. SELF-STUDY APPROACH

The Standards Based self-study design was chosen as the one in which the University could focus most intensely on its strategic priorities. UMB has a robust culture of planning and accreditation. Part of the reason for our unique culture is that each of UMB's professional

² <https://www.usmd.edu/strategic-plan/USM-Strategic-Plan-Outline-Next-Steps.pdf>

schools is accredited by their own unique accrediting organizations and as such UMB is continually examining its practices and making improvements. UMB is fortunate that the Middle States Self-Study affords the University yet another opportunity to integrate existing planning and accrediting processes.

V. ORGANIZATIONAL STRUCTURE OF STEERING COMMITTEE AND WORKING GROUPS

A. Planning for the Self-Study

The Steering Committee co-chairs and eight staff from the Office of the Provost and related offices participated in the Self-Study Institute. In addition, four members of the Office of the Provost participated in the Middle States Annual Conference from Dec. 7-9, 2022.

Four key questions drove UMB's early considerations:

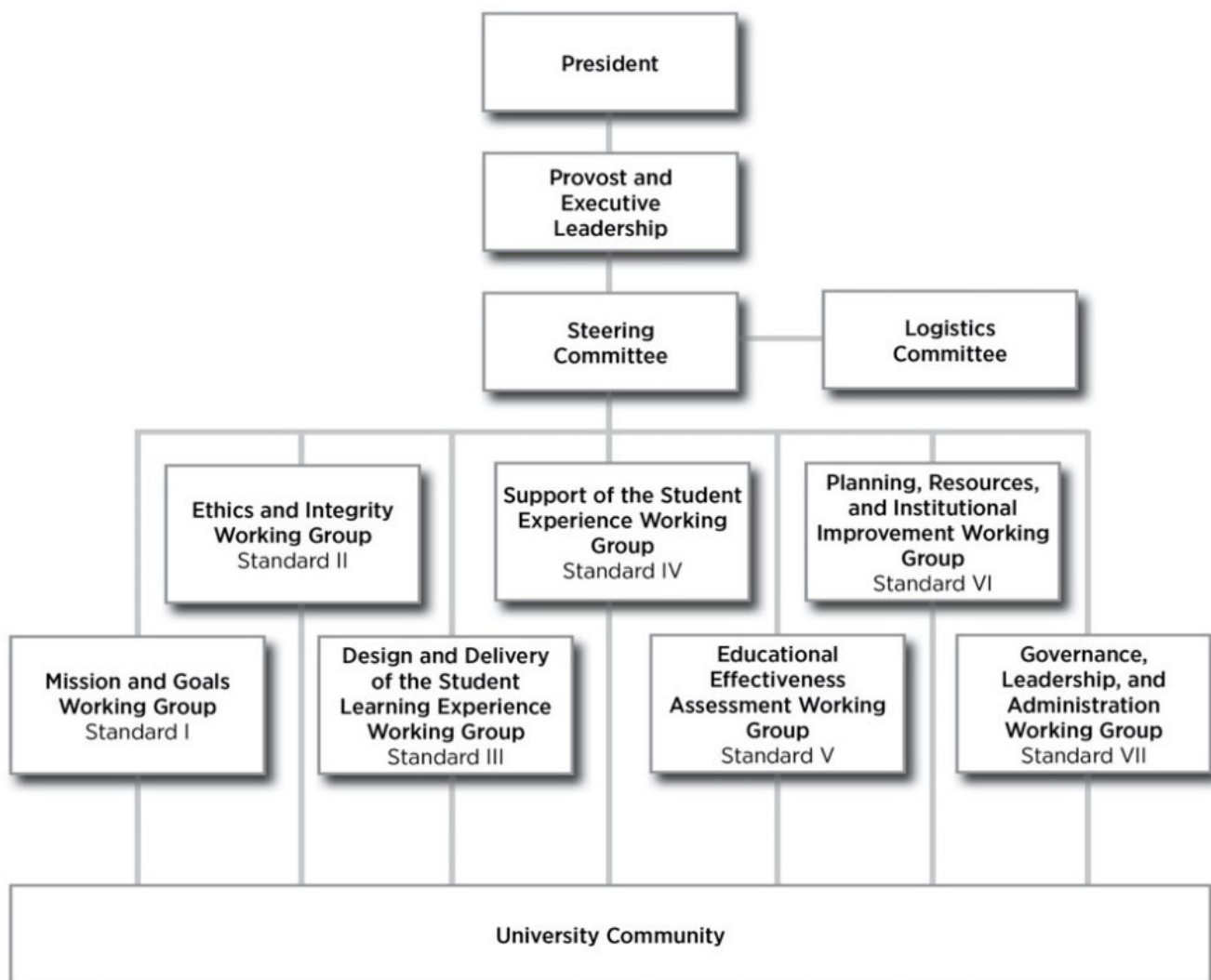
- What does UMB want to gain from the Self-Study process?
- How can UMB leverage robust historical strategic planning and professional accreditation to derive impactful Self-Study lines of inquiry?
- How can UMB use the Self-Study process to strengthen the institution over the long term?
- What design model is appropriate for UMB?

On Jan. 17, 2023, President Jarrell, in one of his letters to the community, announced the start of the planning process for UMB's accreditation site visit in 2025. He appointed Roger J. Ward, EdD, JD, MSL, MPA, provost and dean, Graduate School, and Mark A. Reynolds, DDS, PhD, MA, dean, School of Dentistry as co-chairs of the Steering Committee. The makeup of the Steering Committee reflects a broad array of leaders from across the UMB community.

In his letter of appointment to Steering Committee members, President Jarrell relayed the following charge:

- Select the Self-Study design most appropriate for UMB. The themes in the design should align with our core values and the priorities in our Strategic Plan. This task should be completed no later than April 25, 2023.
- Design an inclusive and transparent self-study process that actively and deliberately seeks to engage members of the University community from every corner of campus.
- Produce a Self-Study report that demonstrates our compliance with the Middle States Commission on Higher Education accreditation standards and provides forward-looking recommendations to move the institution further along its quest for excellence in graduate and professional education, research, clinical activities, and service for the public good.

The following chart depicts UMB's Self-Study leadership structure:



B. Steering Committee Membership

Mark A. Reynolds, DDS, PhD, MA
Dean, School of Dentistry
Co-Chair, Steering Committee

Roger J. Ward, EdD, JD, MSL, MPA
Provost and Executive Vice President
Dean, Graduate School
Co-Chair, Steering Committee

Cherita Adams, MBA, MS
Assistant Dean for Administration and
Strategic Initiatives
University of Maryland School of Social Work

Patty Alvarez, PhD, MS
Chief Student Affairs Officer/Associate
Vice President of Student Affairs
Office of the Provost

Susan Antol, PhD, MS, RN

Assistant Professor, Partnerships,
Professional Education, and Practice
University of Maryland School of Nursing
Senator, Faculty Senate

Gary L. Attman, JD

Vice Chair, Board of Regents
University System of Maryland

Diane Forbes Berthoud, PhD, MA

Vice President and Chief Equity, Diversity,
and Inclusion Officer
Office of Equity, Diversity, and Inclusion

Gregory Brightbill, EdD

Associate Director, Student Leadership and
Involvement
Student Affairs
Past-President, Staff Senate

Susan Buskirk, DM, MS, CCEP

Vice President
Chief Accountability Officer
Office of Accountability and Compliance
Office of the Provost

Lynn Chen, PhD

Assistant Professor, Department of
Organizational Systems and Adult Health
Director of Evaluation
University of Maryland School of Nursing

Richard Dalby PhD, BPharm

Professor, Department of Pharmaceutical
Sciences
University of Maryland School of Pharmacy

Kevin Donegan, MBA, FCCA

Assistant Vice President, Budget and
Financial Analysis
Office of Administration and Finance

Jill Frankenfield, MSL, MS

Associate Vice President
Sponsored Programs Administration
Office of Research and Development

Barbara Gontrum, JD, MLS

Professor Emerita
University of Maryland Francis King Carey
School of Law

Vanessa Harrington, MS, SHRM-CP

Director of Security and Compliance
UMB Police Department

Bill Joyner, JD, MSW

Assistant Vice President
Community Engagement
External Relations

Jon Kucskar, JD

Special Assistant to the President and
Assistant Vice President for Enterprise Risk
Management
Office of the President

Mark Macek, DDS, DrPH

Assistant Dean for Curriculum Innovation
and Scholarship
Professor, Department of Dental Public
Health
Director, Office of Instructional Evaluation
University of Maryland School of Dentistry

Monica Maggiano

Director of Leadership Communications
Office of the President

Andy Malinow, MD

Professor, Department of Anesthesiology
University of Maryland School of Medicine

Alexa Mayo, MLIS, AHIP
Interim Dean
Associate Director, Services
Health Sciences and Human Services Library

Peter Murray, PhD
Senior Vice President for Information
Technology and Chief Information Officer
Center for Information Technology Services

Jenny Owens, ScD, MS
Associate Dean of Academic Affairs
Executive Director, Graduate Research
Innovation District, “the Grid”
University of Maryland Graduate School

Gregory C. Spengler, MPA
Associate Vice President for Institutional
Effectiveness
Office of the Provost
MSCHE Accreditation Liaison Officer

Jacqueline Sullivan
MS Student, Physician Assistant Program
University of Maryland Graduate School

William T. “Bill” Wood
Assistant Treasurer, Board of Regents
University System of Maryland

On March 7, 2023, the Steering Committee met for the first time. At the meeting, President Jarrell presented his formal charge. Additionally, introductions were made among the committee members. Immediately thereafter, Drs. Reynolds and Ward provided an orientation to Middle States accreditation and described the Self-Study process. Before the meeting concluded, committee members were sorted into threes and each trio became the leadership of one of the seven working groups. The selection of the Working Group members is ongoing and comes from a broad cross-section of faculty, staff, and students.

At the April 25, 2023, meeting of the Steering Committee, each Working Group presented its Standard and the related Criteria followed by a general process discussion. The May 16, 2023, meeting offered an opportunity to share with the committee a review of the way they will engage with the Evidence Inventory.

The Steering Committee and Working Groups are supported by the Logistics Committee, a 10-member team composed primarily of Office of the Provost staff and led by Dr. Roger Ward, Steering Committee co-chair.

C. Logistics Committee Membership

Roger J. Ward, EdD, JD, MSL, MPA
Provost and Executive Vice President
Dean, Graduate School
Co-Chair, Steering Committee

Michael Brown, MS
Assistant Vice President, Data Analytics and
Reporting
Center for Information Technology Services

Laura Kozak, MA
Senior Associate Vice President
Office of Communications and Public Affairs

Karen Matthews, DM, MPA
Director, Strategic Planning and Assessment
Office of the Provost

Victoria Meadows, MS
 Manager, Enterprise Risk Management
 Office of the President

Courtney Resnick, EdD
 Director, Academic Administration
 Office of the Provost and the Graduate School

Kate Noonan, PhD, MEd
 Interim Assistant Dean for Student Affairs
 Clinical Assistant Professor, Department of
 Dental Public Health
 University of Maryland School of Dentistry

Gregory C. Spengler, MPA
 Associate Vice President for Institutional
 Effectiveness
 Office of the Provost
MSCHE Accreditation Liaison Officer

Tricia D. O'Neill, JD
 Senior Advisor/Special Projects
 Office of the Provost

Leilani Uttenreither, MM
 Assistant to the Provost/Executive Vice
 President/Dean of the Graduate School
 Office of the Provost

D. Working Groups

The seven Working Groups are led by three members of the Steering Committee and one member of the Logistics Committee. Each Working Group has been assigned a single Standard and appropriate Requirements of Affiliation. The details of their assignments can be found in the text that follows.

Standard I – Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 7: The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.

Working Group Leadership

- Bill Joyner – Community Engagement, External Relations
- Andy Malinow – School of Medicine
- Alexa Mayo – Health Sciences and Human Services Library
- Victoria Meadows – Logistics Committee Liaison, Enterprise Risk Management

Lines of inquiry through which to examine all criteria in the standard:

1. To what extent do the aims of the UMB's mission shape its current Strategic Plan?
2. To what extent should UMB's current mission statement be reviewed and revised to reflect the post-pandemic shifts, especially as it relates to: design and delivery of graduate and professional education; research and scholarship; and equity, diversity, and inclusion?
3. What strategies and approaches should UMB adopt to measure and demonstrate economic and social impact of its community engagement initiatives in Baltimore?

Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 4: The institution's representatives communicate with the Commission in English, both orally and in writing.

Requirement of Affiliation 5: The institution complies with all applicable government (usually federal and state) laws and regulations.

Requirement of Affiliation 6: The institution complies with applicable Commission, interregional, and inter-institutional policies.

Requirement of Affiliation 14: The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information... required by the Commission to carry out its accrediting responsibilities.

Working Group Leadership

- Cherita Adams – School of Social Work
- Susan Buskirk – Accountability and Compliance, Office of the Provost
- Vanessa Harrington – UMB Police Department
- Courtney Resnick – Logistics Committee Liaison, Office of the Provost and Graduate School

Lines of inquiry through which to examine all criteria in the standard:

1. To what extent are UMB's infrastructure and policies related to ethics and integrity sufficient to support and promote responsible, compliant, and ethical conduct across each of the University's mission areas?
2. To what extent are policies and procedures for grievances and advancing ethical conduct effectively promoting an environment in which students, faculty, and staff feel that the institution is committed to upholding its core values?
3. To what extent is the effectiveness of the University's policies, procedures, and programs that seek to promote ethics and integrity assessed.

Standard III – Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting, are consistent with higher education expectations.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 1: The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

Requirement of Affiliation 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Requirement of Affiliation 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Working Group Leadership

- Susan Antol – Faculty Senate/School of Nursing
- Richard Dalby – School of Pharmacy
- Jenny Owens – Graduate School
- Karen Matthews – Logistics Committee Liaison, Office of the Provost

Lines of inquiry through which to examine all criteria in the standard:

1. To what extent does the design and delivery of educational programs support institutional priorities for student success while enrolled and after graduation?
2. To what extent does the design and delivery of educational programs promote and support diversity, equity, and inclusion?
3. To what extent does instructional modality (in-person, hybrid, distance learning) inform instructional and program design, especially post-COVID?
4. What frameworks and mechanisms exist at the institutional level to assess and enhance the rigor and relevance of educational offerings in each of the seven schools?

Standard IV – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 2: The institution is operational, with students actively enrolled in its degree programs.

Working Group Leadership

- Patty Alvarez – Student Affairs, Office of the Provost
- Greg Brightbill – Staff Senate/Student Affairs
- Barbara Gontrum – Francis King Carey School of Law
- Kate Noonan – Logistics Committee Liaison, School of Dentistry

Lines of inquiry through which to examine all criteria in the standard:

1. How does UMB support the transition of new students at all levels to assure their success in and out of the classroom?
2. What strategies has UMB adopted, and what resources have been allocated, to assure the financial, physical, and mental wellness of enrolled students?
3. What approaches has UMB adopted to promote an equitable and inclusive cocurricular learning environment?
4. What support does UMB provide to promote the successful placement of graduates in appropriate careers and/or post-degree academic programs?

Standard V – Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Working Group Leadership

- Lynn Chen – School of Nursing
- Mark Macek – School of Dentistry
- Gregory Spengler – Logistics Committee Liaison, Office of the Provost

Lines of inquiry through which to examine all criteria in the standard:

1. How are student learning outcomes, including UMB's Institutional Learning Outcomes (ILOs), assessed and to what extent are results used to make improvements?
2. To what extent are assessment processes and practices evaluated through the lens of equity, diversity, and inclusion?
3. To what extent are the many assessment efforts across the diverse academic units organized or systematized to encourage reflection and effective practices and sustainability?
4. What additional steps could be taken to heighten visibility and influence at the institutional level of the assessment processes in each of the schools while maintaining a spirit of cooperation, accountability, and transparency?

Standard VI – Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Requirement of Affiliation 11: The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Working Group Leadership

- Kevin Donegan – Administration and Finance
- Jill Frankenfield – Sponsored Programs Administration
- Peter Murray – Center for Information Technology Services
- Tricia O’Neill – Logistics Committee Liaison, Office of the Provost

Lines of inquiry through which to examine all criteria in the standard:

1. To what extent do UMB policies and procedures for planning, budgeting resources, and institutional improvement support institutional priorities?
2. To what extent is UMB measuring and assessing the effectiveness of planning, resource allocation, and budgeting processes to ensure efficient utilization and financial sustainability?
3. How does UMB assess the performance and effectiveness of the administrative programs, services, and offices that support the operational and academic functions of the institution?

Standard VII – Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

The group will also be responsible for demonstrating compliance with:

Requirement of Affiliation 12: The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being accomplished.

Requirement of Affiliation 13: A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The

governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Working Group Leadership

- Diane Forbes Berthoud – Equity, Diversity, and Inclusion
- Jon Kucskar – Enterprise Risk Management, Office of the President
- Monica Maggiano – Leadership Communications, Office of the President
- Michael Brown – Logistics Committee Liaison, Center for Information Technology Services

Lines of inquiry through which to examine all criteria in the standard:

1. To what extent are UMB's governance, leadership, and administrative policies, procedures, and structures assessed to determine their effectiveness?
2. How does the University System of Maryland Board of Regents evaluate the performance of UMB's leadership and assess the overall effectiveness of the institution?
3. To what extent has UMB's leadership cultivated a shared governance culture that encourages and promotes faculty, students, and staff engagement and participation?

VI. GUIDELINES FOR REPORTING

The Steering Committee is responsible for the Self-Study report, and each Working Group is responsible for a portion of the Self-Study document. The product of each Working Group's efforts will be summarized in the final report to the Middle States Commission on Higher Education. In fact, the majority of the final Self-Study report will be composed of Working Group reports. In addition to editorial standards, Working Groups have been directed to conform to formatting standards to provide consistency in the structure of each chapter. The goal for each Working Group is a concise, content-rich report that is no more than 25 single-spaced pages in length. Each Working Group has been asked to assign one person as the primary writer of the draft chapter.

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The work of each of the seven Working Groups will be merged into UMB's Self-Study Report. The final report will integrate the questions, methodologies, data reviewed, findings, and recommendations of each Working Group. Additional sections of the report will provide an executive summary, an overview of the Self-Study process, and the conclusions/summary of all recommendations of the Self-Study.

Directives for report development are minimal so that all Working Groups can use their

autonomous judgment in the development of their Self-Study activities. Simultaneously, the final report needs to be a concise, understandable document for a variety of audiences, including internal and external constituencies.

In addition to gathering and analyzing evidence, each Working Group will produce progress reports, preliminary drafts of the group's report, and a final draft. To assure a level of consistency in the reports from the working groups, each Working Group report must adhere to the following minimum standards for the preparation of reports: concise writing style, emphasis on analysis, conclusions and recommendations based on evidence, and minimal repetition.

Working groups are required to use the UMB print style guide, found at www.umaryland.edu/cpa/toolbox/print-style-guide.

Each report is to be a cohesive, integrated response to not only the specific standard and criteria, but also to institutional efforts to accomplish the mission and strategic goals. The report should discuss connections between the group's standard and other standard(s) and collaborations that occurred between or among Working Groups. While reports will evaluate institutional strengths, challenges, and opportunities with respect to the group's standard and criteria, institutional mission, and strategic goals, the tone should be constructive. The Steering Committee co-chairs will edit the Self-Study document before forwarding it to the president and executive leadership and then to the campus for review and feedback. All significant changes to the document will be discussed with members of the Self-Study Steering Committee.

An editing team will receive the reports from the Working Groups and develop a draft Self-Study report that meets the Middle States Commission on Higher Education guidelines, speaks with a consistent voice, and accurately reflects the product of the Working Groups. The final Self-Study Report will conform to the following outline:

- I. Executive Summary
- II. Overview of UMB's Self-Study Process
- III. Institutional Profile
- IV. Chapters for Each of the Seven Standards (including appropriate requirements of affiliation)
- V. Conclusion

VIII. VERIFICATION OF COMPLIANCE STRATEGY

A Compliance Verification Team, formed from members of the Logistics Committee, will partner with the Working Groups to verify institutional compliance with accreditation-relevant federal, state, USM, and UMB requirements in the following areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements

3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with State and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

The Compliance Verification Team will be responsible for reviewing University policies and procedures, identifying and gathering evidence, drafting a chapter demonstrating compliance in the areas listed above, and integrating feedback to produce a final copy. Materials required for the Federal Compliance Report will be combined into a single, bookmarked PDF file.

IX. SELF-STUDY TIMETABLE

Summer 2022

- The Accreditation Liaison Officer (ALO) received an invitation to attend the MSCHE Self- Study Institute.

Fall 2022

- Members of the Office of the Provost staff and other key staff attended Self-Study Institute held to orient institutions beginning Self-Study, and MSCHE's Annual Conference.
- Steering Committee co-chairs chosen by president and nominations for steering committee made.
- Visit for MSCHE liaison scheduled.
- Board of Regents designees to Steering Committee named.

Spring 2023

- Steering Committee named and charged.
- Formation of the Self-Study Logistics Committee.
- Steering Committee chooses its Self-Study design model.
- Working Groups' leadership established.
- Self-Study information and communication campaign launched.
- University hosts visit of MSCHE liaison.
- Draft Self-Study design completed and submitted to MSCHE.
- Self-Study design finalized and accepted by MSCHE.
- Working Group leaders populate their groups and begin study of lines of inquiry.

Summer 2023

- Working Groups continue to meet.
- Logistics team assembles and organizes supporting documents.
- Committee members attend various MSCHE workshops.

Fall 2023

- Steering Committee oversees research and reporting by Working Groups.
- Working Groups engage the University community through town halls.
- Working Groups prepare annotated outline of reports.
- Committee members attend MSCHE Annual Conference.

Spring 2024

- Self-Study retreat for Steering Committee.
- Working Groups submit draft reports to readers for review (mid-March).
- Working Groups submit final reports (early April).
- MSCHE selects and notifies UMB of the evaluation team chair.
- University approves the selection of the evaluation team chair.
- University and team chair select dates for team visit and for the chair's preliminary visit.
- University sends a copy of the Self-Study design to the team chair.

Fall 2024

- University community reviews draft Self-Study Report.
- University sends evaluation team chair draft Self-Study Report.
- Board of Regents reviews draft Self-Study Report.
- University hosts simulated Self-Study site visit team.
- Team chair makes preliminary visit to University.
- University prepares final version of the Self-Study Report.

Spring 2025

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

Summer to Fall 2025

- MSCHE Committee on Evaluation meets to act on University's Self-Study Report.

X. COMMUNICATIONS PLAN

The Self-Study Steering Committee will regularly update UMB's community through a variety of methods including the monthly President's Message; town halls; email blasts; and articles in *The Elm*, a weekly digital communication. All communications will continue to educate the UMB community about the value of undergoing the Middle States Self-Study inquiry process and a progress update. Communications will also encourage broad participation and solicitation of questions and/or suggestions.

Additionally, UMB has a Self-Study website to serve as the primary communication platform. UMB will also use an email address to issue communications addressing the Self-Study that will receive both solicited and unsolicited reaction to and questions about the Self-Study. The address is middlestates2025@umaryland.edu.

Spring 2023

- Letter to the Community from President Jarrell distributed via email.
- Establishment of Steering and Logistics Committees – deans and vice presidents solicited for names of possible members.
- Website created.
- Logistics Committee begins weekly virtual meetings and Steering Committee begins tri-weekly in-person meetings and connections between members begin to form.
- Individual committee members begin one-on-one and small group conversations in their workplaces.
- Volunteer solicitation form created and distributed in president's monthly letter.
- Campus-wide open session held during MSCHE liaison visit to explain, answer questions, and discuss faculty, staff, and student roles in the Self-Study process.

Fall 2023

- Regular in-person updates to the president, deans, and vice presidents on the progress of the Self-Study process.
- Regular email updates to the campus community on the progress of the Self-Study process.
- Digital advertising begins ("e-boards").
- Articles submitted to *The Elm* website and *The Elm Weekly* email newsletter.
- In-person appearances by Steering Committee representatives at Staff Senate,

Faculty Senate, Graduate Student Association, and University Student Government Association meetings.

- Working Groups' members arrange small group meetings within their school, program, and department to answer questions, with the publicity handled by individual units.
- Town halls held to educate and engage UMB community surrounding the Self-Study tentative conclusions and recommendations promoted on e-boards, President's Message newsletter, and *The Elm/Elm Weekly*.

Spring 2024

- Self-Study retreat for Steering Committee.
- Working Groups submit drafts and members of the UMB community are offered opportunities to comment.

Fall 2024

- Notice via e-boards and *The Elm/Elm Weekly* regarding visit of Self-Study Team Chair and opportunities to interact, share, and learn.

XI. EVALUATION TEAM PROFILE

As Maryland's public health, law, and human services University, UMB would benefit from working with a team experienced in working with institutions that have a significant majority of graduate and professional students in these disciplines.

Additionally, as UMB emphasizes interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork, and accountability, having team members who are versed in interdisciplinary education would allow the University to learn from others who share its commitments. UMB also seeks assurance that the knowledge it generates provides maximum benefit to society and directly enhances the various communities surrounding the University.

The latest Carnegie Classification of Institutions of Higher Education placed UMB in the newly created Special Focus Four Year: Research Institution category. Other institutions with this designation accredited by Middle States are the Uniformed Services University of the Health Sciences, Icahn School of Medicine at Mount Sinai, Weill Medical College of Cornell University, Rockefeller University, and Albert Einstein College of Medicine.

In addition, the following institutions accredited by Middle States share some characteristics with UMB: Rutgers University, Columbia University, University of Pennsylvania, and Thomas Jefferson University. The University of Pittsburgh Schools of the Health Sciences, including medicine, dental, nursing, pharmacy, and public health, are all highly ranked and regarded in their respective fields. The University of Pittsburgh also has schools of law and social work, and

the University of Pittsburgh Medical Center is consistently honored as one of America's top hospitals. Other institutions to be considered include Georgetown University, Carnegie Mellon University, Temple University, Syracuse University, Stony Brook University, and New York University.

For the external evaluation to be of the greatest benefit to UMB in fostering the articulation and achievement of its strategic goals, it would be most helpful if the chair (or co-chairs) of the evaluation team would be a president, president emeritus, provost, or provost emeritus, dean, or distinguished faculty member of a selective, public “Research Institution” or a public or private institution with an extensive portfolio of graduate and professional schools.

XII. STRATEGIES FOR MANAGING THE EVIDENCE INVENTORY

Naming conventions and archiving strategies will be developed and managed by the Logistics Committee. Working Group chairs will have editing privileges for the staging area and will be responsible for adding and curating material for their standard. The Working Group liaison and the Logistics Committee liaison will also have editing privileges. Each member of the Working Group will have read and comment access to their Working Group area.

Each Logistics Committee liaison will be responsible for moving material from the staging area to the evidence inventory to minimize risk of accidental deletion or misplacement as well as to ensure documents are properly inventoried and tagged.

Global editing access to the evidence inventory will be extended to the Steering Committee chairs as well as the members of the Logistics Committee. Global read and comment access will be extended to all members of the Steering Committee.

Lastly, to the extent possible, the Logistics Committee members will pre-populate the evidence inventory with relevant documents and reports.