

# INSTITUTIONAL SELF-STUDY

UNIVERSITY *of* MARYLAND, BALTIMORE

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*\*Requirement(s) of Affiliation*

# ACKNOWLEDGMENTS



## ACKNOWLEDGMENTS

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# EXECUTIVE SUMMARY



## EXECUTIVE SUMMARY

### INTRODUCTION

Established in 1807, the University of Maryland, Baltimore (UMB) is Maryland's public health, law, and human services university, dedicated to excellence in education, research, clinical care, and public service. UMB is located on 65 acres on the westside of downtown Baltimore.<sup>1</sup>

In February 2025, UMB was officially designated a Research 1 (R1) Institution by the Carnegie Classification of Institutions of Higher Education.<sup>2</sup> This recognition acknowledges UMB's long-standing excellence in research, particularly driven by our School of Medicine. R1 status is a significant milestone that highlights our commitment to groundbreaking research and development, attracts funding, and enhances UMB's global reputation. UMB has long been a research powerhouse, and this designation reflects the extensive contributions of our faculty, researchers, and students.

To achieve R1 status, universities must spend at least \$50 million on research and development in a year and award at least 70 research doctorates each year. UMB first spent more than \$50 million annually on research in 1987. In Fiscal Year 2024, UMB secured more than \$638 million in research awards from both for-profit and nonprofit sponsors across our seven schools, which continue to drive innovative solutions to address societal challenges, improve health, and contribute to the global good.

UMB offers doctoral, master's, baccalaureate, and certificate programs and confers more than half of the health care, human services, and law

professional degrees in Maryland each year.<sup>3</sup> In addition to Middle States Commission on Higher Education (MSCHE) accreditation, many other schools/programs<sup>4</sup> participate in their own self-study processes as part of their professional accreditation.<sup>5</sup> This distinctive feature of UMB yields a rich culture of self-appraisal across the institution.

UMB enrolls 6,636 students<sup>6</sup> of which 960 are upper-division undergraduates in nursing, dental hygiene, and medical technology. A majority of students are enrolled in UMB's professional schools — Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work — and the interdisciplinary School of Graduate Studies. Across UMB's primary entry-into-practice programs,<sup>7</sup> the 100 percent time-to-degree-graduation rate averages 84 percent, and the 150 percent time-to-degree graduation rate averages 92 percent. UMB takes pride in the fact that students generally complete at the same rate regardless of race, gender, or ethnicity.

As a public state institution, UMB's institutional assessment philosophy is significantly influenced and shaped by drivers at the state, University System of Maryland (USM),<sup>8</sup> and University levels. To be sure, much of the assessment that UMB engages in is mandated, particularly at the state level. However, instead of approaching its assessment and reporting under these programs as simply a compliance activity, UMB has adopted a holistic institutional assessment model that is responsive and accountable to its stakeholders, advances the University's mission and vision, and utilizes assessment

1. UMB has one additional location: the Universities at Shady Grove (USG) in Montgomery County, Md.

2. The Carnegie Classification is the nation's leading framework for categorizing U.S. higher education institutions.

3. UMB's \$1.67 billion annual budget generates nearly 17,000 jobs each year and produces more than \$3.2 billion in annual economic activity. The University directly employs 3,255 faculty, 2,911 executive and professional staff members, and 1,290 support staff.

4. **School of Graduate Studies:** Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) - MS Health Sciences with Physician Assistant concentration. **School of Dentistry:** Commission on Dental Accreditation (CODA) - BS/MS Dental Hygiene; and Doctor of Dental Surgery (DDS). **School of Law:** American Bar Association (ABA) - Juris Doctorate. **School of Medicine:** Liaison Committee on Medical Education (LCME) - Doctor of Medicine; Council for Genetic Counseling - MS in Genetic Counseling; National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) - MS in Pathology; American Physical Therapy Association (APTA), Commission on Accreditation in Physical Therapy Education (CAPTE) - Doctor of Physical Therapy; Council on Education for Public Health (CEPH) MS in Public Health. **School of Nursing:** Commission on Collegiate Nursing Education (CCNE) - MS in Nursing, Doctor of Nursing; Council on Accreditation of Nurse Anesthesia Educational Programs (COA) - DNP Nurse Anesthesia. **School of Pharmacy:** Accreditation Council of Pharmacy Education (ACPE) - Doctor of Pharmacy. **School of Social Work:** Council on Social Work Education (CSWE) - MA Social Work.

5. The School of Graduate Studies engages in regular academic program review.

6. This total includes 866 students enrolled at the Universities at Shady Grove. About two-thirds of all UMB students are in-state students.

7. The primary entry-into-practice programs are Dentistry DDS, Law JD, Medicine MD, Nursing DNP, Pharmacy PharmD, and Social Work MSW.

8. The University System of Maryland was established by the Maryland General Assembly in 1988. It comprises a system office led by the chancellor, three regional higher education centers, and 12 institutions geographically distributed around the state including UMB.



data and information to evaluate the effectiveness of its programs. This multilevel assessment program allows UMB to create clear goals and set a course for the future as the University nurtures a culture of quality and maintains a commitment to excellence in education. The mission, core values, and strategic plan guide institutional stakeholders in planning and decision-making, encourage scholarly and creative activity at levels and types appropriate to UMB, and drive academic program and curricular development. Goals that focus on student learning and related outcomes are supported by administrative, educational, and student support programs and services as described in detail for Standards III, IV, and V.

**NATIONAL RANKINGS**

Dentistry	
8th*	National Institutes of Health Funding, FY 2023
Law	
3rd	State and Local Clerkships, <i>Princeton Review</i> , 2024
4th	Health Care Law, <i>U.S. News &amp; World Report</i> , 2024
5th	Clinical Training, <i>U.S. News &amp; World Report</i> , 2024
7th	Dispute Resolution, <i>U.S. News &amp; World Report</i> , 2024
Medicine	
Tier 1**	Primary Care, <i>U.S. News &amp; World Report</i> , 2024
Tier 2**	Research, <i>U.S. News &amp; World Report</i> , 2024
Nursing	
1st*	MSN Nursing Leadership and Management, Online Programs
1st*	MSN Nursing Leadership and Management, Graduate Programs
1st*	T-1st* DNP Adult-Gerontology Primary Care Nurse Practitioner
3rd*	DNP Family Nurse Practitioner
T-4th*	Doctor of Nursing Practice (All <i>U.S. News &amp; World Report</i> , 2024)
Pharmacy	
15th	<i>U.S. News &amp; World Report</i> , 2024
Social Work	
24th	<i>U.S. News &amp; World Report</i> , 2024

\* RANKING AMONG PUBLIC UNIVERSITIES  
 \*\* *U.S. NEWS & WORLD REPORT* REVISED ITS MEDICAL SCHOOL RANKINGS IN 2024 TO USE A TIER SYSTEM, RANKING SCHOOLS BY TIERS 1, 2, 3, OR 4, AND LISTING EACH TIER ALPHABETICALLY.

UMB’s schools and units use high-level institutional outcomes to identify their own specific, measurable, achievable, relevant, and time-bound (SMART) goals that are directly aligned with UMB’s 2022-2026 Strategic Plan. The Strategic Plan Implementation Management System is used to assist schools and individual units in aligning their goals with University priorities and tracking progress in achieving goals.

**THEMES OF THE 2022-2026 STRATEGIC PLAN**

- 1 | Accountability and Integration of Core Values
- 2 | Student Growth and Success
- 3 | University Culture, Engagement, and Belonging
- 4 | Innovation and Reimagination
- 5 | Community Partnership and Collaboration
- 6 | Global Engagement and Education

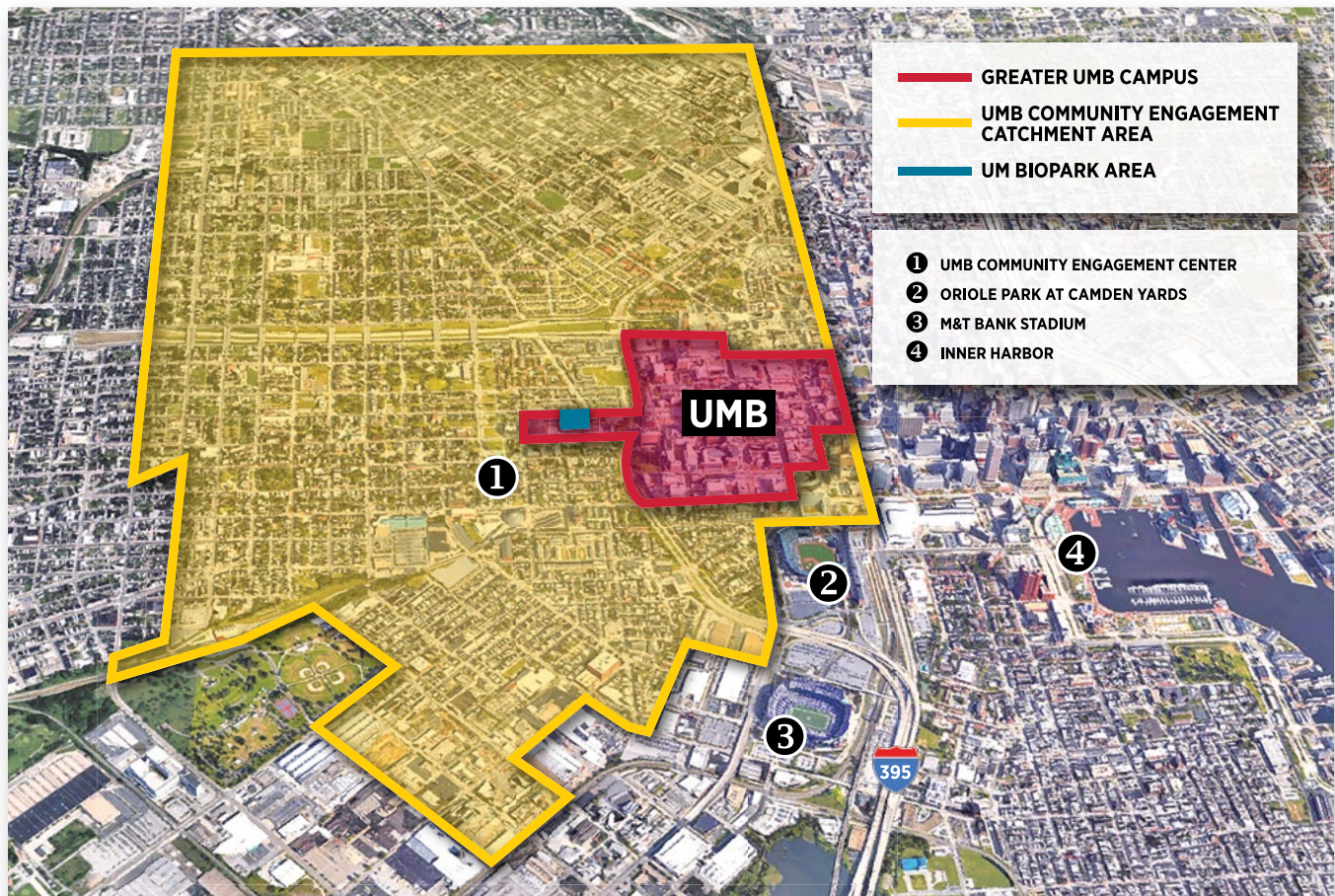
Resource allocation of UMB’s \$1.67 billion annual budget is tied to both the core values and the strategic outcomes. Requests for funding are vetted by the Funding Model Workgroup composed of deans, vice presidents, and administrative deans. A thoughtful and intentional budgeting process ensures that resources and revenue streams are in place to support the UMB’s mission and goals.

## INSTITUTIONAL PRIORITIES

UMB adopted a standards-based approach for the self-study, yet also identified four institutional priorities for exploration informed by its strategic plan and core values.

### UMB PRIORITIES FOR SELF-STUDY WITH CORRESPONDING STANDARDS

INSTITUTIONAL PRIORITIES	Near-Campus Vibrancy	Strategic Enrollment Growth	EDI Integration	Institutional Effectiveness
<b>MSCHE STANDARDS</b>				
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	✓		✓	





### NEAR-CAMPUS VIBRANCY

UMB is firmly anchored in two majority Black Baltimore communities: downtown Baltimore's westside business district and West Baltimore proper. West Baltimore has long been negatively impacted by racism, a lack of economic opportunities, insufficient access to resources and wealth, and safety concerns. Although the root causes of these challenges have persisted for generations, UMB is collaborating with our neighbors to strengthen West Baltimore via its Community Engagement Center, which serves adults and children through programs that meet community-identified needs such as exercise, food, and after-school and educational programming. Overall, the UMB community contributes more than 2 million volunteer hours a year in service to the public, providing programming that improves health and wellness, advances justice, promotes economic development, and strengthens families and communities.

The city of Baltimore experienced reduced spending at businesses and restaurants during and after the COVID-19 shutdown as workers moved to and remained in remote work. Areas adjacent to UMB's campus, some already in decline over the previous years, were impacted with the loss of traffic and business closures. However, UMB's neighbors include many of the city's exciting cultural establishments that collectively provide the basis for greater investment: CFG Bank Arena, Hippodrome Theatre, Oriole Park at Camden

Yards (Baltimore Orioles), and M&T Bank Stadium (Baltimore Ravens), and revitalization is underway. UMB has been working with the city of Baltimore and private firms to plan and facilitate additional campus-adjacent developments that will spur commercial development, recreation, dining, and housing.

Lexington Market is a historic entity located on the edge of UMB's campus. Established in 1782, the market is viewed by many as a more authentic representation of Baltimore and its culture than the touristy areas surrounding the Inner Harbor. In 2023, the city of Baltimore invested \$41 million in the revitalization of Lexington Market. UMB contributed to a \$1.3 million small business fund that aided startup vendors and fostered economic growth within the community. Over the past three years, UMB has contributed almost \$900,000<sup>9</sup> to the Eutaw Street Collaborative. The collaborative is designed to increase safety in the neighborhood surrounding Lexington Market and offer resources to those in need by engaging community members in the program and providing case management, mental health support, conflict resolution, and entrepreneurship programming. Case management includes assistance with vital records, training, job placement, housing assistance, and substance abuse counseling.

9. This includes the full cost (\$275,000) of the Eutaw Street Collaborative's startup year.

Importantly, UMB and the community *co-create* initiatives. The University's Live Near Your Work program offers homebuying assistance to UMB employees for down payments and closing costs on homes in select West Baltimore neighborhoods. One innovative new effort, based in UMB's Department of Police and Public Safety, is a street outreach collaborative team that brings together police, social workers, doctors, and students and fosters partnerships with other agencies and community organizations as a leader in outreach and intervention. Additional community-engaged initiatives focus on violence prevention, supporting victims of crime, and the reduction of human trafficking.

### STRATEGIC ENROLLMENT GROWTH

Over the past 10 years, headcount enrollment across all UMB programs has increased by 9 percent. However, some programs have experienced growth while others have seen declines in enrollment due to factors such as shifting workforce demands, increased competition, and students' evolving preferences for online learning.

The University monitors trends to ensure that the needs of students and the state are met in today's dynamic workforce environment. For example, in line with the COVID-19 surge in demand, the School of Nursing (UMSON) has experienced a significant increase in its entering class. By contrast, over the past three years, the School of Social Work's (UMSSW) Master of Social Work (MSW) program has experienced declining enrollment. UMSSW responded by adding a fully online MSW program that meets the desires of post-pandemic students. UMSSW also has expanded enrollment at UMB's additional location: the Universities at Shady Grove (USG). Likewise, the school also has undergone a thorough study and revision of its curriculum.

The second school experiencing a decline in enrollment is the School of Pharmacy (UMSOP). This was not unexpected. Since the time of our previous self-study, several pharmacy schools have opened, both nationally and in Maryland. In response, UMSOP reacted dynamically by developing a range of innovative master's programs.

Overall, UMB seeks to optimize its enrollment practices by articulating a holistic enrollment and growth strategy within which each of our schools retains 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.

### EQUITY, DIVERSITY, AND INCLUSION (EDI) INTEGRATION

The University holds EDI as a strategic priority and has continuously increased its efforts and investment in this area. UMB strives to integrate EDI into all university processes and practices, including admissions, recruitment, promotion, retention, training, curriculum, cocurricular activities, and capacity building in University administration and leadership.

In 2021, UMB established the Office of Equity, Diversity, and Inclusion (OEDI) led by a vice president reporting directly to the president. OEDI's mission is to build capacity and cultivate collective action to promote equity and justice in all dimensions of UMB's mission and culture. OEDI has implemented an EDI Data Dashboard, which maps and tracks the current state and progress of EDI efforts at UMB related to presence, recruitment, retention, and promotion.

Additionally, OEDI has led the development and implementation of "Weaving University REPS<sup>10</sup>: Diversity Action and Accountability Plan," the University's first diversity strategic plan. The plan focuses on recruitment and retention; experience and climate; professional development and career advancement; and scholarship, service, and education. There is now a State of EDI accountability and progress initiative in which all schools and units report on their progress related to the plan and other advancement strategies. OEDI also has led the development of leadership, accountability, and capability programs and initiatives to ensure the integration of EDI in core university policies, practices, and procedures.

While many of the schools already had EDI leadership, OEDI has supported the establishment and expansion of EDI leadership in the schools and administrative

10. REPS is derived from the phrase "Representation, Repetition, and Reputation."

units. Each school has an assistant or associate dean of diversity and a webpage that addresses EDI. The Administration and Finance department has its own executive director of diversity and inclusion, and most other administrative units have personnel who serve as resources for faculty members, staff, and students. School-level EDI leaders serve on the Diversity Advisory Committee (DAC). The purpose of DAC is to advise and provide comprehensive feedback to the chief diversity officer/vice president on University goals, initiatives, and other priorities to advance EDI, justice, anti-racism, and anti-oppression at UMB.

OEDI conducts regular surveys to understand the University's climate and respond to specific needs. To date, UMB has established an emergency loan program, a student food pantry, disability services, student and employee counseling services, and support for transgender and non-binary students, undocumented students, and first-generation students. The University also supports the success of underrepresented minority faculty and staff. OEDI established the Faculty of Color Network to support the recruitment, retention, and success of faculty from underrepresented groups.

Through our annual Rev. Dr. Martin Luther King Jr. Diversity Recognition Awards, UMB honors those who play a leadership role for or have been an integral part of EDI efforts at the University. The recipients serve as models of the ideals epitomized by the life and work of Dr. King via their contributions to the University or local community. UMB also launched the 1807 Commission, led by OEDI, to investigate UMB's connections to slavery and racism. The goal is to provide a framework for a better understanding of generations of racialized trauma. The focus of the initiative includes research into the history of the naming of buildings at UMB and providing recommendations for reparative actions.

One of OEDI's partners is the President's Council for Women, which was established to take on a leadership role, participate in, and have a voice in the development of institutional initiatives, policies, and procedures to ensure such efforts are equitable and inclusive.<sup>11</sup> The UMB Roundtable on Empowerment in Leadership and

Leveraging Aspirations, another OEDI partner, exists to foster an environment of opportunity and support the success of women at UMB by helping them identify and work toward achievement of their personal and professional goals, enhancing their leadership skills, and championing women at all levels of the organization.

On a tactical level, UMB aspires to develop a cohesive and comprehensive integration of diversity, equity, and inclusion into all of our university processes and practices, including admissions, recruitment, promotion, retention, training, curriculum, and cocurricular, as well as efforts geared toward capacity building in University administration and leadership.

### **INSTITUTIONAL EFFECTIVENESS**

Since MSCHE reaffirmed UMB's accreditation in 2016, UMB has implemented a standardized, Universitywide program to evaluate and improve academic assessment and reporting and establish institutional learning outcomes (ILOs) applicable to all students, regardless of program or degree level.

To operationalize this, UMB's Office of Institutional Effectiveness, Strategic Planning, and Assessment established the first Best Practices in Assessment Group (BPAG) and developed the Academic Program Assessment and Improvement Report (APAIR) system to facilitate the documentation of assessment activities at the school and program level. The University is continually enhancing its culture of assessment by continuing to educate the UMB community about BPAG, APAIR, and ILOs. In addition, across non-academic areas, there is a focus 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.

UMB also focuses on the assessment and development of enhanced delivery of instruction. The Faculty Center for Teaching and Learning (FCTL) was established in 2019 within UMSGs to advance evidence-based teaching, learning, and evaluation practices throughout the University. As a resource for all UMB schools, FCTL provides support and information for faculty to

11. Roughly 57 percent of faculty and 63 percent of employees at UMB identify as female.

enhance their teaching and improve student learning outcomes. The center offers consultations, instruction, and assistance regarding course design, professional coaching, and media production services. FCTL also facilitates the multidisciplinary Graduate Teaching Assistant and Online Teaching Community programs. Moreover, the Leaders in Education: Academy of Presidential Scholars initiative develops novel educational methods, advances educational innovations and scholarship, and enhances the skills and knowledge of faculty members as educational thought leaders and scholars.

Assessment practices will be continually updated to strengthen institutional effectiveness and respond to emerging internal and external data requirements.

### SELF-STUDY PROCESS AND TIMELINE

In fall 2022, UMB President Bruce E. Jarrell, MD, FACS, appointed Roger J. Ward, EdD, JD, MSL, MPA, provost and executive vice president, and Mark A. Reynolds, DDS, PhD, MA, dean of the School of Dentistry, as co-chairs of a 26-member steering committee. Gregory Spengler, MPA, associate vice president for institutional effectiveness, was appointed MSCHE accreditation liaison officer. The membership of the Steering Committee included vice presidents, assistant and associate deans, faculty, staff, and a student representative. These members were chosen from a pool generated in response to a solicitation letter from the co-chairs sent to all vice presidents and deans.

UMB adopted a standards-based approach to its self-study based on the “MSCHE Standards for Accreditation and Requirements of Affiliation” (13th edition). The Steering Committee organized itself into seven working groups in spring 2023 based on those standards. These working groups selected 12 to 15 members from a volunteer pool, researched and drafted chapters in response to the criteria and requirements of affiliation associated with the standard on which they focused, and identified evidence to support their work. The Steering Committee and working groups were supported by the Logistics Committee, a 10-member team composed of primarily Office of the Provost staff.

The Steering Committee’s work was comprehensive and inclusive. The major outcomes expected from the self-study were:

- To engage in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from every corner of the University community.
- To produce a self-study report that demonstrates compliance with the Middle States Commission on Higher Education accreditation standards.
- To conduct a mid-term assessment of the University’s performance under the current UMB Strategic Plan within the context of the recently adopted USM Strategic Plan and recommend improvements as necessary.
- To develop forward-looking recommendations to inform UMB’s next five-year strategic plan in order to move the institution further along in its quest for excellence in graduate and professional education, research, clinical activities, and service for the public good.

During the working group writing phase, the Steering Committee held five town halls (four in person and one virtual) to receive community input regarding each self-study standard. Later, once the Steering Committee had completed a full self-study draft, it solicited comments from University leadership (vice presidents and deans) and the UMB and USG university communities (via online and in-person town halls and an online survey). The Steering Committee, with a few summer exceptions, met every three weeks, during which the working group chairs provided updates on their work. Over the space of six months, the working groups provided an outline and several drafts of a report on their assigned standard. The Steering and Logistics committees held a half-day retreat in February 2024 to consider their progress and discuss a range of opportunities for improvement identified in each working group’s work. The University will use these identified opportunities as a foundation for its next strategic planning process for 2027-2031.

**FALL 2022**

UMB staff attended MSCHE Self-Study Institute and MSCHE Annual Conference.

President chose Steering Committee co-chairs and Board of Regents designated member.

Deans and vice presidents submitted nominations for Steering Committee.

**SPRING 2023**

Steering Committee named and charged; Logistics Committee formed.

University hosted visit of MSCHE liaison.

Steering Committee chose self-study design model.

Steering committee wrote self-study design, which was accepted by MSCHE.

University launched self-study information and communication campaign.

**SUMMER 2023**

Steering Committee members appointed as chairs of seven working groups.

Working group chairs populated groups and developed lines of inquiry.

Logistics team assembled and organized supporting documents.

Working groups began research.

**FALL 2023**

Steering Committee oversaw research and reporting by working groups.

Working groups engaged University community through town halls.

Working groups prepared annotated outline of reports.

Steering and Logistics committee members attended MSCHE Annual Conference.

**SPRING TO SUMMER 2024**

Working groups submitted draft reports (mid-March) and final reports (early April).

Steering Committee assembled, reviewed, and commented on self-study draft report.

Steering Committee held retreat to review draft and opportunities for improvement.

UMB leadership team (vice presidents and deans) reviewed and commented on draft.

**FALL 2024**

University community reviewed and commented on draft self-study report.

MSCHE selected evaluation team chair with University approval.

University sent self-study design and draft self-study report to team chair.

Team chair visited University and provided comments on draft report.

Steering and Logistics committee members attended MSCHE Annual Conference.

**SPRING 2025**

University prepares final version of self-study report, sends it to MSCHE and evaluation team prior to team visit.

University hosts evaluation team visit.

**SELF-STUDY ORGANIZATIONAL STRUCTURE**

The self-study report is composed of seven chapters, one for each standard in the “MSCHE Standards for Affiliation” (13th edition).

**MISSION AND GOALS**

The section presents the University’s mission, vision, core values, and strategic goals, as well as its collaborative strategic planning process. The chapter highlights how the University’s mission and strategic planning process connect, inform, and reinforce each other and how the processes of revising and approving them can be enhanced. It identifies institutional opportunities to strengthen mission awareness and establish a central repository for community impact data.

### **ETHICS AND INTEGRITY**

The section reviews the University's policies and procedures aimed at upholding ethics and integrity through accountability and compliance. It details how the University's core values support the creation of a welcoming environment for students, faculty, and staff while ensuring adherence to University, state, and federal regulations. This approach fosters an inclusive climate conducive to high-quality work. Additionally, the chapter identifies opportunities for evaluating existing University policies to address inconsistencies and suggests developing a strategic plan for artificial intelligence that includes considerations of its policy impacts and provides ethical guidance for academic use.

### **DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE**

The section provides a comprehensive overview of the design and delivery of the University's professional and graduate programs, as well as its evaluative efforts surrounding the delivery of a coherent student learning experience. It emphasizes the University's commitment to EDI, highlighting UMB's core values and continuous improvement efforts. The chapter also highlights the collaborative efforts of faculty and staff to uphold high academic standards and professionalism, supporting the institution's values and strategic priorities. Additionally, the chapter identifies opportunities for the University to systematically survey alumni and their employers to inform curriculum content and design to ensure that graduating students are proficient with emerging technologies to prepare them for the careers of the future.

### **SUPPORT OF THE STUDENT EXPERIENCE**

The section explains how the University recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings, and supports student retention, persistence, completion, and success. The chapter discusses school and University structures, resources, and supports for the success of prospective and enrolled students. The chapter identifies opportunities for the University to take a holistic approach to optimizing mental health and wellness supports for students, with priority given to initiatives that promote equity and respect for all

members of the University community, including assessing resources and staffing at the school and University levels. Additional focal points are to include assisting first-generation students, addressing financial insecurities of marginalized communities, promoting intergroup engagement, and supporting non-native English speakers.

### **EDUCATIONAL EFFECTIVENESS ASSESSMENT**

The section discusses how the University uses assessment of student learning and achievement to demonstrate that its students accomplish program, degree, and institutional educational goals. It demonstrates how uniformly strong assessment practices throughout each school collectively reinforce UMB's culture of assessment. The chapter notes improvements in teaching and student achievement that have been made as a result of interpreting data, and how actions taken since the last site visit improving documentation and standardization of assessment activities strengthen the effectiveness and comprehensiveness of UMB's institutional effectiveness processes. The chapter identifies opportunities for the University to provide support to accurately assess student achievement and communicate results; increase data transparency by regularly sharing results with key stakeholders; offer and expand resources offered by the Faculty Center for Teaching and Learning; and provide centralized support through the Office of the Provost to complement school-based efforts.

### **PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT**

The section lays out how the University's planning and resource allocation processes, human resources, information technology, and facilities allow the institution to fulfill its mission and goals, assess and improve its programs, and respond effectively to opportunities and challenges. Student success at UMB is undergirded by deliberate and sustained institutional planning. This includes a robust internal assessment program that evaluates and supports the implementation of the strategic plan; guides the budgeting, capital planning, and facilities renewal process; identifies and manages institutional risks; monitors each of its schools' accreditation processes; and evaluates the effectiveness of the University's executive leaders. The chapter identifies



opportunities for the University to enhance transparency in the assessment of strategic planning and budgeting processes, improve coordination of assessment activities for non-academic units, and ensure community inclusion in the assessment of and plans for improving near-campus vibrancy. Lastly, UMB should use collected utilization data for its buildings to ensure efficient utilization to guide reallocation, repurposing, and growth.

**GOVERNANCE, LEADERSHIP, AND ADMINISTRATION**

The section delineates how the institution is governed and administered to realize its mission and goals and effectively benefit the institution, its students, and the other constituencies it serves. It describes the governance structures, shared governance organization, and assessment processes used to measure the effectiveness of UMB’s governance, leadership, and administration. The chapter identifies opportunities for the University to improve communication about leadership assessments, especially 360-degree reviews for vice presidents and deans.

**ABOUT UMB**

**ORGANIZATIONAL STRUCTURE**

UMB is one of 12 schools in USM, which is governed by an unpaid 21-member Board of Regents that includes two full-time students and is appointed in a manner specified by Maryland law and serve limited terms. The Board of Regents appoints the chancellor, who serves as chief of staff of the board and is USM’s chief executive officer. The presidents of USM institutions are appointed by the board in consultation with the chancellor.

**USM FAST FACTS**

<b>Undergraduate Students:</b> 129,619	<b>Facilities:</b> Nearly 120 sites
<b>Graduate Students:</b> 37,174	<b>Buildings:</b> Nearly 1,000, including 20 libraries
<b>Faculty:</b> 16,985	<b>Operating Budget:</b> \$7 billion (FY 2023)
<b>Staff (various categories):</b> 18,778	
<b>Graduate Assistants:</b> 6,187	

In 2020, UMB’s president, Jay A. Perman, MD, was elevated to the position of USM chancellor. Thereafter, the Board of Regents, in consultation with the new chancellor, appointed Bruce E. Jarrell, MD, FACS, formerly the University’s provost and executive vice president, to the UMB presidency. Dr. Jarrell, in turn, appointed Roger J. Ward, EdD, JD, MSL, MPA, formerly senior vice president for operations and institutional effectiveness and vice dean of UMSGGS, as provost and executive vice president.

Since Dr. Jarrell became president, five of UMB’s long-serving deans have stepped away from their positions; some returned to the faculty and others retired. In choosing new deans, the president elevated a faculty member from UMSON and one from UMSOP to deanships, and UMB welcomed back a former faculty member at the Francis King Carey School of Law to serve as dean. Two of the new deans are Black, and all three are distinguished female leaders and scholars. Through the other decanal appointments, President Jarrell brought to the University two men and one woman who are distinguished members of their professions possessing a clear understanding of UMB and with the ability to shepherd their respective schools forward. The dean of UMSGGS also is UMB’s first-ever vice provost for graduate education. Additionally, the president created and filled the position of chief EDI officer and vice president, who reports directly to him. Just last year, Provost Ward, with a focus on critical University

goals, elevated three positions to the level of dean or vice president: dean of the Health Sciences and Human Services Library, vice president of student affairs, and vice provost of academic affairs and strategic initiatives. All three report to the provost, as does the dean of UMSGs.

UMB is composed of seven schools: Dentistry, Graduate Studies, Law, Medicine, Nursing, Pharmacy, and Social Work. All are based in Baltimore. UMB also has a single additional location, USG, a regional academic center located roughly 75 minutes away from UMB in Rockville, Md. Established in 2000 by USM, USG offer programs from nine of the system’s institutions, each sharing the mission of creating educational and economic opportunities for Montgomery County<sup>12</sup> and the surrounding region. In this manner, the UMB-USG partnership provides an innovative approach to some of higher education’s biggest challenges: quality, access, and affordability. In fall 2024, UMB enrolled 866 students at USG, offering undergraduate and doctoral programs in nursing; master’s programs in social work, medical cannabis science/therapeutics, and pharmaceutical science; and a dual bachelor’s/ master’s program in clinical dental hygiene leadership.

**SHADY GROVE ENROLLMENT BY DEGREE PROGRAM**

Degree Program	Students Enrolled
<b>Nursing</b>	
Undergraduate	425
Graduate	39
<b>Social Work</b>	198
<b>Pharmacy</b>	3
<b>Graduate Studies</b>	193
<b>Dental</b>	8
<b>Total</b>	<b>866</b>

**UMB FAST FACTS**

<b>Undergraduate Students:</b> 960	<b>Staff:</b> 4,201
<b>Graduate/Professional Students:</b> 5,676	<b>Buildings:</b> 57
<b>Faculty:</b> 3,255	<b>Operating Budget:</b> \$1.67 billion

**SEVEN SCHOOLS, ONE UNIVERSITY**

When the Maryland General Assembly chartered the College of Medicine in 1807, it created what became the founding campus of USM. The *University of Maryland School of Medicine* (UMSOM) is the nation’s oldest public medical school. The faculty, staff, residents, trainees, and students are dedicated to leadership, diversity, and social responsibility across four mission areas: education, research, patient care, and community. The school trains the next generation of physicians, scientists, and health professionals; provides compassionate clinical care; and conducts advanced biomedical research to solve the generational health challenges of our time — including obesity and metabolic health, an aging population, emerging pathogens and climate medicine, mental health and addiction, health inequity and disparities, brain diseases and neurodegeneration, and big data computation.

School	Year Founded
School of Medicine	1807
Carey School of Law	1824
School of Dentistry	1840
School of Pharmacy	1841
School of Nursing	1889
School of Graduate Studies	1918
School of Social Work	1961

12. Montgomery County previously lacked a USM institution. It is the most populous of Maryland’s 24 counties, and 32 percent of its population was born outside of the United States.

The school's programs are accredited by numerous specialized accreditors, including the Liaison Committee on Medical Education; the Association of American Medical Colleges; and, for the Doctor of Medicine program, the American Medical Association. In its most recent rankings of U.S. medical schools, *U.S. News & World Report* placed UMSOM in Tier 1 in the Best Medical School: Primary Care category and Tier 2 in the Best Medical School: Research category.

UMSOM is an innovative leader in academic medicine. The school was the first public medical school in the nation to open a teaching hospital (1823), and the first to establish statewide emergency medical services (1973). Its researchers developed aromatase inhibitor drugs as a groundbreaking breast cancer treatment in 1982, performed the most comprehensive total face transplant surgery in 2012, played a critical role in the development and testing of the major COVID-19 vaccines, and, in 2022, pioneered the first pig-to-human heart transplant.

A new era for the school began in August 2022, when Mark T. Gladwin, MD, was appointed as dean of UMSOM and vice president for medical affairs of UMB. In 2023, the dean created and filled the position of senior associate dean for population and community medicine/associate vice president for community health. The appointee brings a depth of experience and expertise in the most critical health challenges facing underserved communities in Baltimore and across the nation. There also is excitement surrounding the four institutes or centers that have new directors — the Institute for Genome Sciences, Institute of Human Virology, Center for Vaccine Development and Global Health, and the University of Maryland Marlene and Stewart Greenebaum Comprehensive Cancer Center. The new directors are fortunate to have the unique opportunity to build on the pioneering work of the founders.

The *University of Maryland Francis King Carey School of Law* (Maryland Carey Law) was authorized by the Maryland legislature in 1813 and began regular instruction in 1824, making it the fourth-oldest law school in the nation. Through excellent teaching in classroom and clinical settings, Maryland Carey Law seeks to prepare its students for productive leadership and professional roles in

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.

Maryland Carey Law's programs are accredited by the American Bar Association. The school is ranked fourth nationally for state and local clerkships (*Princeton Review*, 2023), and fourth nationally for health care law, fifth for clinical training, and seventh for dispute resolution (*U.S. News & World Report*, 2024). Maryland Carey Law offers specialty certificates in Environmental Law, as well as Law and Health Care. Other programs include Advocacy, Alternative Dispute Resolution, Business Law, Clinical Law, Intellectual Property Law, and International and Comparative Law. It offers fully online master's degrees in three areas: Health Care Law, Cybersecurity Law, and Homeland Security and Crisis Management Law. Furthermore, the school is home to several research centers including the Chacón Center for Immigrant Justice, which opened in 2021, and the Gibson-Banks Center for Race and the Law, which opened in 2023.

Unique among law schools nationally, Maryland Carey Law requires that every student who initially enrolls full time in the first-year day class provide legal services through the Cardin Requirement. The requirement, named after notable alumnus and former U.S. Sen. Ben Cardin of Maryland, originated in 1987 and was a nationally recognized early addition to the curriculum. The students' service is conducted under the auspices of Maryland Carey Law's Clinical Law Program. The program, established in 1973, has 18 clinics that allow students to handle criminal and civil cases, resulting in over 150 students contributing more than 75,000 hours of free legal service annually.

Founded in 1840, the *University of Maryland School of Dentistry* (UMSOD) is the oldest dental college in the world. The school's mission is to achieve preeminence in oral health through excellence and innovation in education, patient care, research, public service, and global engagement. Through its clinics, UMSOD cares for over 20,000 patients a year and is the largest provider of dental services in the

state of Maryland. Approximately 26 percent of the school's patient population is Medicaid-eligible.

All of its clinical programs, including the Doctor of Dental Surgery and postgraduate programs, are fully accredited by the Commission on Dental Accreditation. One standout department, Oral and Maxillofacial Surgery, has faculty that perform over 400 surgeries each year for individuals with head, neck, and oral cancers, while also serving as an integral part of the University of Maryland R Adams Cowley Shock Trauma Center.

Students benefit from the expertise of world-renowned faculty in biomedical and clinical sciences, including oncology, neural and pain sciences, and regenerative dental medicine. In 1986, UMSOD became the first dental school in the U.S. to establish a division of dental informatics, incorporating computers into dental education. Building on this legacy of innovation, the school established the first Division of Artificial Intelligence Research in a dental school in 2023. In Fiscal Year 2023, the school ranked eighth nationally in National Institutes of Health grant funding among public U.S. dental schools.

The school also leads the multidisciplinary University of Maryland Center to Advance Chronic Pain Research, which addresses the complex issue of chronic pain. The center focuses on the physiological, genetic, and psychosocial factors that contribute to the development and persistence of debilitating chronic pain conditions.

Founded in 1841, the *University of Maryland School of Pharmacy* (UMSOP) is the nation's fourth-oldest school of pharmacy. Its mission is to globally engage and lead education, pharmacy practice, scientific research, and pharmapreneurial initiatives to collaboratively and equitably improve the health of society. The school's Pharmapreneurship initiative speaks to the innovative, creative, and critical thinking approaches taken to address the nation's health care challenges via cutting-edge research initiatives and innovative clinical services.

UMSOP's Doctor of Pharmacy (PharmD) program is accredited by the Accreditation Council for Pharmacy Education and is ranked 15th nationally (*U.S. News*

*& World Report*, 2024). The school is composed of two departments: the Department of Pharmaceutical Sciences, in which faculty researchers work in all areas of drug discovery and development, including fundamental biomedical research to clinical trials; and the Department of Practice, Sciences, and Health Outcomes Research, in which faculty work to improve health care both as clinicians and researchers, with a range of foci including the development of new interprofessional practice models and advocacy for the expansion of pharmacy practice, and research in health outcomes, economic and social determinants of health, epidemiology, and data science.

In addition to training pharmacists, UMSOP trains students in a variety of health sciences disciplines, offering innovative doctoral degrees in Pharmaceutical Sciences; Pharmaceutical Health Services Research, and Palliative Care, as well as first-of-their-kind master's degrees in Pharmacometrics, Regulatory Sciences, Palliative Care, Pharmaceutical Sciences, and Medical Cannabis Science and Therapeutics, along with associated certificate programs.

UMSOP is a leader among pharmacy schools in external research funding from the National Institutes of Health (NIH), National Science Foundation, Food and Drug Administration (FDA), and other federal agencies. Notably, the school is an FDA Center of Excellence in Regulatory Sciences and an FDA Center for Research on Complex Generics. These centers are recipients of umbrella grants that fund research focused on the development and approval of new drugs. The school is nationally recognized for its PATIENTS<sup>13</sup> Program, which connects patients with researchers to lead patient-centered clinical research. The initiative has been so successful that the effort is being replicated nationwide.

The *University of Maryland School of Nursing* (UMSON), established in 1889, is the largest nursing school in Maryland and one of the largest public schools of nursing in the nation. UMSON develops strong leaders who shape the profession of nursing and have a powerful impact on the health care environment. The school offers undergraduate, master's,

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13. Patient-Centered Involvement in Evaluating the Effectiveness of Treatments

doctorate, and certificate programs and specialties at UMB in Baltimore and at USG in Rockville.

Its programs are accredited by the Commission on Collegiate Nursing Education and specialized accreditors such as the Council on Accreditation of Nurse Anesthesia Educational Programs. In the *U.S. News & World Report 2024* rankings, UMSON's Master of Science in Nursing (MSN)-Health Services Leadership and Management specialty was No. 2 among all 651 nursing schools surveyed and tied for No. 1 among public schools. Also, among public nursing schools, the Doctor of Nursing Practice (DNP)-Adult-Gerontology Primary Care Nurse Practitioner specialty was ranked No. 1 (tied), the overall DNP Program was No. 4 (tied), and the overall MSN Program was No. 9.

To provide clinical programs for students, UMSON maintains affiliations with more than 300 hospitals and health care agencies throughout Maryland for more than 450 clinical learning sites. In spring 2024, 1,875 students were placed in 2,820 slots. The school is dedicated to creating an environment that will advance the science of nursing and influence health care through groundbreaking research and scholarship of the highest quality. As of FY23, UMSON was ranked 33rd among schools of nursing in receipt of funding from NIH with \$2.8 million in grants.

UMSON has pioneered innovative graduate programs, including the nation's first nursing informatics master's specialty, Maryland's first nurse anesthesia program for civilians, and Maryland's first DNP program. Finally, it operates 33 simulation labs at UMB and USG.

The *University of Maryland School of Graduate Studies* (UMSGS) was founded in 1918 and offers 45 master's and doctoral degrees and certificates across the biomedical, health, and human service sciences in a broad range of fields including

aging and gerontology, genetics, marine estuarine environmental sciences, molecular microbiology and immunology, palliative care, regulatory science, and science communication. UMSGS confers all PhD degrees, and faculty at individual schools deliver curricula and guide research and dissertation work.

UMSGS is a reimagined interdisciplinary graduate school. It is now more entrepreneurial and agile, developing postbaccalaureate programs that meet state and regional workforce needs. Over the past 10 years, the school has launched nearly 30 new academic programs, ranging from graduate certificates to PhDs. It houses the Physician Assistant Program, accredited by the Accreditation Review Commission on Education for the Physician Assistant. Likewise, UMSGS's Medical Physics certificate is accredited by the Commission on Accreditation of Medical Physics Education Programs. Among the school's new programs is a doctoral program in health professions education and a master's degree program in diversity, equity, and inclusion leadership.

UMSGS has worked in partnership with UM Ventures, Baltimore<sup>14</sup>, a joint tech-transfer operation that's developing hundreds of University discoveries and inventions, to create the Graduate Research Innovation District (Grid)<sup>15</sup>, an innovation space where students connect to bring innovative health and social impact ideas to life through education, entrepreneurial resources, and programming.

The *University of Maryland School of Social Work* (UMSSW) was founded in 1961 to prepare students, practitioners, and scholars to advance the well-being of populations and communities and promote social justice. In 1989, UMSSW and Maryland Carey Law launched the first law and social work services program of its kind, with law and social work students providing pro bono services. In 2013, UMSSW became

14. UM Ventures, Baltimore (UMVB) is an initiative designed to channel the tremendous technical resources and research expertise of UMB, engaging partners in industry and social ventures to expand real-world impact. By encouraging students and faculty and providing expert advice and business services, more discoveries will reach the market. By engaging directly with external partners, UMVB brings new investment, expanded markets, and more startup ventures.

15. The Graduate Research Innovation District hosts a wide range of events, including sessions on marketing, branding, intellectual property law, human-centered design, social innovation, community development, elevator pitching, and more. The Grid has hosted a pitch showcase that celebrates UMB student entrepreneurs.

the first (and still only) school of social work to host a federally recognized Promise Neighborhood.<sup>16</sup>

UMSSW equips students with the tools they need to make an impact across such areas as mental health, child and family services, criminal justice and corrections, health care, advocacy, nonprofit management, policy, and research. The school's programs are accredited by the Council on Social Work Education, and it is ranked 24th among social work schools (*U.S. News & World Report*, 2024). UMSSW is the leader in social work education in Maryland, educating most of the social workers in the state and offering programs in Baltimore, at USG, and online.

The school includes the Center for Behavioral Health and Well-Being Research, which translates research into action to improve emerging adult and adult behavioral health and well-being. Promise Heights, established in 2009, was created to improve educational outcomes for youth and ensure that families are healthy and has been very successful in the Upton and Druid Heights transformative community-university partnerships. At the same time, the Institute for Innovation and Implementation supports state and local governments and organizations in implementing and sustaining effective systems and practices to meet the needs of youth involved in public systems and their families.

## RECENT DEVELOPMENTS

Over the past five years, UMB has strengthened its approach to evaluating academic assessment; established an Office of Equity, Diversity, and Inclusion; developed innovative new institutes such as the University of Maryland Institute for Health Computing (UM-IHC); focused on strategic growth of student enrollment; and engaged in near-campus community development, all while sustaining operations during and after the COVID-19 pandemic. Looking forward, the University

intends to push ahead through such focused efforts as enriching assessment, supporting employee development, and increasing racial and ethnic diversity among its faculty.

In general, UMB, alongside the other USM institutions, has experienced sustained state support for which we are grateful. Although UMB experienced a brief budgetary downturn in 2020 during the pandemic, the University avoided resulting structural deficits experienced by institutions that substituted temporary federal assistance for sustainable funding sources. As the pandemic recovery began, UMB, with state support, restored its general budget and continued to fund strategic priorities, although some auxiliary enterprises (e.g., student housing, recreation and wellness memberships, and food service) have yet to fully recover from the pandemic.

In 2023, UMB completed a highly successful capital campaign of \$750 million. Among the gifts, several stand out. UMB received five gifts totaling \$29.27 million from Bill and Joanne Conway, through their Bedford Falls Foundation, to provide scholarships at UMSON. Likewise, the Kahlert Institute for Addiction Medicine was founded, in part, with a \$10 million gift from the Kahlert Foundation.

At the University level, the University of Maryland Baltimore Foundation is UMB's philanthropic unit, governed by a board of trustees of about 30 volunteers and stewarding \$450 million in assets. Additionally, individual schools have their own development and fundraising units.<sup>17</sup>

## PHYSICAL PLANT

Human, technology, and physical assets are important to our success in education, health care, research, and innovation. Our 57 buildings, for example, span everything from historical structures to advanced health care facilities. Davidge Hall is the oldest building in the western hemisphere continuously used for medical education. Westminster Hall,

16. A Promise Neighborhood is both a place and a set of strategies. Because of inequitable and exclusionary practices, many people living in the footprint of a Promise Neighborhood have experienced economic distress and its consequences. These communities may face inadequate access to high-quality early learning opportunities, struggling schools, low rates of high school and college graduation, high rates of unemployment, high rates of crime, and indicators of poor health. Promise Neighborhoods weave together people, services, and organizations to create a seamless cradle-to-career pipeline.

17. Recently, to increase collaboration, UMSOM and the University of Maryland Medical System hired a senior vice president and chief philanthropy officer for both institutions, combining their development offices.

once a gothic Presbyterian Church, is now an event space managed by Maryland Carey Law.<sup>18</sup>

Similarly, UMB is proud to have one of the most advanced dental school buildings in the nation, with classrooms, simulation labs, and patient care clinics, as well as the Smithsonian Institution-affiliated Dr. Samuel D. Harris National Museum of Dentistry. Construction has begun on a six-story, 127,000-square-foot UMSSW building on the north end of campus that will synergistically combine education, community service, and sustainability.

### RESEARCH, DISCOVERY, AND INNOVATION

UMB and the University of Maryland, College Park (UMCP) linked their research offices in 2018, aligning infrastructure and leadership under one vice president for research. In the 2023 National Science Foundation Higher Education Research and Development survey, the combined research expenditures of the two universities totaled \$1.39 billion, ranking the University of Maryland enterprise as 11th among public institutions and 18th among all institutions. UMB's portion of this amount was \$647.6 million, with strengths in the biomedical and life sciences fields. With longstanding collaborations and partnerships with the global life sciences industry, UMB annually conducts over \$60 million in corporate-sponsored research and collaborates with more than 300 bioscience and pharmaceutical firms.

UMB investigators drive social, legal, medical, and biotechnology advancements that attract leaders in these fields to our University. UMB scholars have carried out groundbreaking research in such diverse areas as family welfare, schizophrenia, and the 14th Amendment of the U.S. Constitution. UMB researchers developed aromatase inhibitor drugs as a groundbreaking breast cancer treatment in 1982. UMB physicians provided the first and second pig-to-human heart transplants in 2022 and 2023. The Institute for Genome Sciences works at the forefront of high-

throughput genomic technologies and bioinformatics analysis. The Institute of Human Virology combines basic science, epidemiology, and clinical research to speed the discovery of diagnostics and therapeutics for a wide variety of chronic and deadly viral and immune disorders, most notably HIV, the virus that causes AIDS. The Institute for Bioscience and Biotechnology Research advances our understanding of biomolecular structure-function relationships that underpin therapeutic discovery, development, and manufacturing.

In 2016, the University of Maryland Marlene and Stewart Greenebaum Comprehensive Cancer Center was designated as a comprehensive cancer center by the National Cancer Institute. Since that time, UMB and Johns Hopkins University have forged an alliance through the NIH Clinical and Translational Science Award that supports translational clinical research and fosters innovation in research methods, training, and career development. UMB also has partnered with UMCP and the University of Maryland Medical System (UMMS) to establish UM-IHC, which will enhance health outcomes by combining computational expertise, large health care datasets, and biomedical research.

### UNIVERSITY OF MARYLAND BIOPARK

Adjacent to UMB is our 14-acre University of Maryland BioPark. A community of academic research centers that play a key role in Maryland's biotech industry, it is the nation's third-largest life sciences industry cluster, fueling the commercialization of new drugs, treatments, and medical devices. The BioPark's three-dozen tenants employ more than 1,000 people. UMB recently partnered in the construction of 4MLK, an eight-story building that opened in January 2025 to provide office space, retail, flex labs for early-stage companies, open space for innovators, and room for a new joint bioengineering program between UMB and UMCP.

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18. Westminster Hall is adjoined by the former church's old burying ground, whose inhabitants include famed American poet Edgar Allan Poe.

**PARTNERSHIPS**

Although UMB has many important partnerships,<sup>19</sup> two are critical to its success in education, health care, and research. First, UMB's partnership with UMMS permits physicians from the medical school to treat patients at the University of Maryland Medical Center (UMMC) and other UMMS clinical practice locations throughout the state. The second essential alliance, launched in 2012 by USM,<sup>20</sup> is the University of Maryland Strategic Partnership; *MPowering the State (MPower)*, a collaboration between the state's two most powerful public research institutions, UMB and UMCP. It leverages the sizable strengths and complementary missions of both institutions to strengthen Maryland's innovation economy, advance interdisciplinary research, create opportunities for students, and solve important problems for the people of Maryland and the nation. Working together, UMB and UMCP achieve innovation and impact through collaboration.

**COMMUNITY SERVICE**

UMB partners with the community in which we work, study, and conduct research. UMB students, faculty, and staff provide service to external partners, constituencies, and stakeholders. Students and faculty at Maryland Carey Law provide about 75,000 hours of free legal services each year to Maryland residents and organizations, making it one of the region's largest public interest law firms. UMSSW students provide nearly 400,000 hours of clinical, management, policy, and community development through their internships in 700 agency partners across Maryland and surrounding states. Since 1972, UMSOP has operated the Maryland Poison Center, which provides poisoning treatment advice, education, and prevention services to Marylanders. UMSON's Wellmobile program offers primary health care to uninsured and underserved residents across Central Maryland. Through a partnership with Baltimore's Enoch Pratt Free Library, nursing students work in library branches to provide crucial free services to community members. UMSOM's faculty practice plan includes 1,300 physicians who treat patients at UMMC and clinical practice locations throughout the state. Inpatient and outpatient visits totaled 1.6 million in 2023. UMSOD has clinics in Baltimore and at USG, staffed by dental students and new dentists receiving advanced training, that logged 76,427 patient visits for 20,769 patients in FY24. Among others, patients include persons with HIV, children receiving Medicaid, and uninsured children.

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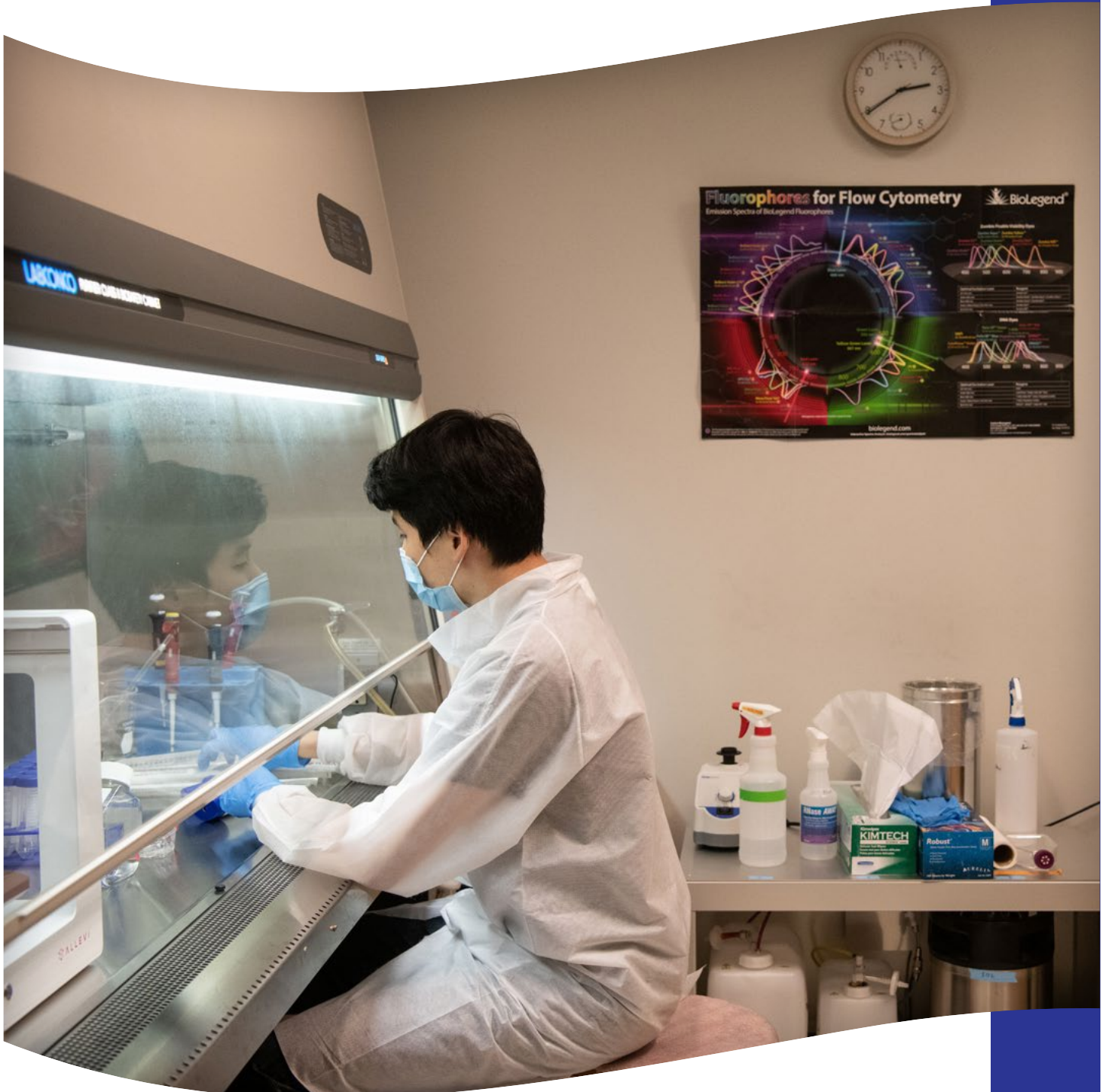
19. UMB works closely with elected officials including the Maryland governor, Maryland General Assembly, Baltimore mayor, Baltimore City Council, and Maryland's delegation to Congress. Other partners include federal agencies, philanthropic donors, other colleges and universities, entrepreneurs, and our alumni.

20. The Maryland General Assembly codified *MPower* in 2016.



# STANDARD I

## Mission and Goals



## STANDARD I MISSION AND GOALS

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENT OF AFFILIATION (ROA)

**ROA 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.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard I and all associated criteria as well as Requirement of Affiliation 7. The clear mission statement and complementary vision defines the University's purpose, whom it serves, and the scope of its impact. Companion documents, such as UMB's 2022-2026 Strategic Plan, reflect the operational commitment to the mission.

### EVIDENCE OF COMPLIANCE

#### MISSION

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

UMB's mission statement, published in 2015, was crafted to be concise and meaningful after extensive stakeholder feedback and peer institution reviews as guided by the Maryland Higher Education Commission (MHEC).<sup>21</sup> In December 2023, MHEC recommended ending the requirement for institutions to revise their mission statements for the commission's approval and instead develop detailed criteria for mission statement reviews and reporting those reviews to the appropriate legislative bodies. As such, UMB has retained its current mission statement until MHEC publishes its new criteria.

UMB's mission statement is informed by and congruent with the mission statements of the University System of Maryland (USM)<sup>22</sup> and MHEC. The USM Board of Regents must approve the mission statements of each institution and has oversight of the institution's performance accountability plan.

What follows explains how, at UMB, the mission informs the vision, the vision sets the direction, the strategic plan puts the vision into action, and our core values guide our everyday interactions.

21. The Maryland Higher Education Commission is the state's higher education regulatory and coordinating board, responsible for establishing statewide policies for Maryland public and private colleges and universities as well as for-profit career schools. During its mission development process, UMB reviewed MHEC's Post-Secondary Plan for Higher Education as well as mission statements from several peer institutions.

22. The University System of Maryland (USM) was established by the Maryland General Assembly in 1988. It comprises a system office led by the chancellor, three regional higher education centers, and 12 institutions geographically distributed around the state including UMB. The system's mission statement reads: "The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by providing a comprehensive range of high quality, accessible, and affordable educational opportunities; engaging in research and scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation."

**VISION**

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

**STRATEGIC PLANNING PROCESS**

In early February 2021, President Bruce E. Jarrell, MD, FACS, named the dean of School of Social Work and the interim provost as co-chairs of the new strategic planning committee. Their effort was to be aided by a 21-member Steering Committee composed of leaders chosen from UMB’s faculty and staff pulled from across the University including a student representative from the School of Graduate Studies. Also named were nine members of the Logistics Committee who staffed the project and supported the Steering Committee.<sup>23</sup>

After meeting frequently during February and March 2024, the co-chairs hosted a virtual town hall<sup>24</sup> on April 1, 2024, to discuss a draft set of updated core values<sup>25</sup> that they and the Steering Committee had crafted for the University as part of the strategic planning process. At the town hall, they presented the draft set of core values, discussed the thinking behind them,

and took audience questions. The proposed core values were presented as the evolution of the existing core values<sup>26</sup>, making them more current and contemporary, considering the COVID-19 pandemic and the wave of social unrest after the murder of George Floyd. The audience was reminded that core values speak to who we are as a community and what we stand for. It was explained that although the committee anticipated tweaking the core values, the strategic plan theme developed from them also will include strategic outcomes — the results that the University expects to realize to be successful in pursuing UMB’s strategic objectives.

**CORE VALUES**

The proposed revised core values were Respect and Integrity; Well-Being and Sustainability; Equity and Justice; and Innovation and Discovery.



After the town hall, students, faculty, and staff were surveyed on what they thought about the possible changes. The survey combined quantitative and open-ended questions for each proposed core value, along with an opportunity for feedback about core values overall.

23. UMB’s first set of seven core values was developed as part of the 2011-2016 Strategic Plan.  
 24. Each town hall was recorded and made available for viewing after it concluded.  
 25. Core values are the pillars upon which strategic planning rests.  
 26. Accountability, civility, collaboration, diversity, excellence, knowledge, and leadership.

A second virtual town hall was held April 29, 2024. This allowed for discussion of the draft themes, which would, when approved, identify the general areas of focus for the next several years at UMB. Again, a survey was conducted post-town hall. This one asked the UMB community for input about desired outcomes based on the proposed themes. The final virtual town hall was held June 3, 2024. The six themes — the major focus areas for the University for the next five years, which are influenced by UMB’s mission, vision, and core values — as well as the strategic objective for each theme and the strategic outcomes for each objective were presented. The themes are:

1. Accountability and Integration of Core Values
2. Student Growth and Success
3. University Culture, Engagement, and Belonging
4. Innovation and Reimagination
5. Community Partnership and Collaboration
6. Global Engagement and Education

According to the co-chairs, each strategic objective was to be considered as a long-term organizational goal to put the themes into context and bring it into sharper focus. The outcomes accompanying the themes were described as what UMB aspires to have accomplished five years from now. The guiding principals were to be made operational by the deans and vice presidents.



After months of hard work by the Logistics and Steering committees — augmented by valuable feedback from the University community — UMB’s 2022-2026 Strategic Plan<sup>27</sup> was completed in November 2021.

The UMB mission statement was published on the University’s homepage and included most marketing materials. As evidenced by the results of the post-June 3 town hall survey, the mission statement was widely recognized: 98 percent of the attendees were able to correctly identify the UMB mission statement.

### IMPLEMENTATION AND ASSESSMENT

The mission, core values, and strategic plan guide institutional stakeholders in planning and decision-making, encourage scholarly and creative activity at levels and types appropriate to UMB, and drive academic program and curricular development. Goals that focus on student learning and related outcomes are supported by administrative, educational, and student support programs and services as described in detail in the discussions of Standards III, IV, and V. UMB’s schools and units use high-level institutional outcomes to identify their own specific, measurable, achievable, relevant, and time-bound (SMART) goals directly aligned with the 2022-2026 UMB Strategic Plan. The Office of Institutional Effectiveness, Strategic Planning, and Assessment uses a Strategic Plan Implementation Management System (SPIMS) to assist schools and individual units in aligning their goals with University priorities and tracking progress in achieving goals. (Table 1.1) The aim of SPIMS is to help with SMART goal creation and approval, risk assessment, and progress reporting for strategic goals. Each school and unit at UMB develops goals that align with a UMB strategic theme.

Requests for funding are vetted by the funding model working group composed of deans, vice presidents, and administrative deans. Resource allocation both at the University level and within individual units is tied to both the core values and the strategic outcomes. A thoughtful and intentional budgeting process ensures that resources and revenue streams are in place to support

27. [www.umaryland.edu/about-umb/strategic-plan](http://www.umaryland.edu/about-umb/strategic-plan)

UMB's mission and goals. Proposals must be clearly tied to one of the 25 strategic outcomes as identified in the 2022-2026 Strategic Plan. UMB offers toolkits and metrics to infuse core values into decision-making, including core values criteria for budget requests.

### **SUMMARY DETERMINATION**

The University of Maryland, Baltimore (UMB) is in full compliance with Standard I and all associated criteria; and with Requirement of Affiliation 7. The University'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, as presented in UMB's 2022-2026 Strategic Plan, are clearly linked to its mission and specify how the institution fulfills its mission.

### **OPPORTUNITIES FOR IMPROVEMENT**

Enhance mission awareness by conducting four-year cycle evaluations of UMB's brand, incorporating mission awareness queries, setting public awareness objectives, and implementing targeted initiatives.

Create a centralized repository for community impact data to streamline internal analysis and support public education and outreach efforts.

**TABLE 1.1 Strategic Plan Themes and Objectives with Selected Strategic Outcomes and Selected Corresponding UMB Initiatives**

Strategic Plan Themes	Selected Strategic Outcomes	Selected Corresponding Initiatives from SPIMS
<b>Accountability and Integration of Core Values</b>	<p>UMB uses reliable quantitative and qualitative data to provide transparent metrics to demonstrate and document the University community's ongoing efforts at aligning behavior with the expectations inherent in our core values.</p>	<p>Development of Equity, Diversity, and Inclusion data dashboard that maps and tracks the current state and progress of EDI in areas such as presence, recruitment, retention, promotion, and access.</p> <p>Promote Faculty Center for Teaching and Learning activities, services, consultations, productivity, and faculty development efforts through an annual report and metric dashboards.</p>
<b>Student Growth and Success</b>	<p>UMB develops and implements anti-racist and anti-oppressive policies, practices, and programming that promote student well-being, belonging, and success.</p> <p>UMB provides academic programs, offerings, and services that are accessible to students of all racial and ethnic backgrounds, income levels, and social identities.</p>	<p>All medical students participate in the LGBTQ+ health education thread woven into the core curriculum of medical school which includes Safe Space training, LGBTQ+ 101, and providing affirming care for transgender patients.</p> <p>UMB Student Affairs will foster student engagement, learning, and success through inclusive opportunities and data-driven communication strategies.</p>
<b>University Culture, Engagement, and Belonging</b>	<p>UMB provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community.</p> <p>UMB actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our Core Values of Equity and Justice.</p>	<p>Develop UMB Future of Work strategies that support flexible work arrangements and schedules to address the current and future needs of the workforce.</p> <p>Apply diversity, equity, and inclusion principles to create more holistic and effective staff and faculty hiring, appointment, promotion, tenure, and performance evaluation policies and practices.</p>
<b>Innovation and Reimagination</b>	<p>UMB promotes the use of applicable new technologies and data-driven analytics, promoting student success, groundbreaking discoveries, employee productivity, and administrative effectiveness.</p>	<p>Create a system via the University of Maryland Institute for Health Computing to build the organizational structure that brings together artificial intelligence/quantum computing experts from the University of Maryland College Park, clinical data from the University of Maryland Medical System, and clinical research and big data expertise from the University of Maryland School of Medicine.</p> <p>Implement SAP Concur cloud-based travel and expense system.</p>
<b>Community Partnership and Collaboration</b>	<p>UMB becomes a trusted partner and resource as we learn from the history of our own institution and further build relationships with our neighbors in West Baltimore and across Maryland.</p>	<p>Workforce Wednesday participants who are seeking employment and training opportunities will be given a wide variety of employment and training options through the Community Engagement Center.</p> <p>Coordinated through the Academy of Lifelong Learning, build a Literacy Tutoring Program for students in grades K-3 in Baltimore City, using UMB graduate students as tutors.</p>
<b>Global Engagement and Education</b>	<p>UMB expands University programs that value, support, and celebrate the richness and expertise of international students, scholars, faculty, and staff.</p>	<p>Design and implement a faculty development workshop on global learning. As part of the workshop, faculty will create new or revise the existing course, module, or track in their UMB school.</p>

***EVIDENCE INVENTORY FOR STANDARD I AND REQUIREMENT OF AFFILIATION 7***


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I_Collaboratory - Community Engagement	I_SPIMS activity - Institute for Health Computing
I_Community Engagement Is Mission Critical	I_SPIMS activity - OEDI Virtual Discussion Board
I_Community Pass	I_SPIMS activity - SOM LGBTQ+ curriculum
I_Core Values Criteria for Budget Requests Document	I_SPIMS activity - Student Experience Survey
I_Core Values Criteria for Budget Requests Presentation	I_SPIMS activity - The FCTL Report
I_Data Story Website Screenshot	I_SPIMS activity - UM Institute for Health Computing - President's Message
I_Graduate School Mission and Vision	I_SPIMS activity - UMB Staff Experience Survey
I_MHEC Academic Programming Proposals	I_SPIMS activity - Workforce Wednesdays
I_MHEC Feedback from USM to UMB About Mission Statement Review	I_Strategic Plan - April Town Hall
I_MHEC Mission Statement Guidance	I_Strategic Plan - June Town Hall
I_Research Activity	I_UMB Approval of Academic Programs
I_School of Dentistry Mission and Purpose	I_UMB Core Values
I_School of Law Mission Statement	I_UMB Fast Facts
I_School of Medicine Mission and Vision	I_UMB Is Working for West Baltimore
I_School of Nursing Mission and Vision	I_UMB Launches Anti-Violence Work
I_School of Pharmacy Mission and Vision	I_UMB Mission Statement
I_School of Social Work Mission Statement	I_UMB Strategic Plan 2022-2026
I_SPIMS activity - Academy of Lifelong Learning	I_UMB Strategic Plan Steering Committee Membership
I_SPIMS activity - Concur Travel Launch	I_UMB Vision
I_SPIMS activity - Data Dashboard for EDI	I_UMB's Role in Baltimore's Tech Future
I_SPIMS activity - Diversity Strategic Plan Announcement	I_USM Academic Approval Process Policy
I_SPIMS activity - Diversity Strategic Plan Listening Sessions	I_USM Academic Program Naming
I_SPIMS activity - Future of Work (FOW) Recommendations Responses	I_USM Mission Statement Review
I_SPIMS activity - Future of Work Committee Report	I_USM Mission Statement Review Response
I_SPIMS activity - Global Learning	I_USM Mission Statement Review Timeline
	I_Virtual Town Hall Mission Statement Survey

# STANDARD II

## Ethics and Integrity





## STANDARD II Ethics and Integrity

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENTS OF AFFILIATION (ROA)

**ROA 4:** The institution's representatives communicate with the commission in English, both orally and in writing.

**ROA 5:** The institution complies with all applicable government (usually federal and state) laws and regulations.

**ROA 6:** The institution complies with applicable commission, interregional, and interinstitutional policies.

**ROA 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 its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the commission to carry out its accrediting responsibilities.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard II and all associated criteria as well as with Requirements of Affiliation 4, 5, 6, and 14. UMB communicates with the commission in English and complies with all applicable government laws and regulations and applicable commission, interregional, and interinstitutional policies.

UMB and its governing body, the University System of Maryland<sup>28</sup> (USM), faithfully provide the commission with accurate, fair and complete

information related to all aspects of the institution and its operations, provide consistent information to accrediting and regulatory agencies, and, as public institutions, disclose compensation for all employees.

### EVIDENCE OF COMPLIANCE

UMB is committed to First Amendment protections of free speech, freedom of expression, and freedom of assembly, and to providing a safe environment for constructive engagement among students, faculty, and staff. UMB is equally committed to equity, diversity, and inclusion. The Universitywide commitment to our core values, especially Equity and Justice and Respect and Integrity, undergirds the need to balance those elemental concepts alongside individual rights preserved in the Constitution's First Amendment.

USM and UMB recognize the fundamental importance of student freedom of expression and that the free interchange of ideas is an essential part of the pursuit of knowledge. UMB's Office of Student Affairs (OSA) provides information on freedom of expression on its student activism page. In addition to providing information about activism, protests, and freedom of expression, students are reminded that encountering diverse perspectives, including those that may be disagreeable or offensive, is a crucial aspect of the educational experience at UMB. This exposure helps students learn how to respectfully engage with differing opinions while upholding the principles of freedom of speech and expression.

UMB is not obligated to shield individuals from speech with which they may disagree. Protected speech cannot be restricted based on its content. Moreover, hateful speech that is not a true threat or unlawful harassment cannot be prohibited. UMB is allowed to place restrictions on time, place, and manner of speech if it does so under uniformly applied guidelines.

UMB recognizes the important role of academic and intellectual freedom in creating a high-quality

28. USM is governed by a 21-member unpaid Board of Regents (including two full-time students) who are appointed in the manner specified by Maryland law and serve limited terms.

environment for teaching, learning, and innovation. In 2013, the UMB Faculty Senate adopted a Resolution on Academic Freedom defining it as “the freedom to teach, both in and outside the classroom, to conduct research and to engage in other scholarly or creative activities, and to publish or otherwise disseminate the results.” The resolution specifically protects freedom of research and publication, freedom to determine standards, freedom of teaching, freedom of internal criticism, and freedom of participation in public debate.

UMB adheres to the USM Policy on Intellectual Property, to protect and uphold their intellectual property rights within USM institutions. USM and UMB have policies in place to safeguard all essential freedoms. UMB Guidelines on Reproduction of Copyrighted Materials also provide faculty and staff of UMB with guidelines concerning permitted and prohibited reproduction of copyrighted materials for use in research, instruction, or publications. Policies on patents, copyrights, and proprietary work provide clarity on the intellectual property rights of employees.

The UMB Policy on Authorship on Scholarly Publications acknowledges that authorship is “critically important in the research enterprise ... and allows the academic community to know who is responsible for the work” and requires that each school establish guidelines for authorship appropriate for its specific disciplines.

UMB’s commitment to a climate of respect among students, faculty, staff, and administration is deeply embedded in UMB’s mission, vision, core values, and strategic plan, forming the bedrock for an inclusive environment. The linked concept of Respect and Integrity is elucidated as one of UMB’s core values sets. Further, aligned with ethical leadership principles, UMB’s leadership articulates expectations related to respect, emphasizing equity, justice, diversity, and inclusion.

The commitment to respectful, responsible, and ethical conduct is underscored by policies such as the UMB Code of Ethics and Conduct; Notice of Non-Discrimination; and the Whistleblower Policy on Reporting Fiscal Irregularities, Illegal Activity, and Violations of Policy. To inculcate its community and



Accountability and transparency are keys to assessing the legitimacy of UMB’s efforts. OEDI’s Diversity Dashboard and the Office of Accountability and Compliance’s (OAC) tracking of reported aid are critical in gauging the effectiveness of UMB’s policies and programs. Students, faculty, and staff are surveyed on a consistent basis to assess their views of the University climate. UMB’s commitment to diversity, equity, and inclusion has garnered recognition from Forbes magazine, with the University being named as among America’s Best Employers for Diversity in 2022 and 2023. OSA has been named, on multiple occasions, as One of the Most Promising Places to Work in Student Affairs by the American College Personnel Association-College Student Educators International in conjunction with *Diverse: Issues in Higher Education* magazine. This national recognition celebrates student affairs workplaces that are vibrant, diverse, supportive, and committed to staff work-life balance, professional development, and inclusive excellence.



ensure compliance with applicable laws, UMB mandates annual training for all faculty and staff regarding discrimination awareness in the workplace, diversity and inclusion practices, Title IX, and sexual harassment prevention. All students are required to complete annual Title IX and sexual violence training or related refresher courses. Lastly, the state of Maryland requires first-time students to complete prescription drug abuse prevention training. Beyond these mandatory sessions, students, faculty, and staff have the opportunity to engage in voluntary training that fosters a climate of respect, such as the Office of Intercultural Leadership and Engagement’s Safe Space training. The Office of Equity, Diversity and Inclusion (OEDI) also offers workshops for faculty and staff on topics such as

“Microaggressions: Understanding the Bigger Picture of Everyday Interactions,” “Dialogue: Collaborating Through Conversations,” and “What is EDI?”

UMB doesn't just declare its core values; the University also is deeply committed to ensuring that all members of its community live by these principles. In 2023, UMB hired its first core values program director, whose role is to champion and operationalize these values across the institution. The core values webpage provides a wealth of resources, including leadership behavior recommendations, metrics, and guidelines for embedding core values into daily activities. The page also offers a comprehensive toolkit regarding branding on posters, virtual backgrounds, email signatures, as well as practical guides for faculty, staff, and students on incorporating core values into everyday life, decision-making, and meetings. The resources are designed to integrate core values into talent management, employee development, empowerment, and enhancing student learning and experiences.

Accountability and transparency are keys to assessing the legitimacy of UMB's efforts. OEDI's Diversity Dashboard and the Office of Accountability and Compliance's (OAC) tracking of reported aid are critical in gauging the effectiveness of UMB's policies and programs. Students, faculty, and staff are surveyed on a consistent basis to assess their views of the University climate. UMB's commitment to diversity, equity, and inclusion has garnered recognition from Forbes magazine, with the University being named as among America's Best Employers for Diversity in 2022 and 2023. OSA has been named, on multiple occasions, as One of the Most Promising Places to Work in Student Affairs by the American College Personnel Association-College Student Educators International in conjunction with *Diverse: Issues in Higher Education* magazine. This national recognition celebrates student affairs workplaces that are vibrant, diverse, supportive, and committed to staff work-life balance, professional development, and inclusive excellence.

UMB has established comprehensive grievance procedures for faculty, staff, and students. The faculty grievance process is detailed in the UMB Faculty Grievance Policy and Procedure. This policy encourages faculty to address concerns informally whenever possible. However, it also provides guidance on escalating grievances to the school level if informal resolution is not feasible. If a grievance cannot be resolved informally or formally at the school level, the formal University procedure is available. The staff grievance process varies based on union status. UMB Guidelines and Procedures on Grievances for Exempt and Nonexempt Staff Employees outlines the process for employees who are not represented by a union. For union-represented staff, the grievance procedures are detailed in the Memorandum of Understanding Between the University of Maryland, Baltimore Police Lodge #141, Fraternal Order of Police, Inc., and the University, as well as the contract between the University System of Maryland and the AFSCME<sup>29</sup> Maryland Council 3, effective from July 1, 2024, to June 30, 2027. Informal assistance and advice also are available for faculty and staff through the Office of the Ombuds and the Workplace Mediation Service. Both offices offer confidential, alternative resolution processes to discuss concerns and work to resolve conflicts before they rise to the level of official grievance.

For students, the grievance process is outlined in UMB's Procedures for Resolution of Complaints Alleging Discrimination. The policies offer specific procedures for submitting grievances or appeals. Additionally, the USM Policy on Student Affairs requires that each institution provide all students with a student handbook detailing relevant policies, rules, and regulations. At UMB, each school publishes and distributes its own policies to address grievances specific to its disciplines. These policies can be accessed through the respective schools' webpages. The UMB Ethics Point<sup>30</sup> Hotline is a central resource for receiving electronic and telephonic notice of possible violations of the UMB Code of Ethics, core values, policies or procedures, or legal regulations. It is available to all members of the UMB community,

29. American Federation of State, County and Municipal Employees

30. Ethics Point is a professional whistleblowing and incident management software.

including domestic and international faculty, staff, and students who experience, witness, or suspect a violation. Reports submitted through the Hotline are directed to the appropriate UMB department or office based on the nature of the issue. Detailed instructions for reporting grievances or concerns via the Hotline are outlined in UMB's Procedures for Reporting Known or Suspected Violations of Law, Policy, or Misconduct. The Hotline supports fully anonymous reporting to encourage open communication while, at the same time, alerting the anonymous reporter that anonymity may impede the investigation.

USM and UMB have a comprehensive program for educating, detecting, and enforcing conflict of interest policies. The Conflict of Interest Office (CIO) uses its webpage, on-campus presentations, and the University's *Elm Weekly* newsletter to educate faculty, staff, and trainees on what constitutes a conflict of interest, conflict of interest management, and compliance requirements. CIO also collaborates with other administrative offices at UMB to identify potential conflicts of interest. All newly appointed faculty members and administrators serving at the level of chair or above and all newly hired staff serving at the level of director and above are required to complete training regarding Maryland's Public Ethics Law. The training must occur within six months of hire, with updated training required at least once every five years. Furthermore, UMB requires all researchers participating in U.S. Public Health Service (PHS)-funded research to complete mandatory training on PHS regulations and submit significant financial interest disclosures to CIO in accordance with the UMB Policy on Financial Conflict of Interest to Promote Objectivity in Public Health Service-Funded Research.

The UMB Policy on Identifying and Addressing Institutional Conflicts of Interest to Preserve Integrity of Research and Other Academic Activity addresses the financial interests of the University and senior leaders acting within their authority on behalf of UMB in matters that could (or could reasonably be perceived to) negatively impact the objectivity or integrity of the University's core missions of research, scholarship, and

teaching. The President's Conflict of Interest Advisory Committee, composed of senior faculty from each UMB school, assists with evaluating institutional conflict of interest cases. Management plans are established for any identified conflicts under each conflict of interest policy and are monitored through regular reports. If a financial conflict of interest cannot be managed with appropriate oversight measures, the conflict must be eliminated, requiring the individual to divest from the interest or financial relationship in question. In accordance with the state of Maryland's Public Ethics Law and USM's Procedures Implementing the BOR<sup>31</sup> Policy on Conflicts of Interest in Research or Development, the University president has the responsibility to carefully assess whether an exemption should be granted.

The University complies with federal, state of Maryland, and USM/UMB nondiscrimination laws. It has established practices regarding hiring, promotion, and separation processes for faculty, staff, and student employees. The UMB Office of Human Resource Services (HRS) 2022-2026 Strategic Plan provides direction for the unit whose responsibilities encompass the employment life cycle for faculty, staff, and student employees. The plan outlines HRS' philosophy of service and the importance of adherence to the policies of USM and UMB, including internal procedures.

Annual performance reviews for staff follow a three-phase process: planning, performance, and evaluation. Midpoint evaluations provide employees with performance updates during the cycle. If a supervisor assesses that an employee does not "meet standards," the employee will not be considered for a merit increase. For nonexempt UMB employees, details on performance evaluation requirements are outlined in the Memorandum of Understanding. The University provides a process for position reclassification review and endeavors to create position trees that allow employees to seek higher-level opportunities. The University maintains a clear and impartial grievance process that is widely publicized and fairly implemented. Should a staff member's performance result in a need for

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31. USM Board of Regents



Publications issued by OCPA include an annual security and fire safety report (conventionally known as the Clery Report), produced with UMB Police and Public Safety; *CATALYST* magazine, dedicated to presenting engaging and inspirational stories that underscore UMB's 218-year commitment to catalyzing global advances in health, education, research, social justice, and community service; and *The Elm Weekly*, a Universitywide email that shares news, events, and announcements from across UMB every week, among many others.



separation, the University adheres to the USM Policy on Separation for Regular Exempt Staff Employees.

The Employee and Labor Relations (ELR) unit focuses on university culture, engagement, and belonging. In response to input from the community, ELR is designing, integrating, and employing new training programs to educate staff, managers, and faculty who supervise staff. The outreach and training are designed to increase knowledge and application of policies, practices, and ELR-specific programs.

UMB is dedicated to its core values of Respect and Integrity, ensuring open, honest, and transparent communication internally and externally. The Office of Communications and Public Affairs (OCPA) plays a key role in coordinating and managing internal and external communications. It includes external activities such as social media postings, news releases, and announcements, as well as internal communications like Universitywide newsletters, announcements, and updates. Various units and schools across UMB use social media, newsletters, listservs, and webpages to engage with general and specific audiences.

OCPA collaborates and consults with internal and external partners to promote the accuracy and truthfulness of UMB communications and webpages. OCPA convenes the Communications

Council, which includes stakeholders and personnel responsible for communications across all the schools and functional units. Publications issued by OCPA include an annual security and fire safety report (conventionally known as the Clery Report), produced with UMB Police and Public Safety; *CATALYST* magazine, dedicated to presenting engaging and inspirational stories that underscore UMB's 218-year commitment to catalyzing global advances in health, education, research, social justice, and community service; and *The Elm Weekly*, a Universitywide email that shares news, events, and announcements from across UMB every week, among many others.

The OCPA webpage provides guidelines to promote accessibility across UMB's digital platforms, including support for digital and social media design, web and interactive media, and writing and editing services. These services help to ensure consistent and transparent communication from UMB. Additionally, OCPA contributes to communicating core values throughout the University community and beyond. UMB's main webpage offers comprehensive information about the University, including enrollment details by program, employment statistics, national rankings, and student demographics. Each school manages its own admissions webpage, providing transparent information about the admissions process and information about degrees and programs.

The Office of Institutional Effectiveness, Strategic Planning, and Assessment's (IESPA) webpages list tuition and fees information, graduation and progression rates, student enrollment data, and additional information that provides transparency for admissions and public relations. UMB also is compliant with the Student Right-to-Know and Campus Security Act and consolidates all necessary information on a single webpage.

UMB advances affordability and accessibility through clear and transparent tuition and fee setting processes, financial education, and the ways in which debt may constrict options postgraduation. Offices, including UMB's Office of Student Financial Assistance (OSFA), are committed to helping students secure and effectively manage funds to cover their educational expenses.

They provide crucial information on scholarships, work-study opportunities, loans, and debt management. Also available are financial counseling services and programs that educate students about fiscally responsible decision-making, value relative to cost, debt, personal wealth, and employment awareness.

Student input is critical to not only transparency but also an understanding of the factors involving a wide variety of fees. UMB's Student Fee Advisory Board advises the president and ultimately the USM Board of Regents on fees involving the University Student Government Association, student transportation, student parking, Campus Center infrastructure, student services, housing, technology and late fees for tuition. UMB's Student Health Insurance Plan Advisory Committee allows student members to provide feedback on issues related to the sponsored insurance plan.

Articulation agreements with community colleges create partnerships and allow students seamless transfer pathways, enhancing accessibility, flexibility, and the diversity of opportunities for students of all income brackets. Moreover, seven degrees are offered fully online as well as nine certificate programs. Online learning opportunities further support students who live outside the region, have long and expensive commutes, or are unable to attend classes in person or during traditional hours.

The Office of Parking and Transportation Services promotes accessibility through a wide range of offerings. The UMB *shuttle* contributes to a vibrant, dynamic University community by transporting UMB students, faculty, and staff to and from the UMB campus to selected neighborhoods where a high percentage of community members reside such as Mount Vernon, Federal Hill, and Canton/Fells Point. A new Maryland law provides free ridership services for all regular USM faculty and staff members on Maryland Transit Administration systems. As a result, UMB faculty and staff can use the Light Rail, the Baltimore Metro Subway, local bus service, and the Baltimore regional bus service lines at no cost.

Bike racks are integral to helping individuals switch their commuting practices to a more active mode.

Given the costs associated with adding more parking spaces for automobiles, and on a downtown campus with limited space to grow, UMB has improved and added bike racks to the campus' infrastructure. The bike racks, many of which are indoors, are supplemented by the opportunity for membership in the University's bike cage and a secure bike room program.

Accessibility means more at UMB than the opportunity to enroll and attend classes. OSFA and the University and school student affairs offices understand that "while school happens, life also happens." They jointly fund emergency loans for eligible students when urgent and unanticipated needs arise. UMB offers other resources to support its diverse University community, ranging from gender-neutral restrooms to a student pantry.

UMB complies in a timely and accurate fashion with all federal and state laws and MSCHE policies and requirements of affiliation, detailed in the Verification of Compliance report. To promote compliance with all applicable government laws and regulations and MSCHE's policies and procedures, UMB maintains a team that includes its chief accountability officer (CAO), chief information officer, and research integrity officer as well as the Enterprise Risk Management program. The CAO works collaboratively and supportively across institutional compliance functions to promote compliance with the numerous obligations under the regulations, policies, and procedures. OAC, under the CAO's leadership, offers services to promote compliance, education, and training, as well as investigative services on research compliance involving human and animal subjects, financial conflict of interest, research integrity, all categories of discrimination, suspected child abuse and neglect, and accountability and compliance monitoring.

UMB is committed to conducting ethical human and animal subject research. The CAO serves as UMB's institutional official. The Human Research Protections Program oversees UMB's compliance with regulations and ethical standards through the institutional review board, auditing and monitoring, and education and training. UMB holds federal-wide assurance with the Human Research Protections Office and is accredited by the Association for the Accreditation of Human

Research Protection Programs. The Office of Animal Welfare Assurance oversees UMB's compliance with regulations and ethical standards through the Institutional Animal Care and Use Committee, auditing and monitoring, and education and training.

OAC also publishes a student right to know webpage<sup>32</sup> that includes a Higher Education Reauthorization Act Compliance Summary/Institution and Academic Program Information. The site links to information on UMB's educational programs, Plans for Improving the Educational Program, State Authorizations, and Professional Licensure and Certification Disclosures. IESPA publishes information on program retention (progression) and graduation rates, professional licensing exam pass rates, and accreditation information for UMB programs. IESPA and the Center for Information Technology Services (CITS) developed an Academic Program Assessment and Improvement Report (APAIR), which publishes the institutional learning outcomes and makes periodic assessment reporting presentations.

The Office of University Policy and Procedures (UPP) is responsible for ensuring that Universitywide policies and procedures are developed in an efficient, consistent, and transparent manner and that they conform with the requirements of the USM Board of Regents. UPP is responsible for regular gap analysis, five-year reviews, and needed revisions and updates. This process allows UMB to ensure that the policies and procedures are up to date and consistent with regulatory and legal requirements. UPP maintains an online Policies and Procedures Library, which serves as the repository for Universitywide policies and procedures. UPP also provides documentation for policies including but not limited to policies related to federal reporting and disclosure guidelines, institutional policies related to the Family Educational Rights and Privacy Act, and policies related to institutional mission, goals, and programs. The latter includes accreditation status and available student resources at all institutional schools.

With the 2022-2026 Strategic Plan, UMB established Respect and Integrity as a core values set, reinforcing its commitment to ethics and integrity as foundational principles for all policies, procedures, and actions. UMB is dedicated to upholding these core values across all schools, programs, and support offices, guiding behavior and actions in teaching, research, service, and administration while complying with the Maryland Public Ethics Law and UMB policies.

UMB's commitment to ethics and integrity is evident throughout the University, including in online and traditional classrooms, research laboratories, and in its policies designed to support fair and equitable treatment. Regular climate surveys of faculty, staff, and students assess the ethical climate, and updated processes, guidelines, and procedures are in place. All faculty, staff, and students must undergo periodic training, including employee training mandated by the Maryland Public Ethics Law. Training also includes function-specific ethical requirements, including the responsible conduct of research and other training associated with human and animal research. Ongoing annual training courses communicate expectations to ensure that everyone understands their responsibilities. In addition to policies and procedures, UMB engages in continuing compliance auditing and monitoring. This includes participating in scheduled audits by USM and Maryland legislative authorities, as well as internally conducted auditing and monitoring of specific programs and functions.

Reporting ethical violations is a shared responsibility. UMB uses its Hotline reports to address specific concerns and inform collaborative responses with schools and functional units, supporting ethics and integrity throughout the organization. Metrics from the Hotline reports related to discrimination, including sex discrimination, are published on OAC's analytics webpage. At the institutional and departmental levels, as well as within the schools, regular reports are published to promote ongoing ethics and integrity across UMB. The reporting promotes transparency and demonstrates UMB's commitment to ethics and integrity.

32. [www.umaryland.edu/oac/student-right-to-know](http://www.umaryland.edu/oac/student-right-to-know)

### SUMMARY DETERMINATION

The University of Maryland, Baltimore (UMB) fully adheres to Standard II and all associated criteria as well as with Requirements of Affiliation 4, 5, 6, and 14. The University demonstrates a steadfast commitment to ethics and integrity, evident in its overarching mission and goals, core values, policies, procedures, and robust support systems tailored to assist students, staff, and faculty. The institution's comprehensive organizational structure facilitates thorough oversight and reviews at various levels, including the system, university, school, and departmental tiers. Moreover, UMB remains dedicated to advancing ethical considerations, with specific focus on affordability, communications, compliance, and fostering diversity, equity, and inclusion. This integrated approach reflects the institution's ongoing dedication to fostering a culture of ethical excellence and continuous improvement.

### OPPORTUNITIES FOR IMPROVEMENT

Evaluate existing University, system, and school policies to identify and resolve inconsistencies, aiming for a cohesive framework.

Develop a strategic plan for artificial intelligence that considers its policy impacts and provides ethical guidelines for academic use.



**EVIDENCE INVENTORY FOR STANDARD II AND REQUIREMENTS OF AFFILIATION 4, 5, 6, AND 14**

II_Accountability and Compliance_Bias and Discrimination	II_Procedures for Resolution of Complaints Alleging Discrimination
II_Accountability and Compliance_Bylaws, Policies & Guidelines- USM	II_Reporting Known or Suspected Violations of Law, Policy or Misconduct through the UMB Hotline
II_Accountability and Compliance_Education and Training	II_Safe Space Training
II_Accountability and Compliance_Office of University Policy and Procedures	II_School of Dentistry Policies
II_Accountability and Compliance_Outreach	II_School of Law Academic Standards and Honor Code
II_Accountability and Compliance_Policies and Procedures Library	II_School of Pharmacy Student-Related Policies
II_Accountability and Compliance_Procedures	II_School of Social Work Student Handbook and Academic Catalog
II_Accountability and Compliance_Report a Concern	II_Staff Experience Survey Results
II_Accountability and Compliance_Research Integrity Office	II_Student Activism
II_Accountability and Compliance_Title IX	II_Student Employment - Work Study
II_Accountability and Compliance_UMB Code of Ethics and Conduct	II_Student Fee Advisory Board
II_Accountability and Compliance_UMB Hotline	II_Title IX Reporting Analytics
II_Affordability Study Report	II_UMB Clery Report
II_Communications and Public Affairs Website	II_UMB Faculty Grievance Policy and Procedure
II_Communications Council	II_UMB Graduate Assistant Grievance Policy
II_Confidentiality and Disclosure of Student Records Policy	II_UMB Guidelines on Reproduction of Copyrighted Materials
II_Core Values Resources	II_UMB Hotline
II_Dual-Admission Partnerships	II_UMB IT Acceptable Use Policy
II_EDI Workshops	II_UMB IT Incident Response Policy
II_Endowed and State Scholarships	II_UMB Notice of Non-Discrimination
II_Faculty Engagement Presentation	II_UMB Policy on Authorship on Scholarly Publications
II_Faculty Senate Resolution on Academic Freedom	II_UMB Policy on Heroin and Opioid Addiction and Prevention
II_Financial Education and Wellness	II_UMB Policy on Protection of Confidential Information
II_Food Access Initiatives and Resources	II_UMB Policy on Student Social Media Privacy
II_Institutional Federal Compliance Report	II_UMB Procedure Regarding Electronic Signatures
II_Maryland Public Ethics Law	II_UMB Statement of Accreditation Status
II_MOU Lodge #141 Fraternal Order of Police and UMB	II_UMB Student Affairs Required Training
II_Performance Development Program	II_UMB Student Right to Know
II_Policy and Procedures on Financial Conflict of Interest to Promote Objectivity	II_UMB Student Sexual Orientation Non-Discrimination Policy and Procedures
II_Policy Grievances for Exempt and Nonexempt Staff Employees	II_UMB User Access Control Policy
II_Policy on Identifying and Addressing Institutional Conflicts of Interest	II_USM (Baltimore Campus) - Managing for Results - Head Count and Graduation Rates
II_Policy on Intellectual Property	II_USM AFSCME Consolidated MOU eff through 6-30-2027
II_Policy on Professional Conduct and Workplace Bullying	II_USM AFSCME Contract
II_Policy on Separation for Regular Exempt Staff Employees	II_Whistleblower Policy on Reporting Fiscal Irregularities, Illegal Activity, and Violations of Policy

# STANDARD III

## Design and Delivery of the Student Learning Experience



## STANDARD III Design and Delivery of the Student Learning Experience

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENTS OF AFFILIATION (ROA)

**ROA 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, as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.

**ROA 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.

**ROA 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.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard III and all associated criteria as well as Requirements of Affiliation 1, 9, and 15. All offerings are rigorous, coherent, and consistent with higher education expectations. Four of the six UMB strategic goals directly relate

to the delivery of the student learning experience, specifically Student Growth and Success; University Culture, Engagement, and Belonging; Innovation and Reimagination; and Global Engagement and Education.

### EVIDENCE OF COMPLIANCE

UMB enrolls 6,636 students<sup>33</sup>, of which 960 are upper-division undergraduates in nursing, dental hygiene, and medical technology. A majority of students are enrolled in UMB's professional schools — Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work — and the interdisciplinary School of Graduate Studies (UMSGS). Across UMB's primary entry-into-practice programs,<sup>34</sup> the 100 percent time-to-degree graduation rate averages 84 percent, and the 150 percent time-to-degree graduation rate averages 92 percent. UMB takes pride in the fact that students generally complete at the same rate regardless of race, gender, or ethnicity.

UMB designs and delivers rigorous and coherent student learning experiences to all undergraduate, professional, and graduate students.<sup>35</sup> The University conferred 2,503 degrees and certificates through 97 academic programs during the 2023-2024 academic year.

### PROGRAM DESIGN AND APPROVAL

UMB faculty design programs in accordance with state and federal regulations and within the guidance of discipline-specific accreditation bodies. All new program proposals are reviewed by school curriculum committees and appropriate shared governance bodies within each school with eventual review and approval by the provost's office. Once a program has gained internal approval, UMB submits a letter of intent to the University System of Maryland (USM),<sup>36</sup> which in turn circulates the letter to other USM institutions. If no USM institution objects by asserting program duplication within 21 days, UMB thereafter submits a

33. There are 866 students enrolled at the Universities at Shady Grove. About two-thirds of UMB's students are in-state students.

34. The primary entry-into-practice programs are Dentistry DDS, Law JD, Medicine MD, Nursing DNP, Pharmacy PharmD, and Social Work MSW.

35. UMB does not offer the first two years of undergraduate education and students do not satisfy general education requirements at UMB.

36. The University System of Maryland was established by the Maryland General Assembly in 1988. It comprises a system office led by the chancellor, three regional higher education centers, and 12 institutions geographically distributed around the state including UMB.

detailed proposal to the Maryland Higher Education Committee (MHEC) and the USM Board of Regents.<sup>37</sup>

**NATIONAL RANKINGS**

Dentistry	
8th*	National Institutes of Health Funding, FY 2023
Law	
3rd	State and Local Clerkships, <i>Princeton Review</i> , 2024
4th	Health Care Law, <i>U.S. News &amp; World Report</i> , 2024
5th	Clinical Training, <i>U.S. News &amp; World Report</i> , 2024
7th	Dispute Resolution, <i>U.S. News &amp; World Report</i> , 2024
Medicine	
Tier 1**	Primary Care, <i>U.S. News &amp; World Report</i> , 2024
Tier 2**	Research, <i>U.S. News &amp; World Report</i> , 2024
Nursing	
1st*	MSN Nursing Leadership and Management, Online Programs
1st*	MSN Nursing Leadership and Management, Graduate Programs
1st*	T-1st* DNP Adult-Gerontology Primary Care Nurse Practitioner
3rd*	DNP Family Nurse Practitioner
T-4th*	Doctor of Nursing Practice (All <i>U.S. News &amp; World Report</i> , 2024)
Pharmacy	
15th	<i>U.S. News &amp; World Report</i> , 2024
Social Work	
24th	<i>U.S. News &amp; World Report</i> , 2024

\* RANKING AMONG PUBLIC UNIVERSITIES  
 \*\* U.S. NEWS & WORLD REPORT REVISED ITS MEDICAL SCHOOL RANKINGS IN 2024 TO USE A TIER SYSTEM, RANKING SCHOOLS BY TIERS 1, 2, 3, OR 4, AND LISTING EACH TIER ALPHABETICALLY.

MHEC and the Board of Regents ultimately review and approve or reject all new degree- and certificate-granting academic programs and possess the authority to require substantial modifications of existing programs proposed by UMB. Since its last self-study, and consistent with UMB’s institutional priority of strategic enrollment growth, the University has added more than 30 graduate-level academic programs responsive

to the needs of adult and post-traditional learners. Many of these are online and hybrid learning programs for which the U.S. Department of Education and MSCHE granted distance education authorization.

Curriculum committees within schools and programs evaluate objectives, credit hours, instructional modalities, learning outcomes, assessments, and other details for new courses and course revisions. UMB utilizes the federal Department of Education definition of a “credit hour.”

**SPECIALIZED ACCREDITATION**

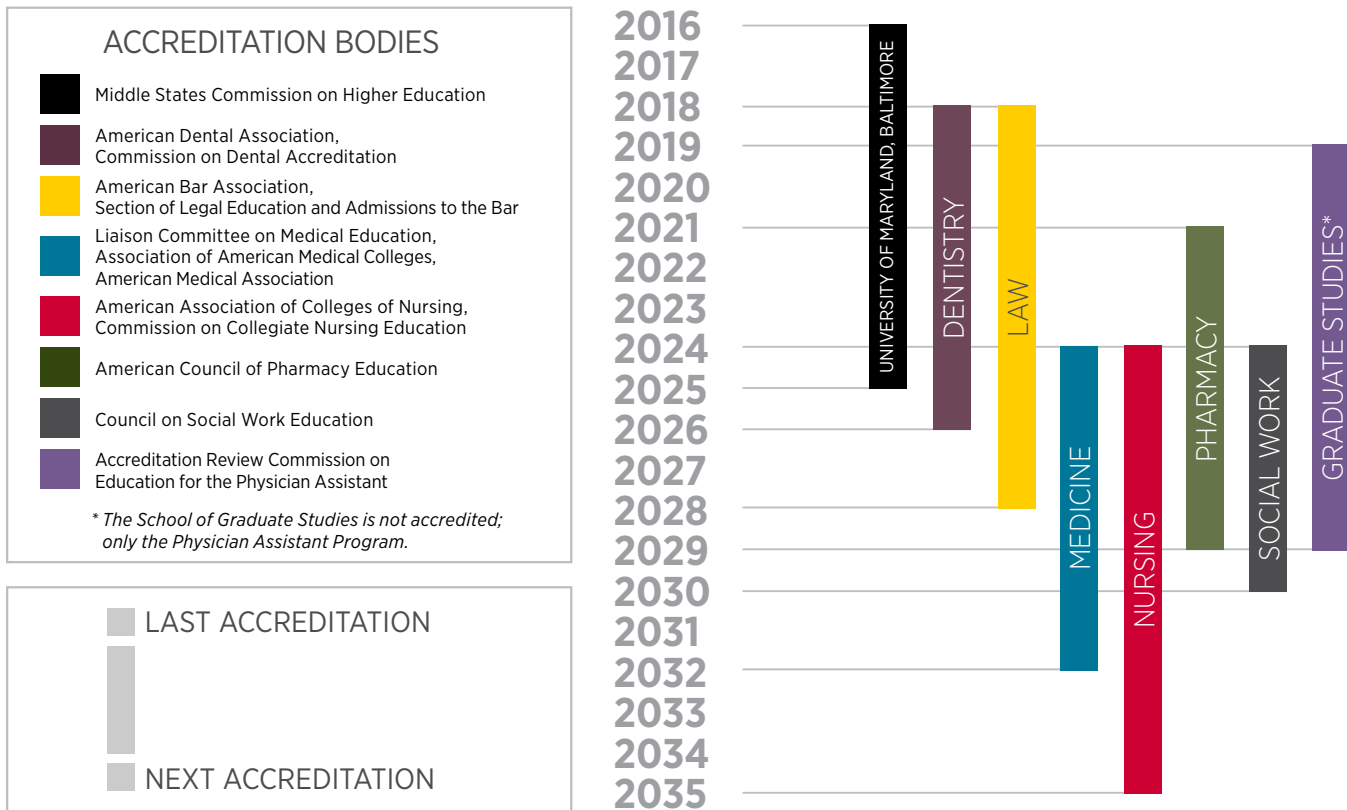
In addition to MSCHE accreditation, all of UMB’s primary entry-into-practice programs are accredited by specialized accrediting agencies. These rigorous accreditation reviews focus on a particular discipline, and, like MSCHE, provide a mechanism for self-study and outside, independent program evaluation.

**FACULTY SUPPORT**

Faculty, other educational professionals, and administrators collaborate to carefully shape the learning experiences of students. Collectively, they design, implement, and assess learning with a focus on high academic standards and alignment with the institution’s values and strategic goals. The majority of UMB faculty (63 percent) are employed full time, and 20 percent of full-time faculty hold tenure or tenure-track positions. In accordance with its commitment to equity, diversity, and inclusion (EDI), the University recruits and supports a diverse faculty. As of 2024, 40 percent of its full-time faculty identify as members of a racial or ethnic minority group, and 52 percent identify as female. To ensure that open faculty and staff positions attract the best applicants from diverse backgrounds, UMB hiring practices require that clear search guidelines and eligibility requirements are established and advertised widely. One manifestation of this commitment is the creation of a fund managed by the Office of the Provost, specifically to support the recruitment of faculty from underrepresented groups. Another is the

37. USM is governed by a 21-member unpaid Board of Regents (including two full-time students) who are appointed in the manner specified by Maryland law and serve limited terms.

**ACCREDITATION STATUS AND TIMELINE FOR UMB AND SPECIALIZED ACCREDITORS**



launch of a Faculty of Color Network designed to build community and mentorship opportunities.

UMB faculty are highly qualified in their respective fields and for the positions they hold. Universitywide, 97 percent of faculty hold terminal degrees (the highest degree available in their field or the current degree needed to practice professionally in the field or a related field). In addition, many faculty in clinical and professional programs are licensed to practice in their respective fields and hold specialty certifications (e.g., board certifications in medicine, dentistry, pharmacy, nursing, and social work, or bar admissions for law). Such faculty meet specialty accreditation and MHEC degree approval requirements. Many clinical faculty members must complete continuing education to maintain their licenses. UMB has sufficient full-time faculty to optimally support its education and research missions. With a school-centric structure and an overall

student to faculty ratio of 5-to-1, UMB offers the benefits of a close-knit academic community with the advantages of a large, research-intensive university.

UMB provides its faculty many opportunities for professional growth and offers significant resources to support innovation. To support faculty application of learning technologies, the University employs on average four instructional learning technologists (ILTs) per UMB school. Deploying services and resources including instructional design, eLearning, pedagogy support, educational technology, and assessment options, the ILTs partner with faculty to design high-quality, accessible, and impactful courses. Each school offers additional technical support for technology infrastructure and video capture and integration of other technologies supporting online, hybrid, and in-class learning.

The Faculty Center for Teaching and Learning (FCTL) is a Universitywide resource that started in 2015 within

UMSGS as a service for instructional and curriculum design. Beginning with the initial course proposal through multiple teachings of completed courses, faculty in all UMB schools can collaborate with FCTL instructional designers to ensure that courses align with program-level outcomes and profession-specific accreditation standards, meet Quality Matters standards for excellence in evidence-based online instruction, and comply with accessibility and copyright laws and policies.

FCTL hosts an online teaching community of approximately 200 faculty, ILTs, and educational technologists who meet monthly. In addition, FCTL's professional development coaching program is utilized annually by approximately 50 faculty. It offers one-on-one support designed to help individual faculty reach their professional goals, overcome challenges, and maximize wellness.

Leaders in Education: Academy of Presidential Scholars (LEAPS),<sup>38</sup> launched in 2022, is a program designed to support the culture around teaching and learning. All UMB schools have representatives on LEAPS' 12-member Advisory Council and 30-member Steering Committee. Accomplishments of LEAPS members and initiatives include delivery of an EDI-focused educational symposium on campus, awarding seed grants to support educational innovation, a white paper on the topic of faculty mentoring and advancement, and recognition of three instructors for excellence in teaching and educational scholarship. These teaching-centric efforts are augmented by substantial support for training in research and entrepreneurship. An example is the UMB Institute for Clinical and Translational Research, which offers an enrichment seminar series covering all aspects of clinical translational research from proposal development to publication of results, in addition to providing resources, education, training, and grant funding to invigorate, facilitate, and accelerate clinical translational science.

Schools also offer significant support for faculty. For example, the School of Nursing's (UMSON) Institute for Educators provides faculty professional development,

a health professional teaching certificate program, a faculty residency program, and curriculum support. Nursing faculty also receive training and development to support their efforts educating students on research best practices. The school's Office of Research and Scholarship supports nurse researchers by offering pre-award guidance, access to research centers, statistical support, and internal scholarships. Among schools of nursing, UMB's is a national leader in receipt of funding from the National Institutes of Health and was among the first nursing schools in the nation to offer a PhD program. UMSON's diverse faculty interests foster collaborations across UMB and with students in bench, clinical, translational, implementation, and community research. Another notable opportunity is the School of Medicine's (UMSOM) Center for Advanced Research Training & Innovation (CARTI). CARTI training tracks are designed as a "first stop" for senior fellows and junior faculty in their first years of appointment, those who have not secured extramural funding or who need additional experience in research prior to pursuing an advanced degree or formal certificate program. In addition, CARTI has launched a Fellows to Faculty program focusing on programs intended to benefit young and emerging scholars in underrepresented minority groups.

UMB is dedicated to fostering a vibrant academic community by promoting excellence in teaching, research, clinical activity, and service. The faculty appointment, promotion, and tenure process plays a crucial role in this endeavor, as it provides a structured system for evaluating and recognizing faculty achievements.

#### **APPOINTMENT, PROMOTION AND TENURE (APT)**

APT policies vary across schools; however, each school policy is consistent with USM and UMB policies and related UMB procedures concerning faculty appointment, promotion, rank, and tenure. All APT decisions for faculty holding the rank of assistant professor or higher require approval from the provost and/or president. School policies are subject to the approval of the UMB president and, if required, USM approval as well. Each school's APT policy mandates a thorough assessment of the APT seeker's

38. The initiative develops novel educational methods, advances educational innovations and scholarship, and enhances the skills and knowledge of faculty members as educational thought leaders and scholars.

credentials, including letters from external reviewers, and provides guidelines for selecting senior scholars in the field to conduct these assessments. Potential conflicts are avoided by specifying in advance the unacceptable affiliations of the external reviewers as well as disqualification due to prior relationships with the candidate. UMB policies also reflect the diversity of instructional roles. For example, UMB's professional librarians are covered by UMB's Criteria and Procedures Relating to Appointment, Promotion, and Permanent Status for Library Faculty University of Maryland Baltimore Health Sciences and Human Services Library and Thurgood Marshall.

At the School of Pharmacy (UMSOP), the faculty handbook contains guidelines and criteria for appointment and promotion of affiliate faculty in the clinical and/or professional experience program. UMB's students receive a broad and in-depth education, and the University's policies acknowledge and reward the persons occupying various roles as educators at UMB.

### FACULTY HANDBOOK

The University's faculty handbook<sup>39</sup> outlines a comprehensive set of guidelines and policies that govern various facets of faculty members' academic life. The handbook covers the qualifications and criteria for awarding specific academic credentials to ensure that academic standards are maintained. Academic integrity and conflict of interest policies specify appropriate ethical conduct of faculty and students. The handbook delineates procedures for adjunct faculty appointments, compensation details, and consultancy rules for faculty engaging in external work. The handbook also includes information on student records disclosure, handling grievances, and faculty performance evaluations. It addresses employment practices concerning persons with disabilities, outlines procedures for leave, and covers sensitive matters such as sexual assault and discrimination. Further, it details research guidelines for human subjects, intellectual property, and sponsored projects. The handbook serves as a comprehensive guide ensuring fairness, ethical behavior, and professionalism within the University community. School-specific handbooks clarify and elaborate on distinct school policies and procedures.

### ACADEMIC PROGRAMS AND REQUIREMENTS

Academic catalogs and descriptions of degree tracks specify expected time to completion, graduation requirements, and relevant admission standards for the degrees and certificate programs offered by UMB schools. In alignment with its Respect and Integrity core values set, UMB is transparent and accountable in describing these features of its programs and makes available the average time to complete a degree, credits required for completion, and attrition rates. This promotes healthy behavior, quality of life, and future planning, which aligns with UMB's Well-Being and Sustainability core values set.

UMB's homepage directs users to the academic programs offered by each school. School-specific course catalogs, curriculum structures, and degree requirements are accessible on their respective webpages. Degree requirements for the academic programs offered by each school specify the courses and sequence offered to complete degrees in the recommended time frame. Timelines further delineate available part-time or hybrid learning options. Maryland Carey Law's webpage, for example, maps out completion timelines and requirements for full-time and part-time students. UMSOP's experiential learning program APEX curriculum provides advising information, expected outcomes, and grading criteria. The School of Dentistry (UMSOD) posts plans of study on its webpage for predoctoral, dental hygiene, dual-degree, and postgraduate programs.

Offices of the academic deans for each school submit approved course descriptions to the UMB Office of the Registrar, facilitating student registration in the Student User Friendly System (SURFS). Each school regularly updates its published academic offerings to ensure accuracy and relevance. PharmD course syllabi follow a standardized format developed by the school's curriculum committee to ensure that descriptions are accurate and comprehensive. UMSON's Academic and Student Affairs Council approved a master's course syllabus template reflecting nursing essentials.

39. [www.umaryland.edu/provost/administrative-and-fiscal-affairs/faculty-handbook](http://www.umaryland.edu/provost/administrative-and-fiscal-affairs/faculty-handbook)



In alignment with its Respect and Integrity core values set, UMB is transparent and accountable in describing these features of its programs and makes available the average time to complete a degree, credits required for completion, and attrition rates. This promotes healthy behavior, quality of life, and future planning, which aligns with UMB's Well-Being and Sustainability core values set.



In addition to rigorous programs of didactic instruction, clinical experiences and real-world service learning are essential educational components of the professional schools' curricula. The certifying bodies for the schools of Law, Pharmacy, Medicine, Dentistry, Nursing, and the Physician Assistant Program have minimum clinical hour requirements, aligned with program-specific accreditation and licensure requirements. Maryland Carey Law requires all Juris Doctor students who initially enrolled as full-time day students to complete a faculty-supervised clinical experience in which students assist real clients with real cases. The School of Social Work (UMSSW) requires field education as part of the curriculum, placing students at two different sites prior to graduation. To date, UMSSW's community outreach service has developed and supported approximately 1,000 field placements.

Schools offer dual-degree opportunities within UMB and in partnership with other universities, allowing students to achieve cost and time efficiencies by taking courses in multiple programs. Examples include dual degrees and pathways that enable PharmD students to simultaneously pursue degrees in disciplines such as law, business, regulatory science, and palliative care. UMSSW also offers dual-degree programs, with counselors assigned to help students complete both programs. For example, students can complete an MSW/JD or MSW/Master of Public Health (MPH). UMSOM and UMSGs offer dual degrees with master's and PhD programs, meeting UMB's mission of providing specialized and advanced opportunities. UMSON offers dual master's degrees in community

health nursing/MPH or MBA in the Nurse Leadership and Management master's specialty degree.

#### **TECHNOLOGICAL SUPPORT**

Students find significant technological support for their endeavors. UMB employs the Blackboard learning management system Universitywide. It facilitates faculty management of course materials and student engagement. Web conferencing tools such as Zoom and Blackboard Collaborate enable interactive virtual classrooms and remote collaboration opportunities for faculty and students. Mediasite, a lecture video recording and viewing platform, enhances learning flexibility. The wireless network Eduroam enables seamless communication for digital devices across campus and USM.

#### **LIBRARY, EDUCATIONAL, AND ENTREPRENEURIAL RESOURCES**

The University's Health Sciences and Human Services Library (HSHSL), led by a dean/associate vice provost, provides resources for all students through its research and education services portal. Each UMB school has a designated faculty librarian who collaborates with students, faculty, and staff to provide expert services associated with locating evidence for class assignments and patient care, literature searches, publication planning, and maximizing research impact. Students and faculty can request articles and books, individual research consultations, and collaboration on a systematic literature review. HSHSL users can obtain articles and books from other libraries through resource sharing arrangements, via the library webpage. A team of 50 library staff, including faculty librarians, oversee a collection that includes 108 databases, 17,669 e-book titles, 360,550 print volumes, 4,733 serial titles, and 52 public-access computers.

Collaborative learning rooms in HSHSL provide dedicated spaces for students to engage in group projects and discussions, fostering collaborative and interactive learning experiences. Additional resources include an Innovation Space with 3D printers and scanners and a presentation practice studio. In Fiscal Year 2023, the library provided 429 consultations, completed



49 systematic and scoping reviews, and facilitated the downloading of 1,127,282 articles by users.

Law students have access to the Thurgood Marshall Law Library, enabling them to chat in person or virtually with one of 10 law librarians to assist with research needs. The library contains over 400,000 print volumes of Anglo-American legal materials and a vast array of databases, as well as outstanding international law collections.

Students interested in entrepreneurship and innovation have access to the Graduate Research Innovation District (Grid<sup>40</sup>), which nurtures student entrepreneurs through mentorship, programming, pitch development, and career coaching. Although part of UMSGGS, the Grid is located in HSHSL. Placement there, rather than its former location in the vicinity of the BioPark<sup>41</sup>, increases its visibility and co-locates it with other innovation and entrepreneurial resources.

UMB's Office of Student Affairs offers services to all students and augments those provided at the school level. The Writing Center provides one-on-one consultations, online writing resources, and writing accountability groups. The Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities<sup>42</sup> in obtaining confidential reasonable accommodations through an interactive iterative process involving the student and the school. The process is initiated when a student self-discloses and provides appropriate documentation. ESDS posts a list of University and school contacts and guidelines for documentation on its webpage. ESDS works with students with all types of disabilities, including physical, learning, sensory, psychological, ADHD, neurodiverse, and chronic and acute medical conditions.

### SCHOOL-BASED RESOURCES

UMB's professional schools offer abundant resources to students, including academic advisors and program directors. For example, Maryland Carey Law's academic achievement program offers a pre-orientation program, skills workshops, practice exams, and one-on-one coaching with the program's faculty director. Other services offered by the law school include a legal writing center and a peer advising system that matches entering student class sections with upper-class students. UMSON is home to the Debra Spunt Clinical Simulation Lab, where students develop clinical decision-making skills and undergo rigorous summative evaluation. The approximately 450-plus nursing students at the Universities at Shady Grove also have extensive clinical simulation labs in a building dedicated specifically to nursing students. There are standardized patient programs allowing for advanced practice opportunities for students enrolled in nursing and pharmacy. Similarly, UMSOM provides advanced surgical simulators where students can practice techniques and prepare for patient care. UMB's Physician Assistant Program recently has begun offering training using immersive virtual reality.

Research, scholarship, and independent thinking undergird the spirit of discovery in UMB students across all schools. The scholarship, research, and work to improve the quality of care and life of community members, locally and globally, attracts a vast number of applicants each year.

UMB has discipline-specific policies and procedures related to independent research, thesis dissertation, fieldwork, and internships. Examples include UMSGGS' catalog and social work's guide for field education. In addition, UMB has policies related to graduate assistantships and offers numerous graduate research assistantships and graduate teaching assistantships.

40. The Graduate Research Innovation District is an innovation space where students connect to bring innovative health and social impact ideas to life through education, entrepreneurial resources, and programming.

41. The 14-acre University of Maryland BioPark is a community of life sciences companies and academic research centers located on the west side of UMB's footprint on the eastern side of Martin Luther King Jr. Boulevard. It is the nation's third-largest life sciences industry cluster, fueling the commercialization of new drugs, treatments, and medical devices. The BioPark's three-dozen tenants employ more than 1,000 people.

42. This includes students with pregnancy-related disabilities.

Beyond those designed into specific curriculums, additional research and scholarship experiences are available to students such as Doctor of Nursing Practice Poster Day. Nursing students develop and present scholarly posters reflecting the work of their culminating project in which they act as leaders and change agents in improving patient outcomes and system effectiveness. Many students present their work at state, national, and international conferences.

Another opportunity to develop research and presentation skills is afforded by the Graduate Research Conference, which is hosted annually by the Graduate Student Association. Students develop short talks and poster presentations to the University community. Faculty serve as judges and provide feedback to student presenters.

UMSOM's Office of Student Research (OSR) aims to promote innovation and discovery in science for medical students and trainees. The goal is to foster student achievement in their scholarly pursuits. OSR is responsible for all research education and research programming for medical students, as well as for overseeing the MD/master's dual-degree programs. The office provides individualized research advising and support to all medical students across a diverse array of research opportunities. In addition, OSR partners with various community outreach efforts to promote research for pre-identified middle- to high school-aged students and select, eligible undergraduate students to stimulate and foster interest and excitement about careers in medicine and allied health fields. The program encourages students to consider the possibility of careers that include biomedical or clinical research and/or academic medicine and provides students with a realistic understanding of the medical research environment.

UMSOD offers a research day that showcases the innovative research being conducted by its master's degree candidates, PhD students, and postdoctoral trainees. All research endeavors have access to the resources and personnel provided by the professionals at HSHSL. The open access publishing fund project promotes open access publishing for early career

“ APAIR is a significant tool for achieving institutional effectiveness. ”

researchers. Since FY21, HSHSL has provided over \$100,000 to support article processing charges for more than 90 UMB researchers, including students and postdocs.

In addition to research support provided to degree-seeking students, many schools also offer explicit support to postdoctoral scholars. For example, the Office of Postdoctoral Scholars in UMSOM provides mentoring, workshops, and other resources for its students. Combining strengths in training postdoctoral students interested in pursuing academic careers with its efforts to emphasize EDI, UMB not only trains its diverse students from stipend to salary, it also actively contributes to cultivating the next generation of faculty who will look more like the students they serve.

#### INSTITUTIONAL REVIEW

Discipline-specific external professional accreditation activities are supplemented by internal institutional-level academic program reviews on a seven-year cycle. The academic program review schedule for the period starting fall 2023 to fall 2033 is published on the Office of the Provost webpage.

In addition, the Office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) has developed an academic program assessment and improvement report (APAIR) to document assessment activities at the school and program level to further advance UMB's culture of assessment. Beginning with the 2023-2024 academic year, all academic programs are expected to prepare and submit an annual program review. Through the APAIR process, faculty and program directors identify institutional learning outcomes, student learning outcomes, program performance indicators, and program operation goals relevant to each degree or certificate program and define the milestones or metrics to evaluate each of those goals. APAIR is a significant tool for achieving institutional effectiveness.

UMB is committed to ensuring high-quality instruction for all learners regardless of course level, modality, or program. Each school has a rigorous evaluation process to assess course instruction, design, and other aspects of

the classroom environment. In UMSGs, for example, the Joint Graduate Council performs an important function related to new and existing program review. A successful course review requires a description of the role and qualifications of each faculty instructor, as well as delineated learning goals with aligned learning activities, course materials, and student assessments. Course managers and instructional designers subsequently review and evaluate courses based on student post-course survey data and instructor feedback. This structured follow-up process identifies areas for improvement at the individual course and instructor levels.

Additionally, many programs at UMB require students to successfully pass licensure examinations such as the Step exams at UMSOM. The success rates of students in these exams are closely monitored and rigorously assessed to shape future curriculum requirements and the clinical experiences offered to each student. Individual schools and IESPA monitor pass rates. At Maryland Carey Law, in acknowledgement of student concerns about the high cost of bar exam preparation courses and the statewide drop in bar exam passage rates, added a 3-credit bar preparation course dedicated to transitioning students into their postgraduation bar exam preparation and supporting their first-time taker success in the jurisdiction of choice. It is a companion course to the more rigorous (and expensive) commercial bar exam study after graduation. In terms of structure and content, the law school's course intentionally responds to needs specific to bar exam preparation. This course trains students to master strategic areas of law commonly tested on the bar exam and develop and/or refine test-taking skills required for success on the bar EXAM such as effectively answering Multistate Bar Exam-styled multiple-choice questions, drafting written responses to bar exam essay questions, and drafting work product for the Multistate Performance Test. The course is graded on a credit/non-credit basis.

## SUMMARY DETERMINATION

The University of Maryland, Baltimore (UMB) is in full compliance with Standard III and all associated criteria and with Requirements of Affiliations 1, 9, and 15. In addition to MSCHE's periodic accreditation review, UMB's primary entry-into-practice programs are regularly reviewed by specialized accreditation bodies. These self-studies are supplemented by continuous assessment of the effectiveness of student learning experiences. UMB prides itself on providing high-quality education and an exceptional student experience to a diverse student body. UMB's students, and the faculty who teach them, form a diverse team committed to academic rigor, student success, and continuous improvement.

## OPPORTUNITIES FOR IMPROVEMENT

Systematically survey alumni and their employers to inform curriculum content and design, and ensure that students are proficient upon graduation with emerging technologies such as generative artificial intelligence to prepare them for the careers of the future.

Develop a comprehensive integration strategy to more effectively and intentionally connect the students and faculty at the Universities at Shady Grove to the activities and services on the Baltimore campus.

**EVIDENCE INVENTORY FOR STANDARD III AND REQUIREMENTS OF AFFILIATION 1, 9, AND 15**

III_Academy of Lifelong Learning	III_MHEC Academic Program and Institutional Approval Guidelines
III_Academy of Lifelong Learning Global Hub	III_MHEC Academic Programs Degree Granting Institutions Regulations
III_APAIR Academic Program External Review Statuses	III_MHEC Division of Collegiate Affairs
III_APAIR Guidance	III_MSCHE Federal Credit Hour Policy
III_Center for Global Engagement Global Scholar Program	III_Office of EDI Speaker Series and Events
III_Center for Violence Prevention	III_Office of Educational Support and Disability Services
III_CITS Ancillary Services Inventory	III_Provost Academic Planning - Office of the Provost 2024
III_Faculty Center for Teaching and Learning Course Development Presentation	III_SOD Advanced Dental Education Programs
III_Faculty Center for Teaching and Learning Webpage	III_SOD Course Catalog Cover Page
III_Faculty Terminal Degrees	III_SOD DDS Graduation Rates
III_Graduate Research Innovation District (Grid)	III_SOD DDS Program Clerkships
III_Graduate Student Association Graduate Research Conference	III_SOD DDS Program Course List
III_Graduate Teaching Assistants	III_SOD DDS Program Curriculum
III_GS Application for Graduate Faculty Status	III_SOD DDS Retention Rates
III_GS Approval Form for New Revised or Eliminated Courses Reviewed by Grad Council	III_SOD Dental Hygiene Degree Completion Program
III_GS Catalog with Policies	III_SOD Dental School Programs
III_GS Credit Hour Definition	III_SOD Domestic Partner Clerkship
III_GS DEI Leadership Masters	III_SOD EDI Webpage
III_GS End of Course Evaluation Survey	III_SOD External Reviews
III_GS End of Course Evaluation Survey Design	III_SOD Faculty Appointment Promotion and Tenure Policy
III_GS External Reviews	III_SOD Graduate Programs Dental School
III_GS Faculty with Titles and Credentials	III_SOD Pre Professional Dental Hygiene Curriculum
III_GS Future Educators Academy	III_SOL ABA Accreditation
III_GS Graduate Faculty Status Guidelines	III_SOL ABA Accreditation of Part-time Program
III_GS Graduate School Faculty Overview	III_SOL ABA Required Disclosures 2022
III_GS Online Teaching Community	III_SOL ABA Required Employment Disclosure 2022
III_GS Program Explorer Including Online Programs	III_SOL Academic Achievement Program
III_GS Quality Review Checklist for Reoffered Online Courses	III_SOL Career Counselors
III_GS Syllabus Template	III_SOL Course Catalog Listed Online and Clickable 2023
III_HS/HSL Innovation Space	III_SOL Curriculum Structure and Requirements
III_HS/HSL Presentation Practice Studio	III_SOL Day JD Program Graduation Rates
III_HS/HSL Research and Education Services Librarians	III_SOL Day JD Progression Rates
III_HS/HSL Summary of personnel and material resources available	III_SOL EDI Webpage
III_HS/HSL UMB Entrepreneur Toolkit	III_SOL Employment for Graduates Data
III_HS/HSL Workshops and Tutorial Information	III_SOL Evening JD Program Graduation Rates
III_Institute for Clinical and Translational Research (ICTR) Community Engagement	III_SOL Evening JD Progression Rates
III_Institutional Learning Outcomes	III_SOL External Reviews
III_Instructional Learning Technologists by School	III_SOL JD Curriculum Structure and Requirements
III_Integration of Institutional Effectiveness Programs	III_SOL Legal Writing Center
III_Intercultural Center	III_SOL LLM Continuing Education Program
III_IR Comprehensive list of all educational programs 2024	III_SOL Peer Advisors
III_IR Graduation and Progression (Retention) Rates 2024	III_SOL Policies for Credit Hours, Programs, and Graduation Requirements
III_IR Professional Licensing Exam Pass Rates 2024	III_SOL Policy on Adjunct Faculty
	III_SOL Policy on Faculty Evaluation
	III_SOL Pro Bono Clinic Requirements

III_SOM Academic Credit Hour Policy	III_SON External Reviews
III_SOM Center for Advanced Research Training and Innovation	III_SON Faculty Workload Policy
III_SOM Curriculum Evaluation, Monitoring, Management	III_SON FNP DNP Option
III_SOM Deans Office of Academic Administration Faculty Policies and Procedures	III_SON FNP Plan of Study and Timeline
III_SOM Department of Medical and Research Technology	III_SON Global Health
III_SOM Doctor of Medicine Graduation Rates	III_SON Institute for Educators
III_SOM Doctor of Medicine Progression Rates	III_SON MSN Community Public Health Plan of Study
III_SOM Doctor of Medicine Progression Rates	III_SON MSN Entry Option
III_SOM Doctor of Physical Therapy Curriculum	III_SON MSN Leadership Management Plan of Study
III_SOM Doctor of Physical Therapy Program Graduation Rates	III_SON MSN MPH Dual Degree Option
III_SOM Doctor of Physical Therapy Program Progression Rates	III_SON MSN Nurse Informatics Plan of Study
III_SOM EDI Webpage	III_SON NLM-MBA Dual Degree Program
III_SOM External Reviews	III_SON Nurse Anesthesia DNP Option
III_SOM Graduate Education PhD, Dual Degree, Masters Programs	III_SON Office of Research
III_SOM Masters in Genetic Counseling Training Program	III_SON Policy on Course and Faculty Evaluations
III_SOM Medical Student Academic Handbook	III_SON Post-Masters DNP POS Option
III_SOM Medical Student Policies	III_SON Psychiatric NP DNP Option
III_SOM Medicine Graduates Residency Match	III_SON RN-BSN Plan of Study
III_SOM Office of Academic Administration APT Deadlines	III_SON RN-MSN Community Public Health Plan of Study
III_SOM Office of Postdoctoral Scholars	III_SON Scholarly Writing Seminar
III_SOM Office of Student Research	III_SON Simulation and Learning Labs
III_SOM Physical Rehabilitation Science Student Handbook	III_SON Standardized Patient Program
III_SOM Program for Research Initiated by Students (PRISM)	III_SON Substance Use and Addictions Certificate
III_SON Acute Care Pediatric NP DNP POS	III_SON Teaching in Nursing and Health Professions Certificate
III_SON Adult Gero Acute Care DNP NP CNS Option	III_SOP AACP Curricular Outcomes and Entrustable Professional Activities 2022
III_SON Adult Gero Primary Care NP DNP Option	III_SOP Accreditation Council for Pharmacy Education Standards
III_SON All Programs Syllabi Template	III_SOP Advanced Pharmacy Practice Experience (APPE) 450: Ambulatory Care
III_SON APT Policy and Procedures	III_SOP APAIR Guidance
III_SON BSN Degree Plan of Study	III_SOP APEX-syllabus-2022-2023
III_SON BSN-MSN Degree Option	III_SOP APPE-401-syllabus-2022-2023
III_SON CCNE Accreditation Status	III_SOP APPE-451-syllabi-2022-2023
III_SON Certificate in Nurse Informatics	III_SOP APPE-453-syllabus-2022-2023
III_SON Clinical Nurse Leader MS Graduation Rates	III_SOP APPE_499_Pinnacle_Project_2021-2022 Elective Options
III_SON Clinical Nurse Leader MS Progression Rates	III_SOP Blackboard Course Management Resources 2023
III_SON Clinical Simulation Labs	III_SOP Catalog About Us
III_SON CNL Graduation Rates	III_SOP Center for Innovative Pharmacy Solutions
III_SON Course Approval Process	III_SOP Clinical Rotation Sites
III_SON DNP Fall 2023 Progression Rates	III_SOP EDI Leadership
III_SON DNP NNP Option	III_SOP ELP Rotation Sites
III_SON DNP Pediatric Primary Care Option	III_SOP Faculty Handbook
III_SON DNP Poster Day	III_SOP Key Facts 2023
III_SON DNP Program Description	III_SOP Pharmacy Dual Degree Opportunities
III_SON Entry Level BSN Graduation Rates	III_SOP Pharmacy Practice Based Research
III_SON Entry Level BSN Progression Rates	III_SOP PharmD Accreditation External Review
III_SON Environmental Health Certificate	III_SOP PharmD Curriculum 2024

III_SOP PharmD Curriculum Course Schedule Tables 2024-2027	III_UMB Faculty Table by School, Rank and Tenure Status 2023
III_SOP PharmD Graduation Rates	III_UMB Fall 2023 Student Headcount Enrollment
III_SOP PharmD Illustration of Post Graduate Residency Matches	III_UMB Fast Facts 2024
III_SOP PharmD MPH Dual Degree Option	III_UMB Fiscal Year 2023 Student Enrollment
III_SOP PharmD Progression Rates	III_UMB Health Sciences and Human Services Library
III_SOP PharmD Syllabus and Course Review 2023	III_UMB LEAPS overview 2024
III_SSW Certificate programs	III_UMB Program Explorer
III_SSW Community Outreach Service SWCOS	III_UMB Program Review for USM 2023
III_SSW Dual Degree Options	III_UMB Schools and Accrediting Bodies
III_SSW External Review	III_UMB Spring 2024 Enrollment by School
III_SSW Field Education Infographic	III_UMB Spring 2024 Student Headcount
III_SSW Handbook with JEDI Statement	III_UMB Steering Committee Standard III 2023 Town Hall Feedback
III_SSW MSW Curriculum	III_UMB Steering Committee Standard III Opportunities for Improvement Presentation
III_SSW MSW Graduation Rates	III_UMB Student Affairs Home Page
III_SSW MSW Plan of Study Timeline	III_UMB Student Enrollment Reporting
III_SSW MSW Retention Rates	III_UMB Student Headcount by Degree Status 2023
III_SSW Office of Field Education	III_UMB SURFS Webpage
III_Student Counseling Center	III_UMB Webpage Linking to School Specific Academic Programs
III_Thurgood Marshall Law Library	III_UMB Writing Center
III_UMB 10 Year Enrollment Projections 2023	III_UMBC_UMB Graduate Council Quality Assurance
III_UMB Accountability and Compliance State Authorizations 2024	III_Undergraduate Program Graduation Rates
III_UMB Alumni Living and working in Maryland	III_Undergraduate Program Progression Rates
III_UMB Campus Crisis Resource Guide	III_US Title 34 Education Subtitle B, Chapter VI Code of Federal Regulations Policy
III_UMB Campus Research Centers	III_USDE Distance Education Authorization
III_UMB Center for Global Engagement	III_USM Guidelines for External Review of Existing Academic Programs USM
III_UMB Community Engagement Center	III_USM Letter of Intent to Develop New Academic Programs
III_UMB Degree programs at Universities at Shady Grove	III_USM Policy on Degree and Curricular Requirements
III_UMB Diversity Initiatives	III_USM Policy on Faculty Appointment Rank and Tenure of Faculty
III_UMB Faculty Appointment Promotion and Tenure Policy	III_USM Process to Develop New Degree Programs Policy
III_UMB Faculty Handbook 2024	
III_UMB Faculty Profile 2023	
III_UMB Faculty Profiles on Professional School Webpages	

# STANDARD IV

## Support of the Student Experience



## STANDARD IV Support of the Student Experience

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENT OF AFFILIATION (ROA)

**ROA 2:** The institution is operational, with students actively enrolled in its degree programs.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard IV and all associated criteria as well as Requirement of Affiliation 2. UMB recruits and admits students whose interests, abilities, experiences, and goals are consistent with the UMB mission statement. Additionally, it prioritizes students throughout the University’s 2022-2026 Strategic Plan, which includes Student Growth and Success as one of its six themes.

### EVIDENCE OF COMPLIANCE

UMB provides a coherent and effective system of support services provided at the University and school levels. It enrolls students whose interests, abilities, experiences, and goals are congruent with the University and school missions and educational offerings. It has the resources to support student retention, persistence, completion, and success.

### ENROLLMENT

In fall 2024, UMB enrolled 6,636 students across the seven schools, of which 5,676 were professional/graduate students and 960 were undergraduates. Eight-hundred and 64 students (13 percent) were fully online. The Office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) publishes detailed historical enrollment data on its webpage. Each year, the University develops 10-year enrollment projections based on input from the professional schools and publishes the projections on its IESPA webpage. UMB also partners with companies such as EAB<sup>43</sup>, to monitor national enrollment trends and anticipate changes in the prospective student pools. Enrollment, based on such monitoring, is expected to slightly increase over the next 10 years.

**TABLE 4.1 Fall Total Enrollment**

SCHOOL	2020	2021	2022	2023	2024
School of Dentistry	633	628	629	624	627
School of Law	753	813	779	767	713
School of Medicine	1,247	1,234	1,231	1,248	1,242
School of Nursing	2,086	2,130	2,075	1,984	1,978
School of Pharmacy	1,231	1,316	1,188	1,032	982
School of Social Work	966	877	768	680	743
School of Graduate Studies	221	246	261	332	351
<b>TOTAL</b>	<b>7,137</b>	<b>7,244</b>	<b>6,931</b>	<b>6,667</b>	<b>6,636</b>

43. EAB is a consulting firm specializing in education institutions.



UMB provides historical headcount enrollments for each school by degree, including gender, student type, and race/ethnicity, on its IESPA webpage.

**TABLE 4.2 Fall 2024 School Enrollment by Race/Ethnicity**

SCHOOL	American Indian	Asian	Black	Hispanic	Multiple Races	Non-Resident Alien	Pacific Islander	Unknown	White	Total
School of Dentistry	--	185	71	63	32	40	--	11	225	627
School of Law	--	56	118	60	26	22	1	17	413	713
School of Medicine	--	305	140	98	53	90	--	18	538	1,242
School of Nursing	5	314	616	188	82	65	1	34	673	1,978
School of Pharmacy	2	194	190	65	40	174	3	21	293	982
School of Social Work	--	40	184	89	32	22	--	17	359	743
School of Graduate Studies	1	37	69	29	7	51	--	7	150	351
<b>TOTAL</b>	<b>8</b>	<b>1,131</b>	<b>1,388</b>	<b>592</b>	<b>272</b>	<b>464</b>	<b>5</b>	<b>125</b>	<b>2,651</b>	<b>6,636</b>

**TABLE 4.3 Fall 2024 School Enrollment by Gender<sup>44</sup>**

SCHOOL	Male	Female	School Total
School of Dentistry	251	376	627
School of Law	290	423	713
School of Medicine	450	792	1,242
School of Nursing	315	1,663	1,978
School of Pharmacy	314	668	982
School of Social Work	148	595	743
School of Graduate Studies	84	267	351
<b>TOTAL</b>	<b>1,852</b>	<b>4,784</b>	<b>6,636</b>

**RETENTION**

UMB’s high retention rates reflect commitment to a collaborative and effective support system with resources available at the University and school levels. Three-year retention rates for students entering in 2020 range from 81.7 percent for the School of Pharmacy (UMSOP) to 97.7 percent for the School of Dentistry (UMSOD). Yet, even while high, the percentages in isolation do not tell the complete story. In the School of Medicine (UMSOM), 20-25 MD students in a class of 165 annually “step off” the standard four-year track to enrich their educational experience. For example, each year approximately 10 Medical Scientist Training Program (MD/PhD) students take time away to work on their PhD, five to 10 degree students step out to work on their master’s degree academic coursework, and students also may step out to work on research endeavors or other professional development. Thus, although commendable, UMSOM’s 83.1 percent three-year retention rate can only be properly interpreted with the knowledge that many students’ career plan will lead them to return.

44. Some students may not identify as male or female. UMB assigns male or female to conform with state and federal reporting requirements.

**STUDENT ADVISING**

All UMB schools have systems in place to advise students on their progress toward meeting graduation requirements. Five of the seven schools (Law, Nursing, Pharmacy, Social Work, and Graduate Studies) are using, or are transitioning to using, Degree Works, a web-based tool, to assist students and advisors, ensuring that appropriate tracking and scheduling occurs and that delays relating to degree completion are minimized. All UMSOD program curriculums are lockstep, the school registers all students each term, and monitors grades submitted by faculty. The UMSOD registrar monitors student progress toward degree completion.

**AFFORDABILITY AND DEBT AWARENESS**

Due to the University's unique structure, tuition and fees differ across the schools. Annual tuition for each program (resident and nonresident) is publicly posted by the Office of Student Financial Assistance (OSFA). The University understands its obligation to provide transparent, accurate, and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds. Prospective and enrolled students access this information mainly from OSFA's webpage. On the webpage, students find information about availability of and eligibility for educational funding options. The site also links to school-specific information and information regarding distinct populations (e.g., veterans, international students, transfer students, undocumented students).

UMB awards financial aid to approximately 80 percent of the University's students. Annually, OSFA processes approximately \$190 million in financial assistance for eligible students from a variety of sources, including but not limited to institutional grants/scholarships and loans, the Maryland Higher Education Commission's<sup>45</sup> Student Financial Assistance, and Federal Student Aid Programs including the Pell Grant, Supplemental Educational Opportunity Grant, work-study, and loan programs. In addition to scholarships listed on the central webpage, school webpages offer additional details about program-specific scholarships and grants.

UMB provides each financial aid recipient with the College Financing Plan via the Student Friendly User System (SURFS) portal. Once the student has submitted the Free Application for Federal Student Aid (FAFSA), completed all requirements, and has an offer of admission in place, UMB generates a financial aid award for the student. On SURFS, students can review the automatically accepted grants and scholarships and accept or decline the amount of loans and/or work-study. OSFA provides instructions and information on applying for financial aid. Financial aid counselors in OSFA process and administer financial aid. Counselors work individually with students on the following: student loan borrowing (i.e., loan types, limits, and awarding); loan increases and returns; cost of attendance increases; FAFSA; financial aid packages, scholarships, and alternative private loans; work-study; and loan repayment/exit counseling. The schools of Law and Medicine augment the UMB services with school-specific information about debt management and financial literacy. A student loan coaching pilot program in the School of Social Work (UMSSW) trains students and practitioners to offer financial coaching to students in distress.

The Office of Student Employment administers UMB's federal work-study program. Its webpage contains the documents students and supervisors must complete to participate, in addition to postings of federal work-study employment opportunities. OSFA manages student billing, payments, the late fee policy, mandatory fees, and the refund policy and schedule through online services and forms. Students find information about loan disbursements and refunds on the office's webpage. If needed, students have access to emergency loans at the school and University levels.

On the IESPA webpage, students and the public can find information regarding the average loan debt for each program. For example, the average UMB-only debt for May 2023 graduates was \$177,286 for an MD degree and \$18,340 for a BSN in nursing. On its webpage, OSFA provides financial calculators to help students calculate future loan payments. The national

45. The Maryland Higher Education Commission is the state's higher education regulatory and coordinating board, responsible for establishing statewide policies for Maryland public and private colleges and universities as well as for-profit career schools.

default rate for the 2019 cohort was 2.3 percent, well below the 7.3 percent reported for the previous year. UMB's default rate of 0.4 percent is the lowest among the 12 institutions in the University System of Maryland (USM), and, indeed, it is the lowest in the state.

### ACADEMIC ASSISTANCE AND PERSONAL ADVISING

UMB understands and acknowledges that it has an obligation to support students who might need assistance acclimating to the rigorous academic requirements of the schools and programs. There is a variety of school- and degree-specific programming offered to entering and struggling students. For example, the combined UMSOM Graduate Program in Life Sciences/UMSOP Department of Pharmaceutical Sciences summer bridge program is a four-week intensive course for PhD students. The monthlong course allows students from a variety of academic backgrounds to transition to graduate-level study in the biomedical sciences. Likewise, UMSOM offers a pre-matriculation summer program. It is a three-week, on-campus program for selected admits that allows them to experience and preview the medical school format and content in a no-stakes environment. UMSOP, through its online Maryland Academy for Pharmacy Success, offers summer programs to expose incoming students to the skills, knowledge, concepts, and principles required for their first semester. Lastly, every UMB school has processes in place to identify and offer assistance to students who are not meeting academic expectations. There are committees on progression, mandatory progression exams, ongoing reviews of academic performance, and, in some cases, mandatory changes in a struggling student's course load. Customized remediation plans and tutoring also may be offered.

The Writing Center (WC) supports all UMB students, including English language learners, by providing individual consultations, online resources, workshops, and support groups. The WC is staffed by a full-time

employee and a part-time writing fellow. Additionally, trained peer writing consultants support undergraduate, graduate, and professional program students in navigating academic and professional writing practices and expectations. The WC is equipped to provide multilingual writing specialists. The WC focuses on educational support of student writers, not remedial or correction-driven services and programs. In addition to the WC, UMB schools provide other writing and academic support. Maryland Carey Law has a legal writing center in which upper-division legal writing fellows provide individualized assistance in strengthening the writing skills of other law students and an academic achievement program offering academic skills workshops, practice exams, a bar exam passage class, and one-on-one support. UMSOM's Office of Academic and Career Success offers academic advising, coaching, tutoring, and group study sessions to students enrolled in entry-into-nursing practice programs. At the school level, UMSSW started its MSW First Generation Student Success Program in collaboration with the UMB Intercultural Center in 2021. This program, developed in partnership with the Office of Student Affairs (OSA), offers peer mentoring, writing workshops, and additional initiatives.

UMB's students often manage competing demands, including challenging academics and hectic schedules, and the balancing of personal and family responsibilities. To address these student concerns holistically, the Office of Educational Support and Disability Services (ESDS) offers personalized academic and professional development coaching, which includes discussions about time management, organization, professional communication, and study skills. This program pairs students with OSA staff or UMB faculty and staff.

In fall 2024, UMB's Student Counseling Center (SCC) sought and, after an extensive self-study and site visit, was granted accreditation through the International Accreditation of Counseling Services (IACS).<sup>46</sup> SCC offers individual counseling, medication evaluation

46. While IACS accreditation is voluntary and not required for counseling centers to operate, it is evidence that UMB's SCC has met national standards and practices through peer review by colleagues. In the most recent rankings of college and university counseling centers in *U.S. News & World Report*, IACS accreditation was one of the criteria by which the counseling centers were evaluated as providing quality services to students. Four other USM schools also are accredited: Towson University; University of Maryland, College Park; Frostburg State University; and Salisbury University.

and management, same-day appointments, referrals, crisis support, and prevention and outreach workshops. Licensed SCC clinicians provide telehealth counseling and medication management services to UMB students in Maryland. For students who permanently reside outside of Maryland, SCC offers consultation and referral assistance to connect with mental health providers in their area. Counseling is confidential and free to full- and part-time UMB students. Students who are active SCC clients and temporarily located outside of Maryland (but within the United States) can receive brief phone consultations if an unexpected crisis or emergency arises. If the student is not an active client, an SCC counselor will assess the risk to self or others and review a safety plan, then connect the student with Referral Assistance Services if they are seeking ongoing treatment while out-of-state. Students also can utilize the after-hours crisis phone services if they are temporarily located outside of Maryland.

SCC also offers after-hours crisis support through a third-party provider, Protocall. After business hours, individuals concerned about a student can call the SCC number and be connected to a Protocall counselor. Protocall has trained crisis clinicians who assess a student's risk of harm to self or others, provide immediate coping skills, and if needed, contact SCC representatives, emergency personnel, and other resources as needed. Protocall provides reports to SCC for each call. This allows SCC an opportunity to follow up to provide additional mental health support. SCC also conducts training to help community members identify students in mental health crisis and learn how to connect students to appropriate services. For example, the Assisting Students in Distress Folder (the Red Folder) is a quick reference guide that identifies common signs of student distress and includes information about on- and off-campus resources to contact in an emergency. Just

recently, SCC began offering Mental Health First Aid (MHFA) training to UMB faculty, staff, and students. MHFA is an evidence-based, early intervention course that teaches participants about mental health and how to identify, understand, and respond to individuals experiencing mental health distress.

Struggles with food insecurity continue to escalate among our students.<sup>47</sup> While UMB's funding model is not very different from other USM institutions, the mirroring of that model adversely affects UMB students. This is because unlike most institutions, UMB does not have a campus food vendor, meal plan, or dining hall. Other schools' vendors donate fresh fruits and vegetables to their pantry/pantries, whereas the UMB Student Pantry purchases them for distribution. Additionally, other schools often have meal donation programs where unused meals/funds can be donated and accessed by students experiencing food insecurity. UMB's pantry depends on periodic donations, in-kind gifts, grants, and partnerships with local organizations. UMB could benefit from a better-funded program.

OSA, led by chief student affairs officer/vice president, provides interprofessional experiences and central services to assist students. In addition, each school has an office of student affairs that offers additional student services designed to meet their program's needs. The University and schools use a highly collaborative approach to support the academic and personal success of students, including students who might be in distress. The chief student affairs officer/vice president convenes the student affairs deans and additional University partners (e.g., SCC, ESDS) monthly to discuss needs and opportunities for collaboration to support students. Online students and those enrolled at the Universities at Shady Grove who receive support have a designated webpage designed specifically on their behalf. UMB provides comprehensive central support services for students.

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47. Initially, in September 2021, meal kits were distributed to students via pop-up pantry events. The freestanding UMB Student Pantry opened in January 2022. In the 2022-2023 academic year, there were 963 requests; in 2023-2024, there were 1,539 requests, a 60 percent increase.

**TABLE 4.4 Central Student Support Services**

<b>Student Services</b>	<b>Description</b>
<b>Center for Counseling &amp; Well-Being at USG</b>	Offers comprehensive counseling, consultation, and referral assistance to students enrolled at the Universities at Shady Grove (USG).
<b>Center for Global Engagement</b>	Promotes student international educational exchange programs. The center includes the Office of International Services, which offers programs and support services for UMB international students.
<b>Educational Support and Disability Services</b>	Coordinates services to assist students with disabilities or pregnancy-related disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school. Also provides personalized academic and professional development coaching.
<b>Event Services</b>	Coordinates space reservations, including for student organization meetings, events, and gatherings (e.g., ecumenical prayer space).
<b>Intercultural Center</b>	Provides academic and social support to historically underrepresented populations while enhancing skills for intercultural development and intergroup dialogue.
<b>Intercultural Leadership and Engagement</b>	Advances the development of intercultural competencies that inform professional practice through programs and services related to leadership development, career readiness, and community and civic engagement.
<b>Global Hub</b>	Provides guidance to students traveling internationally. UMB utilizes International SOS, in addition to an internal system led by International Operations and the Office of Emergency Management, to aid students who find themselves involved in a safety or security incident while abroad.
<b>One Card Office</b>	Required for entrance into all campus buildings, use of the UMB shuttle, and access to University Recreation and Fitness (URecFit), the One Card/campus ID is the University's official identification card.
<b>Parking and Transportation Services</b>	Provides permits for campus parking, regular shuttle service from several neighborhoods in Baltimore, and information about public transportation.
<b>Registrar</b>	Manages transcripts, degree/enrollment verification for students and alumni, the residency policy, degree conferrals, and academic data reporting.
<b>SMC Campus Center</b>	Houses many of the central student affairs offices and services along with recreational facilities, campus dining, and the University bookstore.
<b>Student Counseling Center</b>	Offers short-term, professional counseling and psychiatric services for currently enrolled full- and part-time UMB students, in addition to crisis care resources, self-help resources, and educational outreach workshops.
<b>Student Financial Assistance</b>	Processes and administers federal loans, institutional grants/scholarships, and federal work study.
<b>Student Financial Services</b>	Manages student billing, payments, and refunds.
<b>Student Health</b>	Provides scheduled appointments for routine care and same-day appointments for urgent needs.
<b>UMB Housing</b>	Offers fully furnished apartments near campus for rent to students.
<b>UMB Police and Public Safety</b>	Provides safety and security services, including Safe Walk and Safe Ride, UMB Alerts, blue-light phones, and a comfort K9 program.
<b>UMB Student Pantry</b>	Provides services to address student food insecurity via a pantry and at pop-up food events held across the University.
<b>UMB Writing Center</b>	Provides peer writing consultants who meet with students online and in person to discuss strategies for writing. The center also provides additional writing resources online.
<b>URecFit and Wellness</b>	Provides state-of-the-art recreational facilities and offers intramural sports, group exercise classes, wellness education and coaching, private swimming lessons, and personal training.

### PROFESSIONALISM, PREPARATION, AND PLACEMENT

Professionalism is a key tenet of education at UMB as students in the professional schools must be prepared to interact effectively with patients and clients during their programs and in post-completion placements. Intercultural Leadership and Engagement (ILE) offers several free, Universitywide opportunities for the development of professional skills and cultural competencies. Students can apply to be selected for the President's Symposium and White Paper Project. Student fellows, who are selected from a competitive pool of applicants, co-author a white paper on a preselected relevant topic that impacts the UMB community. The final paper makes recommendations to UMB leadership as well as education to the community. ILE opportunities also include online micro-courses and a co-curricular micro-credential curriculum structured around UMB's core values. Students interested in advancing their knowledge and practice in this area may pursue multiple options for leadership training in the School of Graduate Studies (UMSGS).

Individual schools have distinct definitions and standards for professionalism, often drawn from the codes of conduct of their associated professional organizations, their accrediting bodies, and societal expectations for the profession. Each school incorporates the ideals of professionalism into its curriculum and student handbooks and codes differently. For example, UMSOM includes the teaching of professionalism skills specific to the field of medicine in a series of Practice of Medicine courses taken longitudinally in Years 1 to 3 and as a one-month rotation in Year 4. Maryland Carey Law's required course in legal profession examines the activities and responsibilities of the lawyer and the

lawyer's relationship with clients, the legal profession, the courts, and the public. Additionally, the law school hosts a leadership, ethics, and professionalism initiative that offers students opportunities to participate in co-curricular educational events designed to develop leadership skills and foster an understanding of ethical and professional conduct in the context of legal practice.

UMB students have high rates of postgraduation employment and placement. While the schools invest heavily in their students throughout their academic life, their concern and care extends well past graduation. Assistance with access to job listings, interview preparation, résumé creation, document review, and evaluation of job offers is available to students during their enrollment as part of career development. Additionally, staff of the Grid<sup>48</sup> and OSA provide professional development support in collaboration with the schools through programming focused on résumé-building, interviewing, public speaking, and salary negotiation.

The schools of Law, Social Work, Nursing, and Pharmacy, as well as the Graduate Program in Life Sciences, have career centers or "job-ready" programs. UMSOD provides career support to students in the form of faculty mentorship, elective courses that provide additional information about specialty disciplines, postgraduate program application support and general guidance, and other educational programming. UMSOM's Match Day ensures that each medical school graduate has a placement. The success of these programs is apparent to applicants and enrolled students on readily available school sites such as UMSOM's webpage, which lists all residency matches; UMSOP's lists of matches and fellowship recipients; and Maryland Carey Law's postings of employment outcomes for each class.

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48. The Graduate Research Innovation District hosts a wide range of events, including sessions on marketing, branding, intellectual property law, human-centered design, social innovation, community development, elevator pitching, and more. The Grid has hosted a pitch showcase that celebrates UMB student entrepreneurs.

**RECORD MANAGEMENT, RECORD PROTECTION, TRANSFER POLICIES, AND ARTICULATION AGREEMENTS**

The University's registrar is responsible for compliance, transcript management, degree/enrollment verification for both students and graduates, administering the residency policy, conferring degrees, and reporting academic data. On the University registrar's webpage, students can review information about graduation application deadlines, apply for in-state residency, and find Family Educational Rights and Privacy Act (FERPA)-related information, in addition to accessing SURFS, the one-stop online portal where students can access grades, billing, and financial aid information.

For students with UMB-sponsored F-1 and J-1 visas, all pertinent data resides with Office of International Services (OIS). This is accomplished through Sunapsis, a unique database designed for this purpose. The UMB servers that host Sunapsis adhere to all UMB policies regarding data security, and only OIS personnel authorized as F-1 Designated School Officials and J-1 Alternate Responsible Officers have administrative access to view student data. Mandated disclosure of student information to relevant federal agencies complies with the applicable regulations.

UMB strictly adheres to the requirements of FERPA as stated in its Policy on Confidentiality and Disclosure of Student Records. The University also has a comprehensive Data Retention-Archival Policy for student and financial aid records. In addition, UMB complies with policies regarding student identity verification for distance education courses. Students must use credentials (user ID and password) connected to the registration system to access any web-based University resource, including UMB's learning management system, Blackboard. As an additional security layer, UMB utilizes the DUO system for two-factor identity authentication. UMB departments take additional safety and security measures as needed. For example, SCC utilizes electronic medical record software (Titanium Schedule), which is not connected with students' academic or physical health records. Titanium Schedule is only accessible to SCC staff. SCC also uses a HIPAA-compliant video conferencing platform, Zoom, for all telehealth appointments with students. Finally, SCC sends requests to students for release of records through encrypted email.

Each University unit has a designated person who makes requests for new users to gain access to Banner, UMB's student information system. All new Banner users must complete training in the use of the system and on FERPA. The registrar also trains users who require access to non-directory student information based on their job role, specifically registration and grading. The Banner system has security features to provide access based on the user profile.

When an external entity submits a request for student non-directory or other alumni information, a records release with review by University counsel is conducted where appropriate. For directory information, a preliminary determination is made as to whether the student has opted out of release of directory information; if the student has not, the information is released. Additionally, as a recipient of federal funding, UMB is required to comply with the Soloman Amendment (and subsequent revisions). This determination is also made by University counsel.

UMB has a transparent transfer credit policy, available on the University registrar's webpage and in school-based catalogs, which describes document requirements and acceptability of transfer credit. The University also has a clear policy for assessing prior experiences in military training, coursework, and education for enrollment in a baccalaureate degree program. Schools and programs may have their own individual criteria and retain discretion as to the acceptance of transfer applicants. The schools of Social Work, Pharmacy, Dentistry, Nursing, Law, and Graduate Studies accept transfer students based on school-specific requirements. For example, Maryland Carey Law requires applicants to have completed two semesters in the JD program at another American Bar Association-approved law school that delivers courses in person. UMSOM does not accept transfer applicants.

A majority of UMB schools (Dentistry, Nursing, Pharmacy, and Graduate Studies) have articulation agreements covering course transferability with various universities and community colleges. UMB publicly discloses the list of schools with articulation agreements on its webpage.

**STUDENT ACTIVITIES AND ACTIVITY ASSESSMENT**

Safe and enjoyable student life starts with the widespread sharing of USM<sup>49</sup> and UMB student affairs policies. UMB has clearly stated ethical policies, practices, and processes to facilitate student success including those relating to behavior, required immunizations, health insurance availability, disability services, active military duty and many others. The University posts policies and procedures on the web and student handbooks contain their links. School-specific student handbooks contain additional policies and procedures relating to program-specific accreditation requirements and discipline-specific norms of professional conduct.

UMB offers a wide range of opportunities for students to engage in interprofessional social and cultural experiences through OSA and the University Student Government Association. Currently, nine Universitywide student organizations provide programming for students. They include Scholars for Recovery, ECO-Environmental Justice in Action, and the National Alliance on Mental Issues. These are in addition to school-based student organizations such as Parents Attending Law School, Queer Community Alliance, Medical Students for a Sustainable Future, and the Black Student Nurses Association at UMB and USG. Likewise, a high percentage of UMB students participate in community engagement initiatives. UMSOD students and faculty volunteered to provide sorely needed dental care for two days at the Eastern Shore Mission of Mercy. Students from the Baltimore campus help out at the Kids to Farmers' Market, an interactive event that teaches children about healthy foods and healthy eating. Other activities come because of student leadership. For example, students tutor middle and high school students, provide supervised legal and dental services in clinics, and engage in outreach efforts to individuals experiencing housing insecurity. In recognition of mutual goals, the Office of Community and Civic Engagement (OCCE) funds a civic and community engagement coordinator position jointly supervised by OCCE and OSA.

Sometimes what students need is not a packed activity calendar but rather a place to gather. UMSSW's First-Generation Student Success Program offers a physical lounge space, advising sessions, workshops, and opportunities to build community. Similarly, the Graduate Student Commons on the first floor of the Lexington Building provides a welcoming focal space and place for UMB graduate students (a large number of whom are international students) and UMSGs support programs. The Intercultural Center, within OSA, offers programming to advance the success of historically marginalized populations and programming to support and encourage dialogue across the University community on issues of diversity, equity, inclusion, anti-racism, and interculturalism.

Assessments in 2023-2024 included the first self-study/external review of the UMB Writing Center and the continuation of the Healthy Minds Survey (HMS), which examines student campus climate and experience. As a result of the data, UMB established a new position to help students connect with off-campus treatment providers, developed the Red Folder training program for faculty and staff on how to identify students with mental health symptoms and refer them to appropriate mental health treatment, elevated the need for a discrete location for new SCC office space, and used feedback to tailor student outreach initiatives such as Mental Health Awareness Week. The HMS data from spring 2023 indicated that 79 percent of student respondents knew where to access resources at UMB for help with their mental health and 77 percent of students thought that the UMB campus climate encouraged free and open discussion about mental health.

SCC routinely monitors the utilization of counseling services and surveys students who used its services over the past academic year through an annual Student Satisfaction Survey. Satisfaction with SCC services has ranged from 76 percent to 88 percent over the past five years. This feedback is consistent with data from the 2022-2023 HMS,

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49. The University System of Maryland was established by the Maryland General Assembly in 1988. It comprises a system office led by the chancellor, three regional higher education centers, and 12 institutions geographically distributed around the state including UMB.



with 92 percent of respondents indicating they were satisfied with the quality of SCC therapists.

Between 2018 and 2020, UMB's Center for Global Engagement (CGE) led a comprehensive study of global activities at the University and school levels. With broad participation in the effort from across the University, CGE published a catalog of existing activities, set out future goals, and made recommendations for actions that the schools and UMB could take to enhance internationalization.

### **SUMMARY DETERMINATION**

The University of Maryland, Baltimore (UMB) is in full compliance with Standard IV and all associated criteria and also with Requirement of Affiliation 2. Its students' interests, abilities, experiences, and goals are congruent with the University's and school's missions and educational offerings. UMB provides a coherent and effective system of support services provided at the University and school levels that support student retention, persistence, completion, and success.

### **OPPORTUNITIES FOR IMPROVEMENT**

To optimize mental health and wellness supports for students, a holistic approach should be taken, providing necessary resources to SCC and promoting awareness of student counseling and crisis services. Additionally, addressing other student needs such as food insecurity and housing assistance is crucial.

Prioritizing initiatives that promote equity and respect for all members of the University community is essential, including assessing resources and staffing at the school and University levels. Increasing first-generation college student programming and support, addressing systemic financial insecurities of marginalized communities, promoting intergroup engagement, and supporting non-native English speakers also should be focal points.

**EVIDENCE INVENTORY FOR STANDARD IV AND REQUIREMENT OF AFFILIATION 2**

IV_Academic and Professional Development Coaching	IV_School of Law Employment Summary for 2022 Graduates
IV_Affordability Study Report	IV_School of Medicine Office of Student Affairs Handbook
IV_Articulation Agreements	IV_School of Nursing Data on Employment
IV_Assisting Students in Distress	IV_School of Nursing Estimated Cost of Attendance and Financial Aid BSN Program
IV_Center for Global Engagement Report	IV_School of Nursing Online Programs Tuition and Fees
IV_Confidentiality and Disclosure of Student Records Policy	IV_School of Nursing Student Handbook
IV_Cost of Attendance	IV_School of Pharmacy Admissions Brochure
IV_Educational Support and Disability Services	IV_School of Pharmacy Admissions Committee Manual
IV_Educational Support and Disability Services Guidelines for Documentation	IV_School of Pharmacy Career Navigation Program Annual Report
IV_Emergency Financial Support Website	IV_School of Pharmacy New Student Orientation
IV_FERPA Training	IV_School of Pharmacy Technical Standards
IV_Financial Aid Calendar	IV_School of Social Work Academic Catalog and Student Handbook
IV_Financial Education and Wellness	IV_School of Social Work Admissions Information
IV_Healthy Minds Study 2017 Report	IV_School of Social Work First Destination Job Survey
IV_Healthy Minds Survey of UMB Students 2023 Presentation	IV_Student Affairs Deans
IV_International Accreditation of Counseling Services Application	IV_Student Counseling Center
IV_International Accreditation of Counseling Services Application Status Update	IV_Student Counseling Center Staffing
IV_International Accreditation of Counseling Services Confirmation	IV_Student Employment - Work Study
IV_International Accreditation of Counseling Services Site Visit Report	IV_Student Experience Survey
IV_Internationalization at UMB	IV_Student Financial Assistance
IV_Loan Default Rate	IV_Student Financial Assistance Staffing
IV_Maryland Higher Education Commission College Details	IV_Student Health and Wellness Mitigation Task Force
IV_Middle States Self-Study Standard IV Townhall Notes and Thematic Analysis	IV_Student Health Insurance Plan Advisory Committee Agenda
IV_NCES College Navigator Webpage for UMB	IV_Student Health Insurance Plan Advisory Committee Minutes
IV_Office of Student Financial Services	IV_Tuition and Fees by School and Program
IV_Office of the Registrar	IV_Tuition and Fees By School Webpage
IV_Professional Licensing Exam Pass Rates	IV_UMB Admissions Website
IV_Protocol Agreement	IV_UMB Data Retention and Archival Records Policy
IV_Resources for Online, Shady Grove and Off-Campus Students	IV_UMB Policy on Credit for Competency-Based Education and Prior Learning
IV_Retention Rates	IV_UMB Student Affairs Policies
IV_School of Dentistry Admissions Offer Letter	IV_UMB Student Affairs Presentation
IV_School of Dentistry Catalog	IV_UMB Transfer Credit Policy
IV_School of Dentistry Essential Requirements	IV_University System of Maryland Institutions
IV_School of Dentistry Professionalism Policy	IV_University System of Maryland Profile for University of Maryland, Baltimore
IV_School of Graduate Studies Catalog	IV_USM Institution Data Dashboard for University of Maryland, Baltimore
IV_School of Graduate Studies Orientation Schedule	IV_Uwill Services Agreement
IV_School of Law Admissions Committee Report	
IV_School of Law Admissions Marketing	
IV_School of Law Bar Passage Report	

# STANDARD V

## Educational Effectiveness Assessment



## STANDARD V Educational Effectiveness Assessment

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENTS OF AFFILIATION (ROA)

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

**ROA 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.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard V and all associated criteria and also with Requirements of Affiliation 8 and 9. Through its solid organizational structure, the institution oversees robust assessment processes to ensure that students successfully meet the educational goals of their respective programs. These assessment processes incorporate input from many perspectives, combining bottom-up, top-down, and outside-in feedback.

### EVIDENCE OF COMPLIANCE

UMB's degree and certificate programs have clearly stated educational goals against which their administrators evaluate program effectiveness. The educational goals incorporate a broad range of experiences, both on and off campus, to support robust learning environments. To link program-level goals with UMB's broader mission, administrators also map these educational goals to the University's institutional

learning outcomes (ILOs). UMB's primary entry-into-practice programs are accredited by national accrediting organizations, and their educational goals and objectives must be in compliance with the standards of their respective accrediting bodies.<sup>50</sup>

### LEARNING OBJECTIVES, CURRICULUM MAPS, AND ACCREDITATION OVERSIGHT

With these standards in mind, directors have structured their programs to ensure that students gain essential knowledge and skills, assume increasing levels of professionalism and responsibility, and are prepared for lifelong learning and service. Programs publish their learning objectives in a variety of ways, including student catalogs, webpage postings, and brochures. In this manner, prospective and current students are fully aware of expectations.

Program directors create and utilize curriculum maps to support the development and approval of new degree or certificate programs. Every UMB professional school program director is required to explicitly link each educational experience with existing specialized accreditation standards where applicable. The Maryland Higher Education Commission<sup>51</sup> also requires that new program applications have learning outcomes and curriculum maps. Program applicants must, in part, "describe educational objectives and learning outcomes appropriate to the rigor, breadth, and [modality] of the program" and "provide a list of courses with title, semester credit hours, and course descriptions, along with a description of program requirements." Curriculum maps also aid program directors in maintaining tight connections between learning goals and accrediting standards. These maps offer an efficient way to visualize which learning experiences relate to which outcomes. If a student fails to meet a defined learning goal, directors can look within the program to locate courses, modules, or experiences that need to be revisited and modified

50. A list of all UMB accredited programs is attached as an appendix.

51. The Maryland Higher Education Commission is the state's higher education regulatory and coordinating board, responsible for establishing statewide policies for Maryland public and private colleges and universities, as well as for-profit career schools.

to boost performance. Examples of curriculum maps are available in the evidence inventory.

Lastly, UMB has established that graduates, regardless of their chosen program of study, should emerge from their programs well-prepared across several ILOs, including community engagement; cultural competence and equity, diversity, and inclusion integration; ethics; integrity; global engagement and learning; interprofessional institutional learning; and leadership. These ILOs embody the essence of a UMB education and are intrinsic to its mission: To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

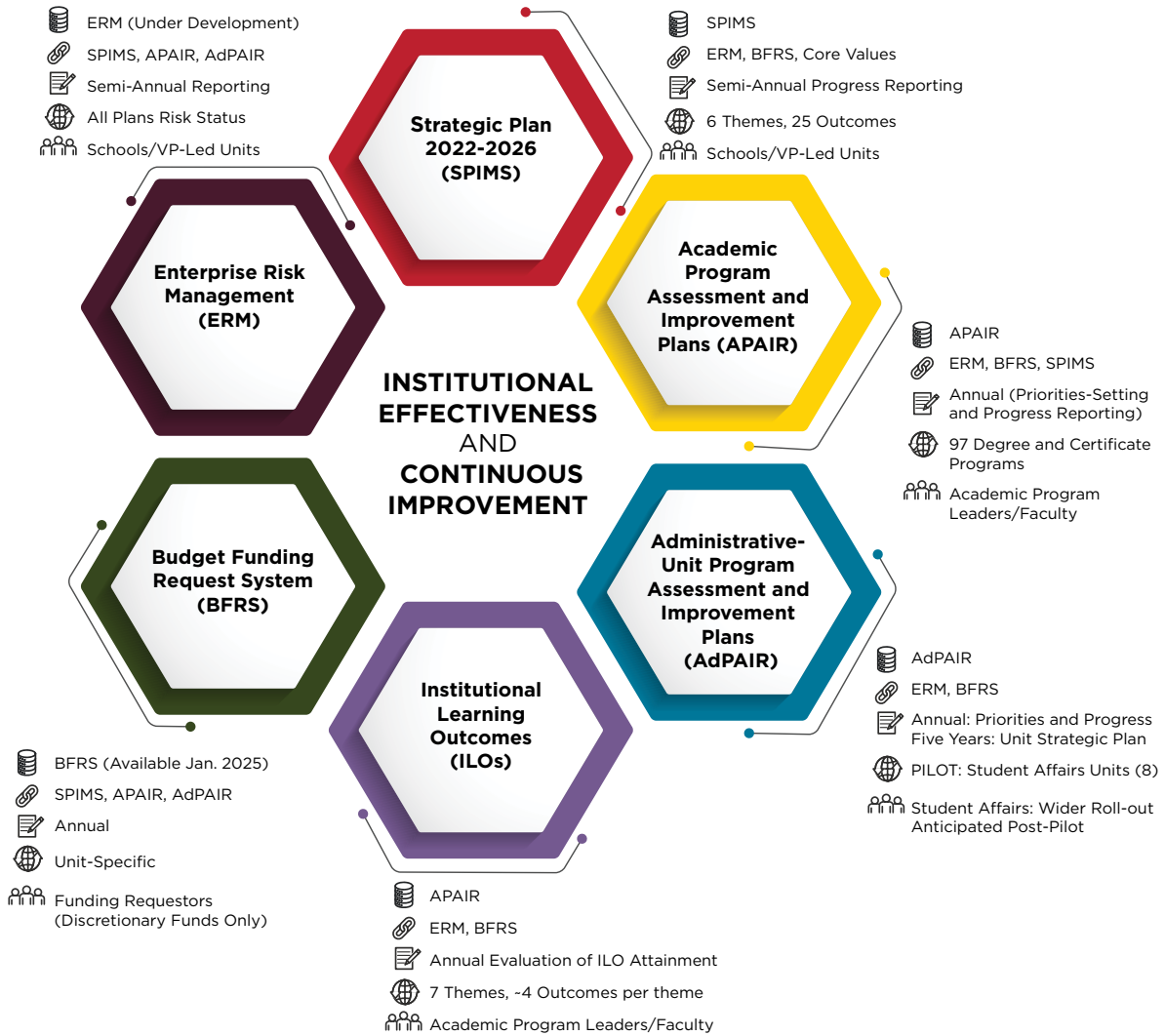
At UMB, primary entry-into-practice programs are fully accredited [Figure 5.5.1], representing objective, third-party evidence of effective educational processes and suitable outcomes at the program level. The frequency of these external reviews, which include attention to educational effectiveness, reinforces UMB’s ongoing culture of assessment. Given this type of external review and UMB’s track record of having fully accredited programs, it is evident that our “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.”

**PRIMARY ENTRY-INTO-PRACTICE PROGRAM ACCREDITATION ORGANIZATIONS**

<b>School of Dentistry</b>	<i>Commission on Dental Accreditation (CODA)</i>	Doctor of Dental Surgery
<b>School of Graduate Studies</b>	<i>Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)</i>	MS in Health Sciences with Physician Assistant Concentration
<b>School of Law</b>	<i>American Bar Association (ABA)</i>	Juris Doctor
<b>School of Medicine</b>	<i>Liaison Committee on Medical Education (LCME)</i>	Doctor of Medicine
<b>School of Nursing</b>	<i>Commission on Collegiate Nursing Education (CCNE)</i>	MS in Nursing; Doctor of Nursing Practice
<b>School of Pharmacy</b>	<i>Accreditation Council of Pharmacy Education (ACPE)</i>	Doctor of Pharmacy
<b>School of Social Work</b>	<i>Council on Social Work Education (CSWE)</i>	MA of Social Work

## Integration of University Processes Supporting Institutional Effectiveness Through Planning, Evaluation, Reporting, and Assessment

(as of Dec. 31, 2024)



Icon	Explanation
	Information System Repository
	Communicates with other UMB systems: e.g., Enterprise Risk Management (ERM); Budget Funding Request System (BFRS); Strategic Plan Information Management System (SPIMS)
	Reporting Timeline
	Tracks and Data Reported
	Key Contributors

**ASSESSMENT PROCESSES, UTILITY, USAGE, AND ACTION**

Assessment is supported and overseen Universitywide by the Office of the Provost.<sup>52</sup> The accreditation and assessment unit (AAU) is a cross-functional team that meets monthly to serve as a resource for accreditation activities across all schools and programs, prepare Middle States Commission on Higher Education Annual Institutional Update reports and catalogs; and monitor assessment methods utilized across programs to promote best practices. AAU committee members include the associate vice president for institutional effectiveness, director of strategic planning and assessment, senior advisor to the provost, and executive director of academic administration.

The Office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) provides guidance to those making decisions or establishing policies in support of fulfilling UMB's goals, one of which is Student Growth and Success, the strategic plan theme most closely aligned with educational effectiveness. To accomplish this mission, IESPA collects, reports, and presents outcomes data, conducts policy analysis, designs and administers surveys, facilitates strategic planning, supports enterprise risk management efforts, and coordinates University accreditation, assessment, and evaluation activities. As expected, IESPA plays a central role in the University's internal approach by administering the Academic Program Assessment and Improvement Report (APAIR) program. Each of UMB's educational programs is responsible for uploading annual program effectiveness data into the electronic APAIR reporting system. Reporting forms ask for explicit program goals and corresponding outcome data. Examples of APAIR data are available in the evidence inventory. Once

programs upload their data into the APAIR system, IESPA or the Best Practices in Assessment Group (BPAG) reviews the information, tracks performance, and recommends strategies for improvement, as needed.

APAIR data also is available through a web portal for program directors and other administrators to review. This outward-facing presentation allows for visibility, accountability, and transparency. The APAIR dashboard also facilitates ongoing communication of assessment outcomes to relevant stakeholders at each school. This internal level of oversight ensures that UMB can monitor program effectiveness and provide corrective guidance to the extent needed by program directors and other administrators.

UMB administers a wide variety of academic programs, some small and others rather large. At the program level, administrators such as program directors and deans of academic affairs have strategic oversight to ensure that all courses and learning experiences in the program are consistent with existing educational standards. The scope of educational effectiveness assessment activities varies across schools [Figure 5.6]. However, these internal processes share common elements, which include input from students, faculty members, program directors, alumni, employers, teaching evaluation surveys, and program-level outcomes data. Some of the larger programs collect this information through exit surveys prior to graduation. Smaller programs collect this feedback during student debriefing sessions. At the course level, course directors define the learning objectives and select the educational material supporting them. If the course is new or involves substantive modifications, school-level curriculum committees review the corresponding proposals before they are implemented.

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52. UMB does not use assessment services designed, delivered, or assessed by third-party providers.

**FIGURE 5.6: Course-Level Curricular Review for Each UMB School**

School	Responsible Parties	Tools	Frequency
<b>Dentistry</b>	Academic Departments Associate Dean of Academic Affairs Director of Instructional Evaluation	Course evaluations Course audits	Annually
<b>Graduate</b>	Program Curriculum Committee Associate Dean for Academic Affairs	Course evaluations Instructor input	Annually
<b>Law</b>	Associate Dean of Academic Affairs Curriculum Committee	Course evaluations	Annually
<b>Medicine</b>	Curriculum Coordinating Committee Office of Medical Education	Internal exam rates Shelf exam rates Course evaluations Focus groups	Annually
<b>Nursing</b>	Curriculum Committee Associate Deans Course Coordinator	Syllabi review Certification pass rates Course evaluations Clinical/lab evaluations	BSN annually Others biennially
<b>Pharmacy</b>	Curriculum Committee Graduate Studies Committee	Annual satisfaction survey Course evaluations	Initially and after substantial changes
<b>Social Work</b>	Master’s Program Committee Clinical Concentration Committee Macro Concentration Committee Specialization Committees	Syllabi review Course evaluations	Annually

Faculty members provide valuable input to the curriculum. For example, those serving as mentors may offer their insights through written critiques, and clinical supervisors may provide “daily grades” that reflect good performance or the need for additional assistance. Faculty members review these grade reports to identify potential problem areas in the curriculum.

Administrators review teaching/course evaluation surveys for assessment data. These surveys point out areas that need to be reviewed and improved. For instance, program directors use these data to identify lecturers who may need assistance with instructional approaches, environments that are not conducive to learning, and disconnects between what is taught and what is assessed through examinations. Teaching evaluation surveys provide valuable information about ways the course could be improved in terms of management, content, scheduling, etc. Performance data, such as quiz scores, examination

statistics, and passing rates, let the course directors gauge course difficulty and know whether specific topics were difficult to understand and need to be clarified.

Finally, program directors use several forms of outcome data to assess overall educational effectiveness (e.g., descriptive statistics such as student retention rates, graduation rates, and board examination results). Program directors typically review this data with their faculty and other key stakeholders during annual retreats. Directors use input from students, faculty members, teaching/course evaluations, and program outcome data to identify issues that require additional attention. An example might be students who struggle to translate their knowledge and skills acquisition into practice. This feedback would come from faculty and grade reports. As a solution, program directors could choose from a variety of options, including tutors, learner-centered enhancement plans, and assistance



from University resources such as Educational Support and Disability Services and the UMB Writing Center.

At the program level, faculty program directors rely on information from other types of assessments to guide planning and improvement. These include graduation rates, senior exit surveys, postgraduation placement rates, national examination pass rates, alumni surveys, and workforce analyses. IESPA publishes data supporting these assessments so program directors,

school administrators, and University leaders have access to timely information. In terms of graduation rates, UMB uses the usual measures of “graduation by 100 percent of time to degree (on-time graduation)” and “graduation by 150 percent of time to degree” [Figure 5.7.1]. IESPA also collects and publishes professional licensing examination pass rates [Figure 5.7.2] obtained from nationally recognized professional examination commissions and organizations.

**FIGURE 5.7.1: Graduation Rates for Selected UMB Programs**

PROGRAM	Time to Degree (Years)	Class of 2020		Class of 2021		Class of 2022		Class of 2023	
		% Grad 100	% Grad 150	% Grad 100	% Grad 150	% Grad 100	% Grad 150	% Grad 100	% Grad 150
<b>Clinical Nurse Leader (CNL)</b>	2	76.3%	89.8%	78.2%	96.4%	85.5%	96.4%	80.0%	87.3%
<b>Dentistry (DDS)</b>	4	96.2%	98.5%	93.8%	96.9%	100%	100%	96.1%	n/a
<b>Law-Day (JD)</b>	3	85.0%	88.4%	82.9%	87.4%	83.2%	88.0%	86.6%	n/a
<b>Medicine (MD)</b>	4	88.2%	95.7%	84.9%	92.5%	81.4%	92.3%	79.1%	n/a
<b>Nursing (BSN)</b>	2	89.7%	96.4%	83.3%	94.0%	86.2%	92.0%	84.4%	92.8%
<b>Pharmacy (PharmD)</b>	4	90.1%	93.2%	82.0%	88.2%	80.8%	84.6%	79.4%	n/a
<b>Physical Therapy (DPT)</b>	3	90.8%	92.3%	95.6%	95.6%	100%	100%	94.3%	n/a
<b>Social Work (MSW)</b>	2	80.3%	90.1%	77.1%	87.0%	70.7%	86.5%	69.4%	86.2%

% Grad 100 = Graduation by 100% of time to degree (on-time graduation)

% Grad 150 = Graduation by 150% of time to degree

n/a = 150% of time to degree occurs after Spring 2024

**FIGURE 5.7.2: Professional Licensing Examination Pass Rates for UMB Students/Nation**

PROGRAM	Class of 2019	Class of 2020	Class of 2021	Class of 2022
<b>Dentistry DDS (ADEX)</b>	99% / not available	96% / not available	99% / not available	100% / not available
<b>Law JD (Maryland Bar)</b>	86% / 78%	84% / 77%	86% / 75%	79% / 76%
<b>Medicine MD (USMLE Step 2 CK)</b>	98% / 98%	100% / 98%	99% / 99%	100% / 99%
<b>Nursing BSN (NCLEX)</b>	87% / 88%	87% / 88%	87% / 84%	79% / 81%
<b>Pharmacy PharmD (NAPLEX)</b>	87% / 88%	91% / 88%	87% / 84%	89% / 80%
<b>Physician Assistant (PANCE)</b>	97% / 93%	100% / 95%	97% / 93%	97% / 92%
<b>Social Work MSW (Clinical / LCSW)</b>	78% / 74%	78% / 75%	83% / 76%	81% / not available

ADEX = ADEX Dental Examination is administered by the Commission on Dental Accreditation.

Maryland Bar = The State Board of Law Examiners administers the Maryland bar examination twice each year in February and July.

USMLE Step 2 CK = The U.S. Medical Licensing Examination is a three-step examination sponsored by the Federation of State Medical Boards and the National Board of Medical Examiners. The Step 2 Clinical Knowledge component is typically administered to fourth-year medical students.

NCLEX = The National Council Licensure Examination is a nationwide examination for nurses in the United States and Canada. NCLEX examinations are developed and owned by the National Council of State Boards of Nursing.

NAPLEX = The North American Pharmacist Licensure Examination measures a candidate's knowledge of the practice of pharmacy and is administered by the National Association of Boards of Pharmacy.

PANCE = The Physician Assistant National Certifying Examination assesses the clinical knowledge, clinical reasoning, and other medical skills and professional behaviors important for entry-level practice. The examination is administered by the National Commission on Certification of Physician Assistants.

LCSW = The Licensed Clinical Social Work exam is administered by the Association of Social Work Boards and reported by the Maryland Board of Social Work Examiners.

UMB also monitors educational outcomes for its underrepresented minority students. Figure 5.7.3 lists one-year progression rates for undergraduate students in the two-year nursing, dental hygiene, and medical and research technology programs. The figure lists statistics for the graduating cohorts of 2020 through

2024. Although the progression rates across individual cohort years for some groups reflect wider variance due to the smaller size of the starting cohorts, the average progression for the last three years across most gender, race, and ethnicity groups exceeded 90 percent.

**FIGURE 5.7.3: Undergraduate Program One-Year Progression Rates Including Nursing, Dental Hygiene, and Medical and Research Technology**

Graduating Class	Total	Male	Female	Asian	Black	Hispanic	Other	White
<b>Class of 2020</b>	90.7%	75.7%	93.4%	97.3%	84.8%	91.3%	84.6%	92.2%
<b>Class of 2021</b>	89.5%	93.9%	88.7%	91.3%	77.3%	89.7%	95.5%	92.7%
<b>Class of 2022</b>	91.3%	83.7%	93.2%	94.3%	86.4%	96.8%	85.7%	93.6%
<b>Class of 2023</b>	88.2%	84.8%	88.9%	91.7%	87.8%	78.3%	89.2%	88.3%
<b>Class of 2024</b>	93.2%	97.6%	92.5%	94.1%	95.7%	92.3%	85.7%	93.5%
<b>3-Year Avg (2022-2024)</b>	<b>91.0%</b>	<b>88.2%</b>	<b>91.5%</b>	<b>93.2%</b>	<b>90.3%</b>	<b>90.3%</b>	<b>87.1%</b>	<b>91.8%</b>

Finally, UMB supports its educational programming through coordinated budget processes across schools, so program directors have the resources they need to be effective. Standards VI and VII discuss budgeting and institutional finances.

If school leaders identify challenges with retention, graduation, transfer, and placement rates, they consider several potential actions that follow a consistent pattern: understand the problem, develop solutions, and implement changes and assess outcomes. In terms of understanding the problem, UMB relies on timely data to identify likely causes. For example, IESPA helps schools parse their data to identify student-level characteristics (e.g., type of previous institution, demographics, first-generation status) that might be at play. If students across a range of academic achievement levels are not retained, the issue is possibly something beyond academics. Once the University understands the problem, solutions can be developed. These solutions frequently result from various forms of collaboration. Within schools, the faculty, staff, students, alumni, employers, and other stakeholders work together to develop promising strategies and meaningful initiatives. Often these solutions center on regular communication with students about available personal and academic support services and describing opportunities for enhancing success.

At the University level, solutions could include annual workshops during which best practices are shared, particularly relating to ways to improve retention, graduation, and placement rates. Finally, in terms of implementing changes and assessing outcomes, UMB regularly collects and analyzes program- and school-level data to track progress and identify areas requiring further improvement. For instance, IESPA designed the APAIR reporting system to serve as an easily accessible way to assess whether programs are remaining on track or need to consider additional solutions. This last phase represents UMB's way of closing the

loop between problem identification and solution implementation, reinforcing its culture of assessment.

During the accreditation self-study cycles of UMB's educational programs, administrators conduct thorough reviews of their respective assessment processes to ensure that they comply with published standards. They also provide evidence supporting continuous quality improvement. When program directors find shortcomings in their assessment processes, they seek input from key stakeholders, adjust those processes as needed, and monitor effectiveness over time.

In previous self-studies, dental schools could comfortably rely on presenting evidence that their students fulfilled their preclinical, didactic, and clinical courses requirements, including associated individual competencies. The Commission on Dental Accreditation's new focus on overall competence required dental schools to demonstrate that their graduates were "globally" ready to enter dental practice via coursework completion and satisfaction of individual competencies, showing overall readiness beyond the context of individual disciplines. Upon review of its existing educational assessment processes, the School of Dentistry's associate dean of academic affairs recognized the gap between existing processes and what was needed under the revised accreditation standards. The associate dean developed a new assessment process by seeking input from course directors, clinic administrators, and other key stakeholders. The resulting assessment process was named the Global Practice Assessment (GPA). The new measure allowed faculty members across disciplines to provide input for each student concerning high-level factors such as professionalism, interpersonal communication, diagnostic skills, and technical abilities. GPA also provided students with an opportunity to self-assess their readiness for general practice, likewise, providing valuable global information.

### SUMMARY DETERMINATION

The University of Maryland, Baltimore (UMB) fully adheres to Standard V and all associated criteria as well as the Requirements of Affiliation 8 and 9. UMB's course-, program-, and University-level infrastructures support a multilayered approach to assessing educational effectiveness. Its ingrained culture of assessment includes a combination of effective internal and external processes, combining to ensure that each degree-granting program is educationally sound and responsive to the needs of its students. Moreover, the University uses assessment of student learning and achievement to demonstrate that its students accomplish program, degree, and institutional educational goals. University actions taken since the last site visit have improved the documentation and standardization of assessment activities, strengthening the effectiveness and comprehensiveness of UMB's institutional effectiveness processes. Under the oversight of IESPA, this included the establishment of BPAG and the development of the APAIR system that facilitates the documentation and standardization of assessment activities at the school and program levels and advances UMB's culture of assessment.

### OPPORTUNITIES FOR IMPROVEMENT

Provide support to accurately assess student achievement and communicate results to stakeholders. Assessment coordinators acknowledge the effort required for effective programs and educational excellence. Publicize to faculty, students, and other constituents information about UMB's academic programs and provide more insight into the internal reviews and quality improvement processes involved.

Periodically evaluate the institution's assessment processes to improve educational effectiveness and promote the APAIR reporting system among administrators for increased data transparency. Regularly share results with key stakeholders and standardize curriculum maps and educational information locations for each program to ensure compliance.

UMB's Faculty Center for Teaching and Learning should offer and expand resources such as training, instructional support, and consultation to assist program directors, especially new ones, in developing learning objectives and curriculum maps. This will help standardize reporting and provide centralized support through the Office of the Provost to complement school-based efforts.

**EVIDENCE INVENTORY FOR STANDARD V AND REQUIREMENTS OF AFFILIATION 8 AND 9**

V_GS Health Professions Education Curriculum Map	V_SOD Orthodontics Outcome Assessment Tools
V_GS Master of Health Science Curriculum Map	V_SOD Orthodontics Program Goals and Curriculum Map
V_GS Master of Health Science Curriculum Retreat	V_SOD Orthodontics Program Outcome Assessment
V_GS MS Innovation and Entrepreneurial Studies Curriculum Map	V_SOD Pediatric Dentistry Curriculum Map
V_GS MS Medical Cannabis Science and Therapeutics Curriculum Map	V_SOD Pediatric Dentistry Outcome Assessment Meeting
V_GS MS Pharmacometrics Curriculum Map	V_SOD Pediatric Dentistry Program Objectives and Assessment Plan
V_GS MS Regulatory Science Curriculum Map	V_SOD Pediatric Dentistry Residency Program Meeting Minutes
V_GS Physician Assistant Program Agenda and Meeting Minutes	V_SOD Periodontics Program Assessments
V_GS Physician Assistant Program Goals	V_SOD Periodontics Program Curriculum Map
V_GS Physician Assistant Program Self Study	V_SOD Periodontics Program Evidence for Outcome Assessment
V_GS Physician Assistant Program Self Study Curriculum Meetings	V_SOD Periodontics Program Objectives
V_GS Physician Assistant Program Self Study Documents Grade Trends	V_SOD Prosthodontics Program Assessment Tools
V_GS Physician Assistant Program Self Study Preceptor Evaluation of Student Preparedness	V_SOD Prosthodontics Program Curriculum Map
V_GS Physician Assistant Program Self Study Process	V_SOD Prosthodontics Program Faculty Meeting Minutes
V_Institutional Learning Outcomes	V_SOD Prosthodontics Residency Program Goals
V_Integration of Institutional Effectiveness Programs	V_SOL ABA 509 Reports
V_Integration of Institutional Effectiveness Programs Diagram	V_SOL ABA Accreditation and Institutional Effectiveness
V_SOD AEGD Outcome Assessment Evidence 2023	V_SOL ABA Assessment of Data Standards
V_SOD AEGD Outcome Assessment Meeting Minutes	V_SOL ABA Required Disclosures
V_SOD AEGD Program Curriculum Map	V_SOL ABA Standards - 301-302
V_SOD AEGD Program Objectives	V_SOL Student Learning Outcomes
V_SOD AEGD Program Outcome Assessment Process	V_SOM Doctor of Physical Therapy Program Outcomes
V_SOD DBMS PhD Goals and Curriculum Map	V_SOM Master of Genetic Counseling Assessment and Evaluation
V_SOD DBMS PhD Program Assessment Form	V_SOM Master of Genetic Counseling Mission Goals Objectives
V_SOD DBMS PhD Program Assessment Process	V_SOM Master of Genetic Counseling Program Outcomes
V_SOD DDS Program Curriculum Management Plan	V_SOM Master of Public Health Program Competencies
V_SOD DDS Program Curriculum Map	V_SOM Medical Education Program Clinical Evaluation
V_SOD DDS Program Learning Outcomes	V_SOM Medical Education Program Curriculum Map
V_SOD Dental Biomedical Sciences MS Program Curriculum Map	V_SOM Medical Education Program Objectives
V_SOD Dental Biomedical Sciences MS Program Objectives and Assessments	V_SOM Medical Education Program Post-Graduate Employment
V_SOD Dental Hygiene Curriculum Management and Assessment Plan	V_SOM Medical Education Program Student Assessment
V_SOD Dental Hygiene Program Curriculum Map	V_SON Academic and Student Affairs Council Annual Course Evaluation Report
V_SOD Dental Hygiene Program Learning Objectives	V_SON Academic and Student Affairs Council Meeting Minutes and Agenda Jan 2024
V_SOD Endodontics Program Curriculum Map	V_SON Academic and Student Affairs Council Meeting Minutes and Agenda Oct 2023
V_SOD Endodontics Program Goals	V_SON Academic Performance Dashboard
V_SOD Endodontics Program Outcome Assessment Plan	V_SON Alumni Survey
V_SOD OMFS Program Annual Review Meeting	V_SON BSN Curriculum Map
V_SOD OMFS Program Competency Assessment	V_SON BSN Syllabus
V_SOD OMFS Program Goals	V_SON Course Evaluation Review
V_SOD OMFS Program Outcome Assessment Tools	V_SON DNP Program Advisory Board Meeting Minutes

V\_SON DNP Program Curriculum Map  
V\_SON DNP Program Syllabus  
V\_SON DNP Scope Review Report  
V\_SON Entry Level Programs Advisory Board  
V\_SON Master Evaluation Plan  
V\_SON MSN Advisory Board Meeting Minutes  
V\_SON MSN Program Curriculum Map  
V\_SON MSN Syllabus  
V\_SON Nursing Program Outcomes Mapped to AACN Professional Standards  
V\_SON Policy on Course and Faculty Evaluations  
V\_SON Responses to Student Comments on Program Assessment Questionnaire  
V\_SON Specialty Curriculum Program Evaluation Instruction  
V\_SON Student Learning Outcomes  
V\_SON Student Learning Outcomes Congruence with USM and UMB Missions  
V\_SOP Faculty Survey Summary  
V\_SOP MS-PALC Assessment Plan  
V\_SOP PharmD APAIR Report  
V\_SOP PharmD Assessment Plan  
V\_SOP PharmD Competency Statements  
V\_SOP PharmD Curriculum Map  
V\_SOP PharmD Graduating Student Survey Summary  
V\_SOP PharmD Syllabus  
V\_SOP PhD-PALC Assessment Plan  
V\_SOP Strategic Plan  
V\_SOP Teaching Excellence Day  
V\_SSW Academic Catalog and Student Handbook  
V\_SSW Assessment of Learning Outcomes 2017-2023  
V\_SSW Assessment of Student Learning Outcomes 2017-2023  
V\_SSW Council on Social Work Education Competencies and Behaviors  
V\_SSW Curriculum for Part Time Students  
V\_SSW Curriculum Overview  
V\_SSW Program Goals Clinical Track  
V\_SSW Program Goals Generalist Track  
V\_SSW Program Goals Macro Track  
V\_SSW Syllabi

# STANDARD VI

## Planning, Resources, and Institutional Improvement



## STANDARD VI Planning, Resources, and Institutional Improvement

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENTS OF AFFILIATION (ROA)

**ROA 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.

**ROA 11:** The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit annually.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard VI and all associated criteria as well as Requirements of Affiliation 10 and 11. The University recognizes the need to assure all stakeholders that, as an institution of higher learning, UMB is committed to student success. We also recognize that student success cannot be realized without deliberate and sustained commitment to institutional effectiveness. Accordingly, UMB has in place a robust internal assessment program that evaluates and supports the implementation of its strategic plan; guides the budgeting, capital planning, and facilities renewal processes; identifies and manages institutional risks; monitors each of its schools' accreditation processes; and evaluates the effectiveness of the University's executive leaders. UMB has the fiscal and human resources and physical and technical infrastructure to carry out its educational

mission and support its operations. Significant fiscal and human resources support the University. UMB continues to see significant improvements that better serve students, faculty, and staff.

### EVIDENCE OF COMPLIANCE

The University's mission statement, core values, and strategic plan have been the guiding frameworks to ensure that UMB meets its institutional objectives. During the past decade, the 2017-2021 Strategic Plan and the 2022-2026 Strategic Plan have guided planning and framed decision-making. UMB writes a new strategic plan every five years through a comprehensive, constituent-based, Universitywide process. As discussed in Chapter 1, the current plan has six themes, each with a strategic objective and four to five strategic outcomes. To complete the planning process, each school and unit proposed specific, measurable, achievable, relevant, and time-bound (SMART) goals to achieve the strategic plan outcomes.

UMB's institutional objectives are linked to goal achievement and assessed through the Office of Institutional Effectiveness, Strategic Planning, and Assessment's Strategic Plan Implementation Management System (SPIMS). UMB developed SPIMS to track goal creation, approval, and implementation progress. Goals are assigned to a specific theme and strategic outcome. They are descriptive in nature but expected to include all SMART goal components. Schools and units thereafter "own" their goals. For each goal, metrics are required with baseline and reporting period values. The SPIMS tracking system facilitates periodic reporting of goal progress, including the identification of at least one metric per goal and the selection of completion percentages. In addition to the strategic plan, UMB has multiple other constituent-focused mechanisms for planning, assessment, and improvement at the institution, division, and school levels. In each case, planning and assessment go together, as the departments and schools revise plans based on continuous assessment.





The University's enterprise risk management (ERM) journey began in 2010 under the leadership of then-new president Jay A. Perman, MD, who recognized the need for a more proactive and holistic approach to risk identification, assessment, and management. UMB refined and advanced the process as part of the 2022-2026 Strategic Plan. The mission of ERM is to embed, sustain, and support a culture of responsible risk-taking and opportunity identification across the University. The ERM program was developed In Fiscal Year 2023 and now has a robust identification, assessment, and mitigation process to discover the top risks to the institution. The ERM program is integrated into the 2022-2026 strategic planning process to assist in identifying, assessing, and suggesting mitigation strategies for the top risk(s) that would prevent the University from achieving its strategic goal(s). UMB leadership strives to use ERM data to drive and solidify the top priorities of the institution as well as resource allocation.



#### **INFORMATION TECHNOLOGY, ENTERPRISE RISK MANAGEMENT, AND ENTERPRISE RESOURCE PLANNING**

In the area of information technology (IT), steering committees and working groups contribute to direction-setting and decision-making regarding resourcing institutional IT and developing IT priorities according to topics, including the UMB IT Stakeholder Committee composed of senior UMB leaders, Education Technology Steering Committee, Future-Ready Student Systems Steering Committee, Center for Information Technology (CITS)/Schools IT Leaders Technology Committee, Information Security Collaborative Committee, IT Help Desk and Customer Services Working Group, Audio Visual/Information Technology Working Group, Microsoft Azure Virtual Desktop Working Group, and Video Conferencing Advisory Committee. Almost all IT projects and advancements at UMB require collaboration and coordination of personnel in the central IT organization and with IT personnel in the schools, as well as the integration of many different technologies for projects to be successful. Another example of planning and assessment is the recently implemented enterprise resource planning financial system that includes integrated budgeting and planning modules to create a framework that supports fiscal decision-making and

resource allocation processes. The system functionality will be further enhanced with the impending implementation of a new human capital management system (Oracle HCM), which will further connect all human resources processes across the institution.

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**DATA ANALYTICS AND ARTIFICIAL INTELLIGENCE**

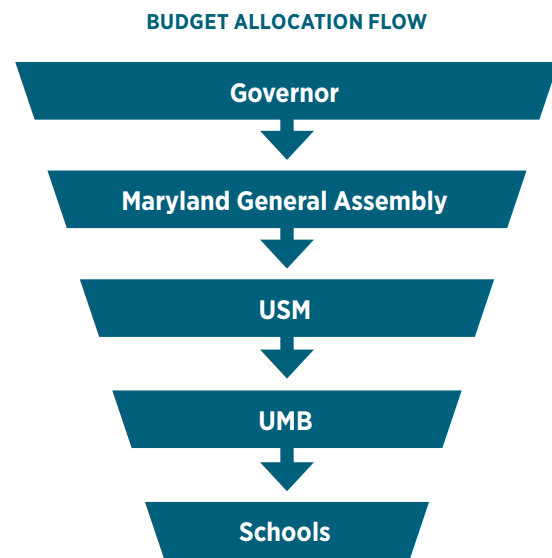
In addition, University leadership established a dedicated data analytics and reporting team to transform data into a rich body of accessible strategic intelligence, accessible across the University community, with the purpose of promoting a culture of data-driven decision-making and providing the basis for continuous improvement throughout the institution. Key milestones include the creation of executive student data dashboards for the president and provost; financial reports on a data analytics enterprise resource planning financial system landing page; Equity, Diversity, and Inclusion (EDI) Integration Data Dashboards on the Office of EDI webpage; and student data dashboards/reports on school and administrative department landing pages. Additionally, human resources reports and analytics provide information on personnel, faculty, promotions, hiring, leavers, benefit participation, and programs. This program is augmented with reporting and analytics capabilities as part of the new Oracle HCM human resources system. Lastly, soon expected to come online is the Sponsored Programs Administration data dashboard, a dynamic tool for tracking the life cycle of research proposals, awards, and projects that are crucial to the mission and success of UMB.

With a focus on the future use of predictive analytics to improve the University’s ability to plan and allocate resources more effectively, UMB plans to develop predictive capabilities to identify opportunities for growth, mitigate risk, and intervene early in academic processes to improve student success. Artificial Intelligence (AI) will assist UMB in this endeavor. UMB is poised to develop an AI strategy, policy, and plan for creating programs/chatbots for the University under each of the four mission areas (education, research, clinical care, and community engagement). To do this, UMB will be crafting policies and frameworks for AI usage to include instruction and administration.

As these polices are drafted and developed, UMB will simultaneously investigate AI with an eye toward bias, trustworthiness, responsibility, and risk. It is imperative that AI be used in an ethical, inclusive, and secure manner to support the mission and values of UMB. As such, UMB seeks to ensure

that reporting mechanisms are in place to minimize poor AI behaviors (bias, nonsense, and inaccuracies) through comprehensive training, monitoring, cyclical evaluations, and reporting mechanisms.

**BUDGETING AND FINANCIAL PLANNING**



As a large research university, the budgeting and financial planning for UMB is complex, involving multiple revenue sources and a wide range of entities with diverse operations and needs. For the state-supported portion of the institution’s budget, which comprises roughly 21 percent of funding, the process of setting UMB’s budget involves many layers, with the Maryland governor and state government on one end and the schools on the other end. The budgeting process typically extends over several months starting each year with the budget request process and culminating with the submission of draft budgets to the governor’s office. The governor next allocates amendments to each state agency’s upcoming fiscal year budget, including the University System of Maryland (USM). The USM budget office applies an allocation formula and distributes a pro rata share of the budget to each institution, including UMB. Once the annual University budget is set for a given fiscal year, the deans and senior leadership make presentations to the president and other senior leaders outlining the school’s or unit’s strategic priorities, progress on key metrics, new initiatives and

needs and their alignment with the University’s strategic priorities, and their latest financial projections. The two pools of funds available to the deans and vice presidents are the annual fund pool and the transformational pool.

After this deeply collaborative process, the president ultimately determines the allocation of resources to the schools and central administrative units.

In addition to what might be considered broad, operational base budget allocations, implementation of the strategic plan has resulted in targeted resource allocation closely tied to strategic goals and progress along key metrics. A specific example is the creation of the UMB Global Hub to support operational aspects of the University’s international work in service of the Global Engagement and Education theme of the UMB Strategic Plan.

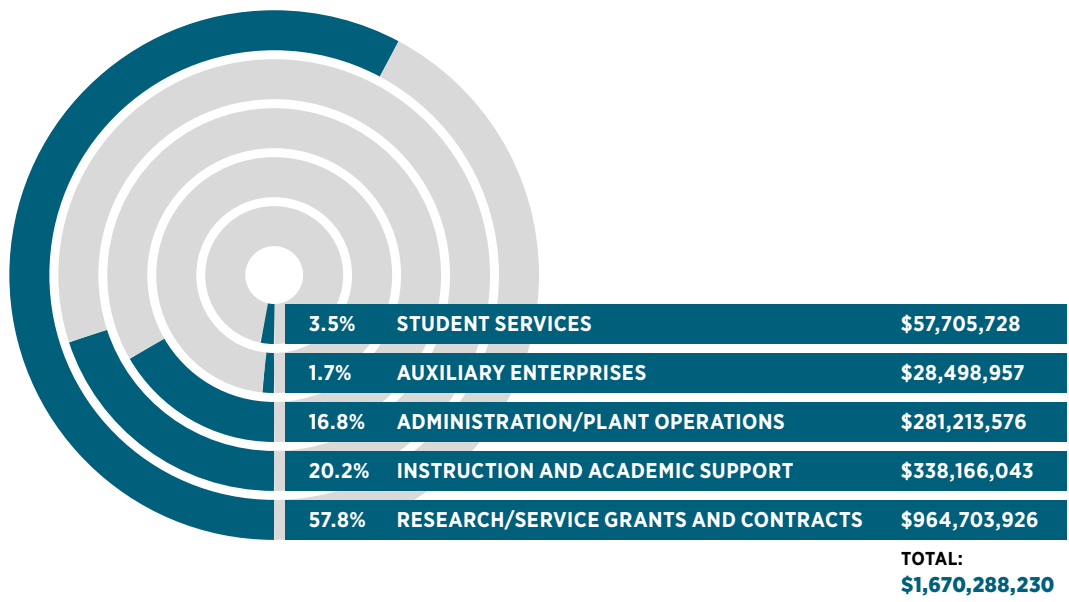
Consistent with UMB’s desire to increase transparency in financial planning and the funding of strategic initiatives, UMB created the Funding Model Workgroup (FMWG). Specifically, the deans and/or their financial advisors participate alongside a representative from both the Staff and Faculty senates plus members of the budget and finance teams. Their “financial picture review” focuses on the upcoming year and five additional years out. Under this approach, the long-term funding of multiyear undertakings

is firmly ensconced in UMB’s budget recommendations when they are transmitted to the president. As part of its kickoff year, FMWG reviewed the methodology of how the University allocated central administrative department costs through an annual “assessment” to each of the schools. When that review was completed, FMWG continued to meet to review and discuss other fiscal items such as strategic initiatives funding, deferred maintenance funding, and an annual avenue for schools and University departments to present a proposal for additional resource funding that would require shared investment by the schools and University departments.

**FISCAL RESOURCES**

UMB’s financial resources stem from various sources, including state-appropriated funds, tuition and fees, clinical services, and external grants and contracts. In the FY25 working budget, these sources provided the University with roughly \$1.7 billion in support. State-appropriated funds, or general funds, are important — not only to the University’s continued growth and development, but also to the state’s economic and social health and development. In FY25, the University’s state appropriation of \$352 million provided roughly 21 percent of its financial support.

**FY25 - USES OF FUNDS**



Tuition and fees also are a key source of funding and provide approximately 11 percent of UMB's annual budget. The University works diligently during each year's budgeting cycle to diminish, where possible, the need to increase tuition and fees to supplement shortfalls. A Universitywide student fee advisory board advises the president and ultimately the USM Board of Regents<sup>53</sup> on fees involving the University Student Government Association, student transportation, student parking, Campus Center infrastructure, student services, housing, technology, off-campus student services, and student accounting (late registration and late payment). Each dean is called upon to explain the need for any proposed tuition increase. Decisions regarding increases also are made with an eye toward ways to supplement available financial aid. In addition, school deans often meet with student representatives to review/discuss proposed tuition and fees for the following academic year. Schools that offer programs at the Universities at Shady Grove (USG)<sup>54</sup> suggest tuition and fees as well.

The support from clinical services is reflected in physician and dental service plans and contracts. Clinical services comprise 14 percent of the annual budget. The hospital contract includes the annual contract with the University of Maryland Medical Center (UMMC). UMB and UMMC cooperate in the planning and administration of health professions academic programs at UMB and UMMC, including clinical education and clinical research, and the graduate medical education programs sponsored by UMMC. Both funding sources are important to the clinical education and research missions of the University.

The University's faculty generated \$638 million in total awards in FY24. Grants and contracts were the largest source of funding, accounting for approximately 38 percent of the University's funds. The value of these funds extends beyond the financial because they also represent the primary mechanism by which new knowledge is generated. However, unlike other funding sources, grants and contracts are restricted and cannot be used to address basic funding needs.

UMB also receives significant revenue through philanthropy. The University of Maryland Baltimore Foundation (UMBF) is a separately incorporated, affiliated foundation that receives, stewards and manages contributions from individuals, corporations, and foundations. On average, UMB receives approximately \$85 million in philanthropy each year. In FY24, UMBF transferred almost \$25 million to the University to support initiatives in research, teaching, and clinical care. There is significant growth potential for the philanthropy program at the University.

#### **HUMAN RESOURCE SERVICES (HRS)**

UMB has sufficient faculty and staff to support the University's institutional mission and goals. As of fall 2024, UMB employed 3,255 faculty and 4,201 executive, professional, and support personnel. The School of Medicine and central administration employ the largest percentage of executive, professional, and support staff members (44 percent and 32 percent of all staff members, respectively). Regardless of the unit of employment, each employee is subject to a centralized set of policies and procedures overseen and administered at the University level. To effectively support UMB's operations, the University employs staff in a variety of categories. Most staff (85 percent) are permanent employees. Regardless of employment status, each employee is accountable and protected under the University's policies and procedures and is expected to uphold its core values.

UMB's central HRS works with University leadership to maintain staffing levels and ensure that new hires and current employees receive the training they need to be successful. The HRS office is staffed with certified human resource professionals and generalists with subject-matter expertise in the areas of benefits, compensation, employee and labor relations, talent acquisition, professional development and training, career services, equal employment opportunity and affirmative action, organization and

53. USM is governed by a 21-member unpaid Board of Regents (including two full-time students) who are appointed in the manner specified by Maryland law and serve limited terms.

54. UMB's additional location: the Universities at Shady Grove in Rockville, Md.

employee development, human resources information systems, and personnel records management.

To ensure fair and competitive salaries, UMB conducts annual equity reviews for staff positions and recently commissioned a national firm for a faculty pay equity study. Results were presented to senior leaders, leading to salary adjustments. Moreover, the University conducts periodic climate/experience surveys, partnering with third-party vendors for surveys with action plans based on results.

### INFORMATION TECHNOLOGY (IT)

UMB has the technical infrastructure required to support its operations and consistently explores new opportunities provided by technology for continual improvement of the University's academic and administrative processes. By taking advantage of information resources, technology, and computing, and by employing the right technologies for UMB, the University is in a better position to remain competitive and meet its strategic goals.

The cloud-first approach that UMB has taken has resulted in the use and benefits of technology that is modern and based on industry best practices. It has allowed the institution to be current and innovative with the computing infrastructure; leveraging new features and functionality and continuous improvements; offering improved sustainability, greater capacity, and faster scalability; the ability to be agile and rapidly deploy state-of-the-art technology and implement new services; increase redundancy and disaster recovery capability; and enhance the security of sensitive data. UMB currently uses Microsoft Azure, Amazon Web Services, and Oracle Cloud Infrastructure. All three cloud platforms provide a high-performance network to transport data between the cloud and on-premises resources.

UMB's 2022-2026 Strategic Plan and the IT goals developed to align with the plan are proactive and future-oriented and include further leveraging cloud technologies, enhancing and implementing business



UMB's IT assets include a high-speed network that connects 57 buildings and all UMB schools, departments, institutes, and programs, providing access to high-speed internet networks for performing mission-critical education and research. It also has significant resources for faculty researchers, business and administrative activities, and instruction.



and academic applications and systems, expanding and promoting a data analytics program, continuing to support research and education initiatives, strengthening UMB's overall security posture, supporting local and global engagement initiatives, continuing to develop and support communication and customer support mechanisms, sharing technology in a collaborative way across the University, and encouraging the development and promoting the use of advanced and emerging technologies.

UMB's IT assets include a high-speed network that connects 57 buildings and all UMB schools, departments, institutes, and programs, providing access to high-speed internet networks for performing mission-critical education and research. It also has significant resources for faculty researchers, business and administrative activities, and instruction.

For faculty researchers, UMB has built an extensive cloud-based infrastructure using the Microsoft Azure platform. A secure research environment has been configured in the Azure cloud to protect sensitive and restricted research data from misuse and unauthorized access. UMB faculty researchers can focus on performing research while knowing that the data being used for research purposes is highly secure. For business and administrative activities, UMB has implemented many contemporary cloud-based applications, including Oracle Quantum Financials, Kuali Research Administration, Concur Travel Expense, Microsoft 365 (Teams, OneDrive, SharePoint, etc.), and Zoom, etc.

UMB is continually reimagining the future by implementing new and/or upgrading existing information systems and applications, including the Oracle HCM/payroll system, the Ellucian Student information management system, and the philanthropy/fundraising system. For instruction, UMB has built a digital platform and contemporary digital experience for students. Cloud-based learning management systems (Blackboard) and other eTeaching and eLearning applications are available to faculty for teaching and for students to learn in a contemporary digital environment.

UMB has a state-of-the-art program designed to uphold the security and protection of the University's data.<sup>55</sup> To achieve compliance with HIPAA and other privacy requirements, UMB applies state and federal security best practices, including those of the National Institute of Standards and Technology.

In 2014, UMB established an information security collaborative. The collaborative is a partnership of UMB schools, departments, and affiliated entities that work together to strengthen the University's overall security posture by seeking and addressing vulnerabilities, assessing and mitigating risks, and heightening cybersecurity awareness. The program is leveraging Microsoft's computing infrastructure to develop and implement Azure Virtual Desktop, which will provide additional end-point security and the opportunity for schools and departments to buy and provide smaller, less-expensive "next unit of computers" for employees that can be used on campus and remotely.

#### **FACILITIES AND THE FACILITIES MASTER PLAN**

UMB's physical resources provide an outstanding experience where faculty, staff, and students can work, live, and learn. The University has 6.3 million square feet of complex medical research and state-of-the-art clinical services, and teaching space located in 57 buildings on 65 acres in downtown Baltimore. It also occupies 468,000 gross square feet in non-University facilities near campus and satellite space at USG and the Maryland Psychiatric Research Center. Two on-campus housing complexes provide housing for 4.5 percent of the student population. The SMC Campus Center provides 150,000 gross square feet of space including the University bookstore, an eatery, three floors of recreation space, nine event/conference rooms, and the many departments of the Division of Student Affairs. The building hosts more than 2,000 events annually.

UMB's Facilities Master Plan ensures that the University possesses and maintains the physical facilities necessary for institutional excellence. Our recent projects, acquisitions, and partnerships in the downtown area demonstrate the University's commitment to being a vibrant part of our community. Within the past 10 years, UMB has constructed Health Sciences Research Facility III, a 428,970-square-foot research facility; the School of Nursing expansion and renovation; the Community Engagement Center located in a renovated building slightly off the main campus hub, expanding our campus reach west of Martin Luther King Boulevard and revitalizing the environs; and the combined Recycling Center and North Substation. Our largest current endeavor is an electrical infrastructure project that, when completed, will create a microgrid for the University. This enables self-reliance should UMB need to supply its own power separate from the local utility provider. Simultaneously, UMB has broken ground on a new School of Social Work building. Under construction on the northern end of campus and planned to open in 2027, this project will connect with the newly constructed signage at the northernmost entrance to the campus referred to as the North Gateway. This expansion provides

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55. The soundness of UMB's information security program was tested in 2020 when outside actors exploited vulnerabilities in the file transfer appliance of a vendor, Accellion. Every appropriate security measure was taken by the University before and during the attack, including rigorous monitoring and the installation of all patches and software upgrades provided by Accellion. No finding of fault was lodged against UMB.

vitality, functionality, and aesthetic appeal to the north end of campus along with renovated Lexington Market, a historic entity located on the edge of campus. UMB also is redesigning University Square Park (bounded by the law school, current social work school, and Baltimore Grand Garage). This investment will provide more functional green space for the central part of campus.

Every 10 years, University leadership engages in a robust, comprehensive facilities master planning exercise to ensure that the facilities master plan is relevant to UMB's mission and strategic plan as well as the programming needs of individual schools. This process considers campus infrastructure; impact of the University on neighboring communities; needs of adjacent partner institutions; streetscaping, open space, pedestrian and vehicular movement through the campus; historic resources; facilities renewal; and sustainability. The plan also considers the development needs of UMB's affiliated institution, UMMC. Halfway through the 10-year period, an update is done to reflect critical new variables or priorities. The USM Board of Regents approved the facilities master plan update in 2022. The plan will guide the physical development of the University for the next five years. Another component of the facilities planning process includes an annual review of campus spaces with respect to state guidelines for academic facilities. The review is based on enrollment, weekly student contact hours, and future space needs.

### RESEARCH FACILITIES

UMB has 714,219 net assignable square feet (NASF) of research lab and supporting spaces. In addition, UMB has 104,779 NASF of teaching lab space. The University maintains a robust system of research-oriented resources and facilities. UMB has 50-plus interdisciplinary research centers and institutes, including the Institute of Human Virology, Institute for Genome Sciences, Center for Vaccine Development and Global Health, Center to Advance Chronic Pain Research, Peter Lamy Center on Drug Therapy and Aging, and more.

The Health Sciences and Human Services Library (HSHSL) and the Thurgood Marshall Law Library provide

the expertise, resources, services, and facilities essential to achieve UMB's strategic priorities. The Priddy Library at USG<sup>56</sup> also serves UMB students. HSHSL is one of the largest health sciences libraries in the United States, with a record of accomplishment in the development of innovative user-centered services and programs. Fifty employees, including 23 faculty librarians, staff the library. Since its opening in 1998, the attractive and vibrant facility has served as a hub for collaboration and learning, providing services, resources, and programs that promote discovery, creativity, and innovation. With wireless connectivity throughout the building, HSHSL has over 900 seats, 41 group study rooms, three computer classrooms for course-integrated instruction and workshops, an Innovation Space featuring 3D printers, a presentation and production studio, an art gallery, and multiple technology-enhanced meeting and collaboration spaces.

### ASSESSMENT OF SPACE UTILIZATION AND ANTICIPATED NEED

UMB controls 6.3 million square feet of space spread out among 57 buildings. These buildings are a tremendous asset with a total replacement value of approximately \$3.4 billion. While a campus this size requires a huge commitment to maintenance, it also represents a great opportunity to meet the constantly shifting space needs of the institution. Appreciating the value of its facilities and the cost to operate them, UMB planning staff is constantly working to reassign and reimagine campus spaces to achieve the best and highest use. To accomplish this task, all spaces within campus buildings are measured and tracked within a central database powered by Archibus software. This allows UMB staff to upload and modify floor plans and ascribe attributes to each space, including departmental assignment and space type. This database is updated constantly as architectural changes and large moves take place. UMB staff also conduct a Universitywide review with each school and administrative department every two years to ensure data integrity.

While knowing how much space exists and how it's being used is critical background information, recent shifts to hybrid operations have created a heightened need to understand day-to-day utilization. Before the

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56. Universities at Shady Grove



Sustainability is among UMB's four sets of core values. When UMB signed the Presidents' Climate Commitment in 2008, it committed to achieving carbon neutrality by 2050. In accordance with the Maryland General Assembly's Climate Solutions Now Act of 2022, UMB established a new, more ambitious goal of net-zero emissions by 2045. In the meantime, in 2021, UMB added sustainability to its core values and established an Office of Sustainability within Facilities and Operations. This office works with partners across the University to implement environmental programming in areas such as energy, waste, procurement, and transportation. The office also launched its Sustainability Strategic Plan in 2022, outlining overarching goals and strategies to guide sustainability initiatives and engagement throughout the University for the ensuing five years.



pandemic, end users were occupying their assigned spaces for a large majority of the week. However, post-pandemic space utilization is substantially lower as more University community members work entirely remotely or operate on a hybrid schedule. With proper planning, underutilized spaces are identified in detail and redesigned or reassigned to address more critical needs. UMB planning staff recently collected data for over nine months of space utilization for the entire University to enable a department-by-department analysis. This data was made possible by tracking and sorting of entry card usage. This data is then measured against the amount of space that's currently assigned to a given department to create percentage utilization figures. Recognizing that many departments have more nuanced needs, each department is provided with a summary of its analysis and interviewed by planning staff to understand the idiosyncratic requirements. As of fall 2024, these interviews have been conducted with the entirety of central administrative departments, enabling the development of transformational plans. Planning staff intends to continue this process with each school over the next two years to significantly increase space utilization across the campus.

Based upon data in hand, it is anticipated that when this initial process of reallocation and reimagining concludes, there will be a need for additional research space at UMB to adequately meet unknown and emerging research needs.

#### **FACILITIES PLANNING AND OPERATIONS**

The Division of Administration and Finance (A&F), includes the following departments: Real Estate Planning and Space Management, Facilities and Operations, Enterprise Resilience, Financial and Auxiliary Services, Human Resource Services, Police and Public Safety, and International Operations. The Real Estate Planning and Space Management office coordinates the development of recommendations for the state's Capital Improvement Program (CIP) and the Access Maryland Program. Representatives from Facilities and Operations units meet with University and school administrators to discuss programming needs and strategic priorities and develop construction projects to meet the institution's mission. The USM chancellor approves institution-funded projects between \$1 million and \$5 million, and the system's Board of Regents must authorize all projects in CIP (state-funded) requests and institutionally funded projects \$5 million and above.

Operations and Maintenance oversees the Facilities Renewal Program. This program addresses infrastructure maintenance and replacement, which includes utility systems, building systems, and exterior infrastructure. The key measurement of the Facilities Renewal Program is the deferred maintenance backlog, which the University updates annually. Additionally, a third party



assesses and documents 20 percent of UMB's physical assets each year, such that the entire campus' assets are reviewed every five years. The Deferred Maintenance Taskforce, composed of individuals from Design and Construction, Construction and Facilities Strategic Acquisitions, and Operations and Maintenance, utilizes data from the deferred maintenance database to prioritize and plan projects that replace assets that are nearing the end of their life cycle. These projects are planned three years in advance to ensure that the proper funding, approvals, and resources are readily available to support the replacement efforts. UMB's goal is to spend 2 percent of its replacement value addressing the deferred maintenance backlog. USM set this goal in its Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets. In FY24, UMB completed deferred maintenance projects totaling \$52.3 million.

#### **CHANGE MANAGEMENT IN FACILITIES AND OPERATIONS**

Within the past few years, the Facilities and Operations department implemented a focus on change management utilizing the Prosci ADKAR strategy. Training was provided to all department leaders within facilities and within specific project teams to increase efficiency and project adoption and success rates. This effort led to a people-first approach to change and to the successful implementation of the facilities work request software AiM in 2021. Construction and Facilities Procurement is responsible for the procurement of construction and maintenance materials and services and was added to the Facilities and Operations unit in 2020. The addition of a procurement department within Facilities and Operations allowed for more timely procurement of materials and services needed for construction and maintenance and increased collaboration between those managing projects and those executing procurements.

#### **ENVIRONMENTAL SUSTAINABILITY**

Sustainability is among UMB's four sets of core values. When UMB signed the Presidents' Climate Commitment in 2008, it committed to achieving carbon neutrality by 2050. In accordance with the Maryland General Assembly's Climate Solutions Now Act of 2022, UMB established a new, more ambitious goal of net-zero emissions by 2045. In the meantime, in 2021, UMB added sustainability to its core values and established an Office of Sustainability within Facilities and Operations. This office works with partners across the University to implement environmental programming in areas such as energy, waste, procurement, and transportation. The office also launched its Sustainability Strategic Plan in 2022, outlining overarching goals and strategies to guide sustainability initiatives and engagement throughout the University for the ensuing five years.

To meet its emissions goal, the University is investing significant resources into reducing emissions through energy efficiency projects and renewable energy procurement:

- The University has taken on a 15-plus-year project to upgrade the campus' electrical distribution system to provide reliability and help UMB transition away from fossil fuel-run building systems.
- Taking advantage of the limited population density on campus during the COVID-19 pandemic, the energy reduction team in Facilities and Operations implemented energy-saving measures throughout UMB buildings, particularly research facilities. Many of the energy-saving measures implemented at the height of the pandemic are still in place today, despite campus re-occupation, thus continuing to reduce the University's carbon footprint.
- UMB's energy use intensity for FY22 showed a decrease of 19 percent in comparison to FY19, with significant reductions in research building energy consumption.
- Calendar year 2022 marked the first time in UMB's history that 100 percent of its electricity came from renewable sources through three power purchase agreements, as well as hydroelectric and green-e wind renewable energy certificates.
- UMB has two Leadership in Energy and Design (LEED) gold-certified buildings and three LEED silver-certified spaces.

In addition to institutional efforts, students have formed groups focused on sustainability. ECO-Environmental Justice in Action is a University-wide group fostering awareness of the interconnectedness of climate change, health equity, and UMB professional disciplines. In addition, there are at least three school-based groups: Medical Students for a Sustainable Future, the School of Dentistry's Green Committee, and the Maryland Environmental Law Society.

### **FINANCIAL RESPONSIBILITY, TRANSPARENCY, AND AUDITING**

The University is a responsible and transparent steward of financial resources. A comprehensive program of internal, third-party, and USM audits as well as the federally required Single Audit validate this proposition. UMB consistently receives positive audit reports. Internal auditors from USM annually review UMB's financial statements as part of its Audit Report. In addition to the annual financial statement audit, USM internal auditors review selected financial and operational compliance areas each year. Periodically, UMB undergoes full audits from the Maryland Office of Legislative Audits. Similarly, IT audits also are a routine experience at UMB, with audits being performed by the Maryland Office of Legislative Audits, USM auditors, and

auditors from third-party companies hired to perform additional audits. In addition, federal law requires an annual audit of non-federal entities that expend \$1 million or more of federal funds in a fiscal year.

The auditors present a final audit report and recommendations (including an audit of financials and information technology) to the USM office, the Board of Regents' Audit Committee, and the chancellor. The University's Office of Change Management and Advisory Services (CMAS) is the point of contact on any audit-related matters. CMAS and its Management Advisory Services unit provide assistance and oversight to UMB departments with any audit, compliance, and general fiscal or operational matters. They also follow up on the recommendations in audit reports to ensure adequate corrective actions. UMB remedies any issues identified and usually conducts its own review audit within six months.

UMB employs multiple strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support our mission and goals. This work primarily takes place through the Office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA). IESPA manages the peer institutions and managing for results programs that support institutional effectiveness.

**PEER INSTITUTIONS**

One method UMB uses to measure institutional effectiveness is through tuition and fee comparisons with peer institutions. Although UMB’s mix of professional schools makes it unique among public academic health centers, 21 public institutions were designated by MHEC in 2014 as peers for the purpose of competitor state funding calculations.

**MANAGING FOR RESULTS**

The Maryland Senate Budget and Taxation Committee and House Appropriations Committee created Managing for Results (MFR) to inform legislators and citizens about how well the state of Maryland is performing in six key performance areas: economic development, fiscal responsibility, education, public safety, health and human services, and the environment.

SPIMS has been an effective system for measuring and assessing the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals. SPIMS requires schools and major units to submit biannual status reports and updates that measure and assess success in achieving goals. Within SPIMS is documentation of the success UMB had in achieving the IT goals set out in prior strategic plans. These included the successful implementation of a new cloud-based financial system, developing an effective information security program, establishing a “cloud-first strategy,” and migrating to contemporary “cloud-based” administrative and academic systems.

**PEER INSTITUTIONS**



Ohio State University	State University of New York at Stony Brook
University at Buffalo, SUNY	State University of New York Downstate Medical Center (Brooklyn)
University of California, Los Angeles	State University of New York Upstate Medical University (Syracuse)
University of California, San Francisco	University of California, Davis
University of Cincinnati	University of California, Irvine
University of Minnesota, Twin Cities	University of California, San Diego
University of North Carolina at Chapel Hill	University of Massachusetts Medical School (Worcester)
University of Pittsburgh	Rutgers University Biomedical and Health Sciences (Newark, N.J.)
University of Virginia	Virginia Commonwealth University
University of Washington, Seattle	
Northeast Ohio Medical University	
Pennsylvania State University, Hershey Medical Center	

“ SPIMS has been an effective system for measuring and assessing the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals. ”

In the area of A&F, the Service Excellence: One Interaction at a Time customer service initiative was launched in 2023 to encourage excellent service in all 37 units within the department. Developed within the framework of UMB’s core values and A&F’s guiding principles, the initiative seeks to improve the customer’s experience when interacting with any A&F unit. Stakeholders and employees are asked to evaluate each unit along each of five primary dimensions of customer service behaviors. The first round of surveys led to the development of specific, measurable, achievable, relevant, and time-bound (SMART) action items. Another initiative currently in progress is being done in partnership with HelioCampus. It is a benchmarking study of administrative services, centrally and within the schools

There are additional evaluation and assessment activities undertaken on a regular basis that seek to measure the success of UMB services and programs. As an example, the information technology services program’s assessment activities include annual presentations to the president and the provost that include progress reports on goals and achievements, pending and planned projects, management of fiscal resources, and requests for funding priority initiatives, if needed. Various presentations during a fiscal year are made to deans and vice presidents to provide updates and receive their input and feedback regarding projects and proposed initiatives. Presentations regarding ways of being cost-efficient are also made to FMWG.

Assessments of IT services also are done via the administration of IT satisfaction surveys. The administration of these surveys is performed every three years, with the previous surveys being done in 2016, 2019, and 2024. The survey cycle was interrupted by the COVID-19 pandemic, which is why the 2022 administration was postponed until 2024. The surveys are administered to meet the following objectives: to ascertain where faculty, staff and students are satisfied or dissatisfied; to collect and review comments, in addition to satisfaction ratings, to find out what contributes to satisfaction and any dissatisfaction; and to assess the findings as part of a continuous improvement process for making enhancements to systems and services to better meet faculty, student, and staff needs.

### SUMMARY DETERMINATION

The University of Maryland, Baltimore (UMB) fully adheres to Standard VI and all associated criteria and with Requirements of Affiliation 10 and 11. The University is fiscally sound and well prepared to continue its important mission. Through careful planning, fiscal responsibility, and the participation of representatives from throughout the UMB community, the University continues operations uninterrupted. Further, the University's planning and resource allocation, human resources, information technology, and facilities allow the institution to fulfill its mission and goals, assess and improve its programs, and respond effectively to opportunities and challenges. Student success at UMB is undergirded by deliberate and sustained institutional planning.

### OPPORTUNITIES FOR IMPROVEMENT

Enhance coordination of assessment activities in non-academic units by developing a centralized method for administering and analyzing assessments from various administrative areas. This approach will increase efficiency and provide better planning and management of assessment activities.

Include University community members and surrounding residents in assessing plans for improving near-campus vibrancy through the Vibrancy Project. Their feedback will help enhance safety, aesthetic appeal, and overall vibrancy, making the area more attractive for UMB employees, students, and visitors.

Utilize recent data on campus building usage to evaluate space adequacy and efficiency. This will guide the reallocation and repurposing of facilities to support UMB's mission and emerging research needs.

**EVIDENCE INVENTORY FOR STANDARD VI AND REQUIREMENTS OF AFFILIATION 10 AND 11**

VI_Administration and Finance Executive Summary	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_GC
VI_Administration and Finance Leadership	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_GF
VI_Administration and Finance Strategic Plan	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_GRAD
VI_AV/IT Working Group	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_ORD
VI_Byrne Baltimore Collaborative	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_PH
VI_Change Management Process - Prosci	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_PV
VI_CITS FY22 Expenses by Domain Summary	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_SOL
VI_CITS Goals	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_SOM
VI_CITS Presentation March 2023	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_SON
VI_CITS Presentation May 2022	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_SOP
VI_CITS Satisfaction Survey	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_SSW
VI_CITS Strategic Plan	VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Requests
VI_CITS Strategic Plan Goals with Risks	VI_Fiscal Working Group_FY24_Q1_Leadership_Financial_Report
VI_CITS Strategic Planning Webpage	VI_Fiscal Working Group_FY24_Tuition and Fee_Rates
VI_CITS Webex and Zoom Advisory Committee	VI_Fiscal Working Group_FY25 Budget Season Guidance
VI_Crystal Reports Migration	VI_Fiscal Working Group_FY25 Budget Season Presentation
VI_Data Analytics and Reporting	VI_Fiscal Working Group_FY25_Annual_Presentation_AC
VI_Deferred Maintenance at UMB	VI_Fiscal Working Group_FY25_Annual_Presentation_Grad
VI EDI Data Dashboard	VI_Fiscal Working Group_FY25_Annual_Presentation_ORD
VI_External Faculty Pay Equity Study	VI_Fiscal Working Group_FY25_Annual_Presentation_PH
VI_Facilities Master Planning Documentation	VI_Fiscal Working Group_FY25_Annual_Presentation_PV
VI_Faculty COVID-19 Briefing	VI_Fiscal Working Group_FY25_Annual_Presentation_SA
VI_Fiscal Working Group - Funding Model WorkGroup Charter and Initial Report	VI_Fiscal Working Group_FY25_Annual_Presentation_UC
VI_Fiscal Working Group - Funding Model WorkGroup Recommendations	VI_Fiscal Working Group_FY25_Draft_Budget_Strategic_Planning_File
VI_Fiscal Working Group_FY20_Audited-FinancialStatements	VI_Fiscal Working Group_Strategic Initiative Funding Schedule FY19-FY24
VI_Fiscal Working Group_FY21 Final Budget Statements	VI_Future of Work Task Force
VI_Fiscal Working Group_FY21_Audited-FinancialStatements	VI_Future of Work Task Force Committee Report
VI_Fiscal Working Group_FY21_Tuition and Fee_Rates	VI_Future of Work Task Force Deans and VPs Response
VI_Fiscal Working Group_FY22 Final Budget Statements	VI_HSHSL Annual Report
VI_Fiscal Working Group_FY22_Audited-FinancialStatements	VI_HSHSL By the Numbers
VI_Fiscal Working Group_FY22_Tuition and Fee_Rates	VI_Information Security Collaborative Committee
VI_Fiscal Working Group_FY23 Final Budget Statements	VI_Information Technology Goals Alignment with the Strategic Plan Status Report
VI_Fiscal Working Group_FY23_Audited-FinancialStatements	
VI_Fiscal Working Group_FY23_Tuition and Fee_Rates	
VI_Fiscal Working Group_FY24 Final Budget Statements	
VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation	
VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_CEC	
VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_DEI	
VI_Fiscal Working Group_FY24_Approved_Annual_Funding_Confirmation_ExtRel	

VI\_Institute of Human Virology Strategic Plan  
VI\_Integration of Institutional Effectiveness Programs  
VI\_IT Covid-19 After Action Report  
VI\_IT Funding Model Workgroup Meeting Presentation  
VI\_IT Goals  
VI\_IT Goals for UMB  
VI\_IT Help Desk  
VI\_IT Imagining and Reimagining the Future Presentation  
VI\_IT Imagining and Reimagining the Future Presentation Script  
VI\_IT Leaders  
VI\_IT Satisfaction Survey Report  
VI\_IT Services Team  
VI\_IT Stakeholder Committee Meeting Minutes  
VI\_IT Stakeholders  
VI\_Microsoft Azure Virtual Desktop Working Group  
VI\_Microsoft Customer Advisory Board Meeting Presentation  
VI\_North Campus Facilities Master Plan Update  
VI\_Oracle QA Landing Page  
VI\_Parking Study  
VI\_QHCM Project Charter  
VI\_Quantum Analytics Landing Page  
VI\_Research Computing  
VI\_Student Information Systems  
VI\_Student Reporting Modernization  
VI\_UMB Core Values  
VI\_UMB Education Technology  
VI\_UMB Human Resource Services  
VI\_UMB Human Resource Services Assessment Summary - External Review  
VI\_UMB Human Resource Services Strategic Plan  
VI\_UMB Information Technology Goals Alignment with the UMB Strategic Plan Status Report  
VI\_UMB IT Security Program  
VI\_UMB IT Stakeholder Committee  
VI\_UMB LEED Buildings and Landscaping  
VI\_UMB Percent of Employees Teleworking  
VI\_UMB Police Department 2019-2022 Strategic Plan  
VI\_UMB Police Department 2023-2026 Strategic Plan  
VI\_UMB Secure Research Environment Guidebook  
VI\_UMB Strategic Plan 2022-2026  
VI\_UMB Student Administrative Systems Steering Committee  
VI\_UMB Sustainability Impact Report 1  
VI\_UMB Sustainability Impact Report 2  
VI\_UMB Sustainability Strategy  
VI\_Urban Design Guidelines

# STANDARD VII

## Governance, Leadership, and Administration





## STANDARD VII Governance, Leadership, and Administration

### STATEMENT OF THE STANDARD

*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.*

### REQUIREMENTS OF AFFILIATION (ROA)

**ROA 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.

**ROA 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.

### STATEMENT OF COMPLIANCE

The University of Maryland, Baltimore (UMB) is in full compliance with Standard VII and all associated criteria as well as with Requirements of Affiliation 12 and 13. The University is governed and administered in a manner that allows the institution to realize its stated mission and goals in a way that effectively benefits the institution, its students, and other constituents it serves. UMB is governed by the University System of Maryland (USM)<sup>57</sup> Board of Regents and has an internal governance structure that is clear, articulated, and transparent. The leadership team and shared governance bodies work together to meet the University's mission. Annually, the president and leadership undergo reviews that inform divisional changes as necessary.

### EVIDENCE OF COMPLIANCE

#### OVERSIGHT

The Maryland Higher Education Commission<sup>58</sup> (MHEC) is Maryland's higher education regulatory and coordinating board. It is responsible for establishing statewide policies for Maryland public and private colleges and universities, as well as for-profit career schools. The Secretary of Higher Education, appointed by the governor, leads MHEC. Maryland law mandates that MHEC develop and update, quadrennially, a State Plan for Postsecondary Education that describes statewide workforce needs and lists goals and strategies for meeting those needs. Other MHEC obligations are:

57. The University System of Maryland was established by the Maryland General Assembly in 1988. It comprises a system office led by the chancellor, three regional higher education centers, and 12 institutions geographically distributed around the state including UMB.

58. The commission consists of 12 members appointed by the governor with the advice and consent of Maryland's Senate. One member is a student, serving a one-year term. All other members are appointed for five-year terms. The commission has two standing committees: the Finance Policy Committee and the Education Policy Committee. The commission sets the policies and activities to be carried out by agency staff. The Secretary of Higher Education serves at the pleasure of the commission and oversees the agency's permanent staff of roughly 80 employees.

approving institutional academic programs;<sup>59</sup> enforcing strict academic and financial standards governing the startup and continuation of new colleges or universities as well as online institutions that operate in the state; and reviewing and approving institutional mission statements. MHEC also administers state financial aid programs that affect students on a statewide basis.

UMB is part of USM,<sup>60</sup> an independent unit of state government that is overseen by the 21-member Board of Regents and led by a chancellor appointed by the board. Pursuant to Maryland law, the regents are appointed by the governor, president of the Senate, and the speaker of the House. Except for student members, each regent is appointed for a term of five years and cannot serve more than two consecutive terms. Student regents are appointed for a two-year term and may be reappointed for an additional two-year term. Regents serve on the board without compensation. In consultation with the USM chancellor and institutions, the board approves consolidated budget requests for each institution's operational budget and capital budget.

The governance and management of USM is the responsibility of the Board of Regents. The board oversees the system's academic, administrative, and financial operations; formulates policy; and appoints the USM chancellor (who serves as its chief executive officer) and presidents of the system's 12 institutions including UMB. The chancellor is expressly delegated certain authority by the board as the chief executive officer of USM. Subject to certain restrictions, the chancellor appoints and promotes faculty, fixes salaries, grants tenure, assigns duties, and terminates personnel in the USM office. Jay A. Perman, MD, former president of UMB, has served as chancellor since 2020.

The Board of Regents, in consultation with the USM chancellor, appoints the president of each system institution, including UMB, to serve as its chief executive officer. The president of each constituent institution serves at the pleasure of the Board of Regents, and their compensation is established by the board. Each president is charged with taking every initiative in implementing policies of the board and the institution and promoting the institution's development and efficiency. One annual responsibility of each president is to create a performance accountability plan for their institution that must be submitted to and reviewed and approved by the Board of Regents. An analysis of the attainment of the goals is conducted each year by the board, and the results are communicated to the president.

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59. MHEC can reject a proposed program if the program is deemed "unnecessarily duplicative."

60. The University System of Maryland was established by the Maryland General Assembly in 1988. It is the 12th-largest university system in the nation in terms of enrollment.

## PRESIDENTIAL EVALUATION

According to the Policy on the Multi-Year Review of USM Presidents, the chancellor and the Board of Regents conduct an in-depth review of a president and the impact of their leadership after three years of service.<sup>61</sup> The review enables the board and the chancellor to assess presidential performances over an extended period in contrast to the limited perspective of an annual performance review. The multiyear review is expected to highlight major accomplishments, offer constructive suggestions as to areas where improvement in performance could occur, and provide guidance about the continuation of a president's service.

The presidential review is conducted by an external review team appointed by the chancellor. Presidential performance is assessed in specifically enumerated areas, including institutional leadership; establishing a vision and mission for the institution; developing a strategic plan and direction; and aligning the vision, mission, and planning with resource allocation. Progress toward academic excellence is measured by student and faculty quality and accomplishments and the soundness of fiscal management. Also measured are success in non-state resource development, including external grants and contracts and private gifts; success of the research enterprise and its impact on economic development; strength of external relations efforts (including public relations, marketing efforts, and government and private sector relations); ability to develop strategic partnerships with other USM institutions, higher education institutions outside USM, federal laboratories, state and local agencies, and the private sector; commitment to serving the public good through well-articulated state and community outreach and engagement efforts; quality of student services, including the student experience; commitment to shared governance; ability to contribute as a constructive and collaborative member of USM leadership; and attention to the development of a

high-quality administrative and managerial infrastructure and an attractive, well-maintained physical plant.

The Board of Regents' review process begins with a self-evaluation submitted by the president. In advance of the team's visit to campus, the team reviews the president's self-evaluation and other key institutional documents, such as MSCHE review documents, recent accreditation reports, and strategic plans, as well as representative information shared with alumni, donors, and their external groups. When the team visits the institution, it meets with the provost, vice presidents, vice provosts, academic deans, and the officers of constituent groups such as faculty, staff, and student governance bodies, as well as alumni and affiliated foundation boards. The team also solicits written comments from the institution's community.<sup>62</sup> Thereafter, it submits a written report to the chancellor. The chancellor makes the review team report and the president's response available to the Committee on Governance and Compensation and discusses the report with the committee and the Board of Regents. The evaluation report remains confidential and becomes part of the president's personnel file. Finally, the chancellor thereafter meets again with the president to discuss the steps to be taken in a response to the evaluation report.

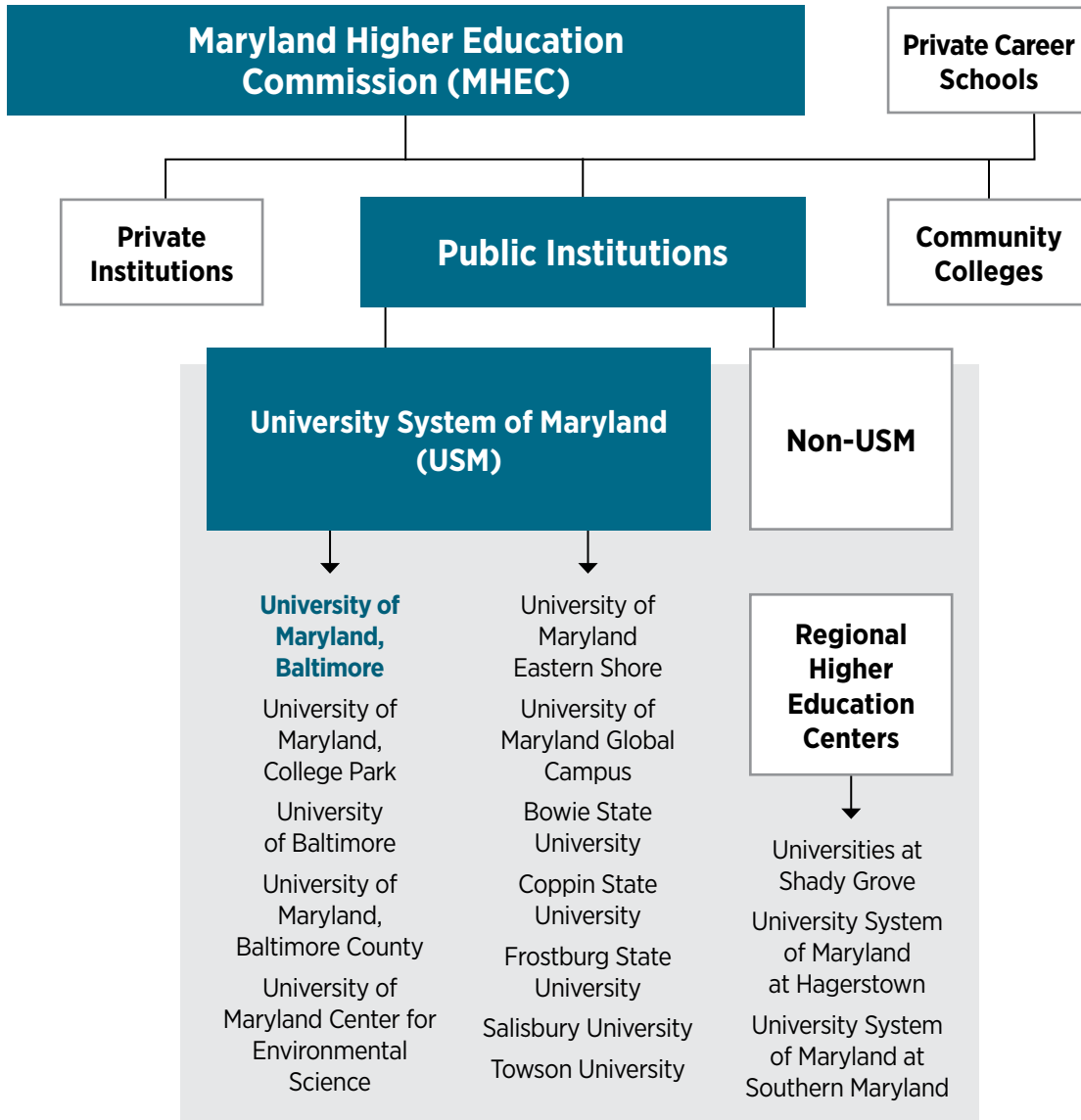
An annual performance self-assessment for UMB President Bruce E. Jarrell, MD, FACS, was conducted during the 2023-2024 academic year. This self-assessment was reviewed and accepted by USM Chancellor Jay A. Perman, MD, underscoring compliance with MSCHE Standard VII by highlighting effective governance, leadership, and accountability practices.<sup>63</sup> The performance self-assessment illustrates UMB's dedication to institutional transparency, strategic planning, and leadership accountability, in alignment with Standard VII. The review and acceptance by Chancellor Perman validate the institution's commitment to governance excellence and continuous improvement.

61. A confidential copy is available for "in camera" review from the Office of the Provost.

62. Anonymous comments are not accepted.

63. A confidential copy is available for "in camera" review from the Office of the Provost.

**Higher Education in Maryland: The Big Picture**



## ORGANIZATIONAL STRUCTURE

UMB has an organizational structure that is clearly documented and defines reporting relationships [Figure 7.1]. Within this structure, the UMB president has the assistance of qualified administrators, appropriate in number and with the skills, time, assistance, technology, and information systems expertise required to perform their duties.<sup>64</sup>

The deans of the professional schools report to the president, as does the provost and the chief equity, diversity, and inclusion officer and vice president. The provost, with a focus on critical University goals, recently elevated three positions to the level of dean or vice president: dean of the Health Sciences and Human Services Library, vice president for student affairs, and vice provost for academic affairs and strategic initiatives. All three report to the provost, as does the first-ever dean of graduate studies/vice provost of graduate education.

UMB is committed to the highest standards of conduct in its core missions of research, scholarship, and teaching. Relationships of the University and its senior officials with external entities play an important role in supporting UMB's core missions. It is recognized that financial interests arise in the normal course of the University's operations. However, any Covered University Transaction or Covered Senior Official<sup>65</sup> Relationship must not (or must not be reasonably perceived to) negatively impact the objectivity or integrity of the University's core missions of research, scholarship, or teaching. Such transactions



UMB is part of USM, an independent unit of state government that is overseen by the 21-member Board of Regents and led by a chancellor appointed by the board.



and relationships must be identified, reviewed, and managed if they constitute an institutional conflict of interest. UMB's Policy on Identifying and Addressing Institutional Conflicts of Interest to Preserve Integrity of Research and Other Academic Activity, is administrated by a designated conflict of interest officer. At least semiannually, senior officials must supply information to UMB's designated conflict of interest officer, to enable the officer, assisted by a conflict of interest advisory committee, to determine covered University transactions to which the policy must be applied.

## EXECUTIVE LEADERSHIP REPORTING RESPONSIBILITIES

UMB's central administration is composed of a distinguished group of people dedicated to advancing the institution's goals, vision, and mission. These qualified administrators ensure that auditing, planning, reporting, and other accountability processes are adhered to; coordinate institutional liaison with external shareholders; and support the deans and faculty of the schools in their academic enterprises. Each of the administrative officers possesses the skills, degrees, and training necessary to carrying out their responsibilities and functions.

64. No member of the University System of Maryland Board of Regents has a personal financial interest in UMB, the president does not chair UMB's governing body, and all public employees are bound by a code of ethics that obviates/regulates conflicts of interest.

65. Senior officials are defined as the president, provost, deans, department chairs, division chiefs, center/institute/program directors, and vice presidents (if they have responsibility for approval, conduct, funding, or oversight of research, scholarship, or teaching at the University).

In addition to the selection of the schools' deans, the UMB president appoints the chief academic and administrative officers (CAAOs) of the University who support the president in implementing their responsibilities. The following report to the president except where noted:

**THE PRESIDENT**

- Provost and Executive Vice President
- Senior Vice President for External Relations
- Chief Government Affairs Officer and Vice President (reports to Senior Vice President for External Relations)
- Chief Business and Finance Officer (CBFO) and Senior Vice President
- Deputy Chief Finance Officer and Vice President for Finance and Auxiliary Services (reports to CBFO)
- General Counsel and Vice President
- Chief Enterprise and Economic Development Officer (CEEDO) and Senior Vice President
- Chief Philanthropy Officer and Vice President (reports to CEEDO)
- Vice President for Research
- Vice President for Medical Affairs (also dean of School of Medicine)
- Vice President for Clinical and Translational Science
- Chief Diversity, Equity, and Inclusion Officer and Vice President

These additional administrative officers report to the provost:

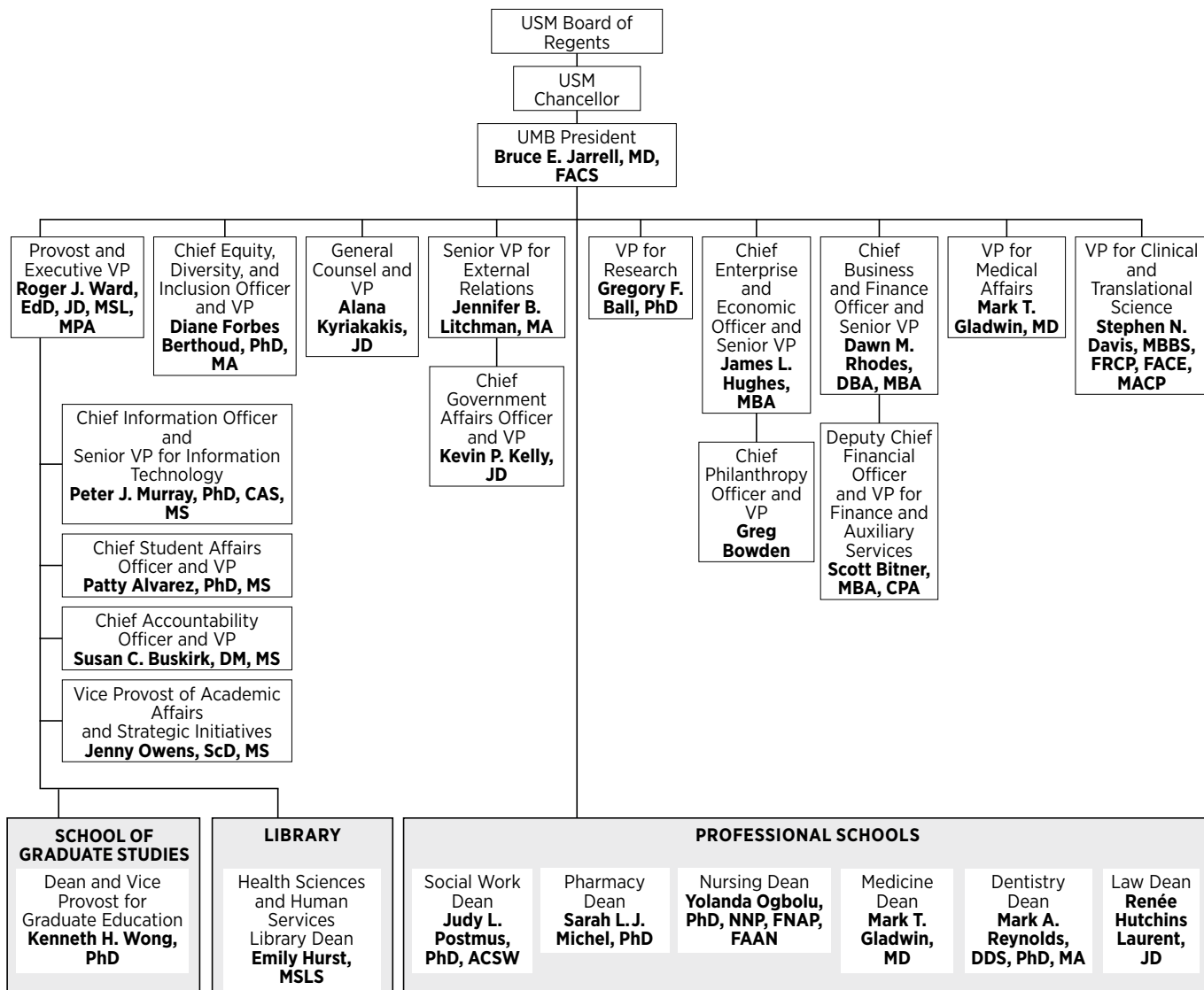
**THE PROVOST**

- Chief Information Officer and Senior Vice President for Information Technology
- Chief Accountability Officer and Vice President
- Chief Student Affairs Officer and Vice President
- Vice Provost for Academic Affairs and Strategic Initiatives
- Vice Provost for Graduate Education (also dean of School of Graduate Studies)
- Dean of the Health Sciences and Human Services Library and Associate Vice Provost

The vice presidents and deans undergo annual and three-year performance and administrative review. Consistent with UMB’s Policy on Review of Chief Academic/Administrative Officers, the reviews are formative and summative. This enhances leadership effectiveness, provides accountability, and monitors fidelity to the University’s vision, mission, and values. Additionally, these individuals are subject to annual review under UMB’s Performance Development Program.

“ UMB’s leadership prioritizes shared governance, engaging regularly with faculty and students in advancing the institution’s goals. UMB’s shared governance is a collaborative process involving UMB faculty, staff, students, and administrators to ensure regular dialogue on important issues and concerns. ”

**FIGURE 7.1 UMB Leadership Organization**



Categories evaluated included strategic recruitment and academic leadership (noting that UMB had hired four new deans as well as a vice president for philanthropy; the new general counsel also was hired at the vice president level). The categories of Infrastructure and Innovation; Community Engagement and Partnerships; and Workforce and Economic Development also were hailed in the review. It was noted that significant progress was made on capital projects, educational pathways and clinical training through collaboration with the Maryland General Assembly and Eastern Shore leaders, and the EMBRACE Initiative, which strengthened UMB’s role as an anchor institution, focusing on community health, economic empowerment, and safety in West Baltimore.

**SHARED GOVERNANCE**

The USM Policy on Shared Governance places final authority and responsibility for the welfare of USM institutions with the chancellor and presidents but requires informed participation at every institutional level by faculty, staff, students, and administrators.

UMB’s leadership prioritizes shared governance, engaging regularly with faculty and students in advancing the institution’s goals. UMB’s shared governance is a collaborative process involving UMB faculty, staff, students, and administrators to ensure regular dialogue on important issues and concerns.

The policy specifies that faculty, students, and staff shall have opportunities to participate in decisions that relate to mission and budget priorities; curriculum, course content, and instruction; research; appointment, promotion, and tenure of faculty; human resources policies; the selection and appointment of administrators; issues that affect the ability of students to complete their education; and other issues that affect the overall welfare of the institution. The faculty, staff, and student governance bodies at UMB adhere to this policy.

As mandated by USM policy, UMB has a Faculty Senate, Staff Senate, University Student Government Association (USGA), and Graduate Student Association (GSA). These organizations serve as the elected shared governance bodies for its constituency. The UMB president and/or other senior administrators appear at the meetings of the representative bodies or their executive councils.

Elected UMB faculty, staff, and students also participate at the system level in the appropriate USM shared governance structures: the Council of University System Faculty, the USM Student Council, and the Council of University System Staff. In addition, USM convenes meetings of institutional leaders by positions, such as provosts, vice presidents for student affairs, and academic deans.

Furthermore, in addition to Universitywide elected shared governance bodies, the UMB president appoints Universitywide committees and working groups made up of faculty, staff, students, and administrators who advise on the development and implementation of key policy and programmatic decisions. Examples of such bodies include the Strategic Planning Committee, which led the development of the Future of Work Task Force, and the Diversity Advisory Council.

UMB leadership also engages with faculty, staff, and students through periodic events organized by the Office of the President to facilitate discussions about current events or topics of interest. These include Lunch with the President, the “Virtual Face to Face” interview program, and the President’s Q&A.

**UMB FACULTY SENATE**

UNIT	NUMBER OF REPRESENTATIVES
<b>SCHOOLS</b>	
School of Dentistry	5
School of Graduate Studies	2
Carey School of Law	3
School of Medicine	18
School of Nursing	6
School of Pharmacy	6
School of Social Work	7
<b>OTHER REPRESENTATIVES</b>	
Part-Time Faculty	1
Adjunct Faculty	1
Library Faculty	1
Staff Senate	1
<b>TOTAL</b>	<b>51</b>



The UMB Faculty Senate is an elected body whose members are faculty from the University’s seven schools who serve staggered three-year terms. Each school has at least two senators, with larger schools having more seats on the senate in proportion to the size of the faculty in that school. In addition, there are seats for representatives from part-time faculty, adjunct faculty, library faculty, and the Staff Senate. Annual elections are held to fill vacancies that occur upon the expiration of members’ terms.

The Faculty Senate meets monthly, and meetings are open to all faculty. The Faculty Senate makes recommendations to the president on issues of policy that affect faculty across the UMB schools. The president appears regularly before the senate seeking its advice and feedback. The provost and/or the chief finance and business officer/senior vice president also regularly attend Faculty Senate meetings. Other UMB and school administrators appear, as requested.

**UMB STAFF SENATE**

UNIT	NUMBER OF REPRESENTATIVES
Central Administration	8
School of Dentistry	1
School of Graduate Studies	6
Carey School of Law	3
School of Medicine	8
School of Nursing	3
School of Pharmacy	2
School of Social Work	3
<b>TOTAL</b>	<b>34</b>

The Staff Senate serves as an advisor and a channel of communication to the UMB president and the president’s leadership team. It is an elected body of, at minimum, 20 senators who represent non-faculty employees across all schools and central administration.

The Staff Senate advises the president on items such as policies, procedures, and rules affecting staff employees, the work environment, issues impacting wages and benefits, and staff morale. The Staff Senate has several standing committees such as community outreach, communications, policy/legislation, and University life. The Faculty Senate and Staff Senate often work cooperatively. For example, the Faculty Senate includes a Staff Senate representative, and the two senates have jointly addressed issues of mutual concern, such as affordable child care, safety, and parking. The president appears regularly before the Staff Senate seeking its advice and feedback. The provost and/or the chief finance and business officer/senior vice president also regularly attend Staff Senate meetings. Other UMB and school administrators appear, as requested.

**UNIVERSITY STUDENT GOVERNMENT ASSOCIATION (USGA)**

REPRESENTATIVE UNIT	NUMBER OF REPRESENTATIVES
<b>School of Dentistry</b>	<b>6</b>
Dental Hygiene	2
Dentistry	4
<b>School of Graduate Studies</b>	<b>12</b>
Graduate Studies	8
Medical Research and Technology	2
Physician Assistant	2
<b>School of Law</b>	<b>5</b>
<b>School of Medicine</b>	<b>10</b>
Medicine	4
Genetic Counseling	2
Physical Therapy	2
Public Health	2
<b>School of Nursing</b>	<b>12</b>
Graduate Nursing	6
Undergraduate Nursing	6
<b>School of Pharmacy</b>	<b>3</b>
<b>School of Social Work</b>	<b>4</b>
<b>Universities at Shady Grove</b>	<b>2</b>
<b>TOTAL</b>	<b>54</b>

USGA is a student government group that represents all students at the seven UMB schools, including the students at the Universities at Shady Grove. It consists of student senators who are elected annually by the student body of their school. The number of senators allocated to each school is based on the proportional representation of their enrollment to the total enrollment at UMB. The elected senators represent their school at monthly USGA meetings. The president and/or the provost attend the monthly meetings to “say a few words” to kick things off, just as they do at the

Faculty Senate and Staff Senate meetings. Through USGA, students have a voice in University governance, allowing it to address student concerns that might arise throughout the school year. USGA also is tasked with nominating a UMB student to stand for selection against nominees from the other USM schools for selection as the sole representative of all students on the USM Student Council. USGA follows a similar process in choosing a student nominee to represent UMB in the pool of all USM school student nominees for selection as the sole student on the Student Advisory Council of Maryland Higher Education Commission.<sup>66</sup>

**GRADUATE STUDENT ASSOCIATION (GSA)**

GSA also is a student-run governance organization representing all graduate students at UMB. The principal goals of GSA are to act as a liaison to UMB leadership to communicate student concerns and ideas, support graduate student research interests, and provide a platform for discussing matters that affect graduate student life. It meets monthly with representatives from UMB and the Universities at Shady Grove to advance the needs of graduate students across all disciplines and departments. GSA collaborates with student organizations and departments Universitywide to enhance graduate student opportunities by organizing the annual Graduate Research Conference, administering achievement awards and funding to individuals and groups, and hosting networking and social events. Each graduate program has an individual representative.

**GRADUATE ASSISTANT ADVISORY COMMITTEE (GAAC)**

Additionally, under UMB’s Policy on Graduate Assistants, GAAC (elected by the graduate assistants) meets at least twice annually with University administration, including the provost and the senior vice president for administration and finance. Through this mechanism, graduate assistants have “meet and confer” rights under the USM Meet and Confer policy. GAAC is not, however, a part of UMB’s shared governance.

66. The Maryland Higher Education Commission is the state’s higher education regulatory and coordinating board.

**PERFORMANCE REVIEWS FOR SENIOR LEADERSHIP**

The Board of Regents also requires that institutions establish a performance management program. The major purposes of the review of CAAOs are to enhance leadership effectiveness and provide accountability in ensuring fidelity to the University's vision, mission, and values. Other purposes of the review are to promote a climate of cooperation among faculty and staff and their respective CAAOs; maximize effectiveness of the school's/unit's execution of its responsibilities; and provide input for performance assessment, continuous improvement, compensation, and employment decisions. The president provides feedback on the progress at midyear and completes a detailed annual performance review highlighting areas of strength and areas for performance improvement.

**SUMMARY DETERMINATION**

The University of Maryland, Baltimore (UMB) fully adheres to Standard VII and all associated criteria and with Requirements of Affiliation 12 and 13. The University is governed and administered in a manner that allows the institution to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. UMB is governed by the Board of Regents and has an internal governance structure that is clear, articulated, and transparent. The leadership team and shared governance bodies work together to meet the University's mission. Annually, the president and leadership undergo reviews that inform divisional changes as necessary.

**OPPORTUNITY FOR IMPROVEMENT**

Improve communication about leadership assessments, especially 360-degree reviews for vice presidents and deans.

***EVIDENCE INVENTORY FOR STANDARD VII AND REQUIREMENTS OF AFFILIATION 12 AND 13***


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VII_Announcing Search for Chief Diversity, Equity, and Inclusion Officer	VII_USGA Campus Life Weekly
VII_Board of Regents Policy on the Five-Year Review of USM Presidents	VII_USGA Senate Meetings
VII_Core Values Implementation	VII_USM Board of Regents Bylaws
VII_Faculty Experience Survey	VII_USM Board of Regents Membership
VII_Letter Announcing Provost Title	VII_USM Guidelines for the Selection of Presidents
VII_President's Symposium and White Paper Project	VII_USM Policy on Performance Evaluation of Presidents of USM Institutions
VII_Review of Chief Academic Administrative Officers of the University	VII_USM Policy on Performance Management
VII_Staff Experience Survey	VII_USM Policy on Public Ethics of Members of the Board of Regents
VII_Strategic Planning Committee Roster	VII_USM Policy on Shared Governance
VII_Student Experience Survey	
VII_UMB Cultural Diversity Report	
VII_UMB Cultural Diversity Report - Appendices	
VII_UMB Diversity Advisory Council	
VII_UMB Institutional Diversity Data Dashboard Homepage	
VII_UMB Institutional Diversity Data Dashboard Presence Distribution	
VII_UMB Strategic Plan 2022-2026	
VII_University Leadership Organizational Chart	
VII_University System of Maryland Institutions	

# APPENDIX



## APPENDIX

### LIST OF ACCREDITED DEGREES

**School of Graduate Studies:** Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) – MS in Health Sciences with Physician Assistant concentration.

**School of Dentistry:** Commission on Dental Accreditation (CODA) – BS/MS in Dental Hygiene and Doctor of Dental Surgery (DDS).

**School of Law:** American Bar Association (ABA) – Juris Doctorate.

**School of Medicine:** Liaison Committee on Medical Education (LCME) – Doctor of Medicine; Council for Genetic Counseling – MS in Genetic Counseling; National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) – MS in Pathology; American Physical Therapy Association (APTA), Commission on Accreditation in Physical Therapy Education (CAPTE) – Doctor of Physical Therapy; Council on Education for Public Health (CEPH) – MS in Public Health.

**School of Nursing:** Commission on Collegiate Nursing Education (CCNE) – MS in Nursing and Doctor of Nursing; Council on Accreditation of Nurse Anesthesia Educational Programs (COA) – DNP in Nurse Anesthesia.

**School of Pharmacy:** Accreditation Council of Pharmacy Education (ACPE) – Doctor of Pharmacy.

**School of Social Work:** Council on Social Work Education (CSWE) – MA of Social Work.