



**Self-Study Design**

**Submitted**

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**To the**

**Middle States Commission on Higher Education**

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## **INTRODUCTION**

### **Brief Description of the Institution**

The University of Maryland, Baltimore (UMB) was founded in 1807 along a ridge in what was then called Baltimore Town. Today, this 71-acre research and technology complex encompasses 65 buildings in West Baltimore near the Inner Harbor. UMB is Maryland's only public health, law, and human services university. Its seven professional and graduate schools train the majority of the state's physicians, nurses, dentists, lawyers, social workers, pharmacists, as well as a substantial number of the state's biomedical scientists. Under the leadership of President Jay A. Perman, MD, the University is a leading partner in the redevelopment of Baltimore's Westside. The University of Maryland BioPark, which opened in October 2005, promotes collaborative research opportunities and bioscience innovation. Sponsored research totaled \$479 million in Fiscal Year 2013. With 6,284 students and 6,966 faculty members and staff, the University is an economic engine that returns more than \$15 in economic activity for every \$1 of state general funds appropriation. The University community gives more than 2 million hours a year in service to the public.

### **The Schools**

The following is a brief history of each the seven schools in the order in which they were founded.

#### *Medicine*

The Maryland General Assembly chartered the College of Medicine in 1807; it is the nation's fifth oldest and first public medical school. In 1812, the Maryland General Assembly re-chartered the College of Medicine as the University of Maryland and expanded its mission.

#### *Law*

The forerunner of the law school, the Maryland Law Institute, was opened in 1824.

#### *Dentistry*

The world's first dental college, the Baltimore College of Dental Surgery, was chartered in 1840.

#### *Pharmacy*

In 1841, the Maryland General Assembly chartered the College of Pharmacy, making it the fourth oldest pharmacy school in the nation.

#### *Nursing*

In 1889, Louisa Parsons, a colleague of Florence Nightingale, established the School of Nursing, one of the nation's oldest formal nursing training programs, at the University of Maryland.

#### *Graduate*

To promote and enhance research, scholarship, and advanced study, the Graduate School opened in 1918.

## *Social Work*

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

### **Distinguishing Attributes**

#### *Professional and Graduate Education*

As the State of Maryland's academic health, law, and social work institution, UMB includes a unique configuration of schools and educational programs with extensive responsibilities for clinical care and legal and social services. The University's student mix differs markedly from other University System of Maryland (USM) institutions. Only 12 percent of UMB's students are enrolled in three baccalaureate degree programs, namely nursing, dental hygiene, and biomedical research and technology. The remaining 88 percent of students are in post-baccalaureate programs leading to licensure, including medicine (MD), law (JD), dentistry (DDS), nursing (DNP), pharmacy (PharmD), social work (MSW), public health (MPH), and physical therapy (DPT).

The University also offers the traditional research-based Doctor of Philosophy and Master of Science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, and various biomedical science disciplines and interdisciplinary programs such as neuroscience.

#### *Clinical Care and Service*

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

#### *Biomedical Research*

UMB builds upon its excellence in basic science and biomedical/biohealth research to develop large, interprofessional projects of national and global stature. An illustrative but not exhaustive list includes neuroscience, psychiatric disease, obesity, diabetes, family welfare, stem cell and regenerative medicine, HIV-AIDS, celiac and other autoimmune and inflammatory diseases, global health, cardiology and cardiovascular disease, nanomedicine and cellular delivery, infectious diseases, cancer, vaccinology, genomics, proteomics, and personalized medicine.

#### *Carnegie Classification*

UMB is one of approximately 53 public institutions in the United States whose official Carnegie Classification is "Special Focus Institution—Medical Schools and Medical Centers." This classification is used for institutions that include a medical school and other health related professional schools and that do not have large, comprehensive undergraduate programs.

## **Mission**

UMB is the state's public health, law, and human services university and is devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff, and students, and using state-of-the-art technological support, UMB educates leaders in health care delivery, biomedical science, global health, social work, and the law. The University emphasizes interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork, and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning, and just treatment of the people the University serves, UMB fosters economic development in the city, state, and nation. UMB is committed to ensuring that the knowledge it generates provides maximum benefit to society and directly enhances the various communities in which the University resides.

## **Organizational Structure**

Please see Appendix A.

## **Important Recent Developments**

### *Strategic Planning*

UMB has a long, illustrious history of achieving excellence and providing benefit to the state. However, the University, like all institutions of higher education, finds itself in challenging times. Yet these challenges also provide great opportunities. The University's strategic plan is designed to take advantage of these opportunities. UMB created its strategic plan in careful alignment with the USM Board of Regents' strategic plan. The plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to its completion. Hundreds more participated in town halls, interactive feedback sessions, focus groups, surveys, and online feedback. The participation was exceptional, but perhaps more impressive is the genuine enthusiasm at all levels for moving the University forward. Eight themes were identified as major areas of focus for the strategic plan. Work groups consisting of faculty, staff, and students from across the University, with input from town halls, online surveys, and community focus groups, developed the goals and tactics for each theme. The themes are as follows:

1. Achieve Pre-Eminence as an Innovator
2. Promote Diversity and a Culture of Inclusion
3. Foster a Culture of Accountability and Transparency
4. Excel at Interdisciplinary Research and Interprofessional Education, Clinical Care and Practice, and Public Service
5. Develop Local and Global Initiatives that Address Critical Issues
6. Create an Enduring and Responsible Financial Model for the University
7. Drive Economic Development
8. Create a Vibrant, Dynamic University Community

The implementation of the strategic plan is guided by the following *Core Values*, as defined during the planning process:

Accountability: The University is committed to being responsible and transparent in all areas.

Civility: The University expects interactions to be professional, ethical, respectful and courteous.

Collaboration: The University promotes teamwork that fosters insightful and excellent solutions and advancement.

Diversity: The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership.

Excellence: The University is guided by a constant pursuit of excellence.

Knowledge: The University's industry is to create, disseminate, and apply knowledge.

Leadership: The University strives continuously to be a leader and to develop leaders.

*Seven Schools, One University* is the tagline that the University's leadership adopted to brand and label UMB's strategic plan in the concluding phases of the planning process. It was not the framework or guiding principle used to develop the themes, goals, or tactics in the strategic plan, though many of the initiatives under the plan make the tagline a very appropriate choice. Since its adoption as a tagline, however, *Seven Schools, One University* has resonated with many of the University's constituents and stakeholders. It is necessary, therefore, to clearly define its meaning and put its application in the proper context.

*Seven Schools, One University* is a real-world descriptor of who UMB is as an institution. The distinctiveness and national standing of each school require that each one be afforded latitude and be encouraged to maintain its unique identity and pursue its teaching and research objectives in a manner consistent with its specialized discipline. The need to maintain the distinctiveness of each school is compelled by UMB's history and character. *One University* captures UMB's commitment to identifying the shared values, strategic initiatives, and administrative processes that bind the University together and make it as a whole stronger and better than each school would be separately. In his 2014 *State of the University Address*, President Perman described its meaning as follows:

*“Seven Schools, One University” means we all work together to advance our missions. Sometimes we do this in our schools and units in areas such as appointments, promotions and tenure, or in research, or education. In other circumstances it means the university leadership – deans included – will set bold goals that we work to achieve together, like interprofessional education, healthcare delivery redesign, or perhaps community engagement. “Seven Schools, One University” is an advanced mindset that recognizes that we work and lead on a continuum that takes advantage of our schools’ independence on one hand and the power we have together on the other.*

—*State of the University Address, April 24, 2014*

The University is now building on its rich 200-year history of leadership and accomplishment to take its next great step as *Seven Schools, One University*.

### *MPowering the State*

About two years ago, the USM Board of Regents, with guidance from the Maryland General Assembly, charted a bold new course by bringing the leading institutions in the system—UMB and University of Maryland College Park (UMCP)—together through the *MPowering the State* initiative to jointly compete for funding for collaborative projects. This initiative uses the resources of the two universities to better serve students, attract more exceptional faculty and researchers, and boost research, technology transfer, and commercialization. While *MPowering the State* is just getting started, it has already had a profound impact on technology transfer and commercialization efforts at UMB and UMCP.

### *Interprofessional Education*

Interprofessional education (IPE), a priority at UMB since the arrival of Dr. Perman as president, reached new heights in 2013 with the formation of the Center for Interprofessional Education and the launch of UMB's first IPE Day. The center, which will serve as a resource and as a connector for IPE initiatives across UMB, is headed by Jane M. Kirschling, PhD, RN, FAAN, who, in addition to being the center's director and University director of IPE, is dean of the School of Nursing. The center will advance President Perman's vision for preparing all UMB students to provide high-quality, affordable health care and human services within a team-based model. Formation of the center was announced at IPE Day in April 2013. During this event, 309 health and human services students and 114 faculty gathered to form multidisciplinary teams to tackle complex scenarios such as "Crossing the Line," a case staged at the School of Dentistry in which a child's broken teeth may be a clue to child abuse. IPE Day was planned by members of an IPE task force formed by President Perman in December 2010. Since then, health fairs and Interprofessional Critical Care Simulation exercises have emerged, as well as an annual Interprofessional Patient Management Competition, where teams of students representing UMB's schools pool their knowledge to devise a treatment strategy for a hypothetical patient whose case presents complex medical as well as legal issues.

### *Academic Transformation*

In FY14 the legislature approved UMB's plan to invest \$1.8M from fund balance in new funding for academic enhancements. That funding is already paying dividends by transforming UMB's academic programs, supporting student success, and expanding the health care workforce. For example, a new program has been added to respond to the need for more primary care clinicians, a need well-documented both nationally and in Maryland. Physician assistants are trained to work with a physician to deliver team-based care, which can extend the reach and productivity of physician providers. In December 2010, Anne Arundel Community College (AACC) approached UMB about developing a Master of Science in Health Sciences (MSHS) degree program. This was the result of changes in the credential recognized for entry into the Physician Assistant profession and health policy changes occurring at the state and national levels. In collaboration with faculty from AACC, UMB faculty from multiple disciplines designed the framework for the MSHS, which will be delivered completely online. In addition, course redesign initiatives that will incorporate technology to enhance teaching and learning are underway in the Graduate School as well as in the Schools of Nursing, Pharmacy, and Social Work.

### *Community Engagement*

When former UMB President David J. Ramsay, DM, DPhil, made the University of Maryland BioPark a reality in 2003, extending the University's reach across Martin Luther King Jr. Boulevard for the first time, he was hailed for bringing hope to the struggling Poppleton community that borders the BioPark. President Perman, Ramsay's successor, has taken community commitment several steps further. Through the President's Outreach Council, which is now a part of UMB's new Center for Community Engagement, Dr. Perman oversees an expanded partnership with community schools—such as Vivien T. Thomas Medical Arts Academy, Southwest Baltimore Charter School, and George Washington Elementary School—to help meet identified needs of children and their families. An executive team is working with community groups to develop a West Baltimore initiative to foster an environment that enables young people from elementary school through college to prosper. Reducing chronic absenteeism in targeted local schools is a key goal, as is creating a pipeline to success for children with an interest in careers in health care and law. The search is currently underway for an executive director of community initiatives. Working directly with the UMB president, this position will direct and coordinate initiatives that enhance the community and the University through the establishment of an enduring umbrella of coordinated programs.

### *Decline in NIH funding*

The University's entrepreneurial revenues (i.e. revenue derived from research grants and patient care) have shown tremendous growth over the last decade. However, revenue from contract and grant awards has declined since FY10. This decline leads, over time, to both a decrease in direct spending on grants and a decrease in recovery of indirect costs. This decline puts substantial pressure on the University's budget to fund the largely fixed expenses related to facilities and infrastructure for research. For the past two years UMB has utilized efficiency measures and reallocation of internal resources to absorb these decreases. Awards are expected to increase in FY15. Our expectation is that this increase will put UMB back on the trajectory for growth in sponsored programs in the future, though there is clearly a need to further diversify our revenue funding streams.

### *Declining Law School Enrollment and Affordability*

The national trend in declining enrollments facing law schools has also impacted UMB's Francis King Carey School of Law. The collapse of the job market for law school graduates has convinced many potential students not to apply for law school. The University is now working on a multi-year plan to rebalance and revitalize this important school. The University is funding this transformation by utilizing its existing resources, increasing efficiency, and re-evaluating other programs. In addition, the University recently concluded a search for a new dean for the School of Law; the current dean will be stepping down at the end of the 2013-2014 academic year to assume the position of chancellor at a public university in New Jersey. President Perman has named Donald B. Tobin as the new dean. Dean Tobin comes to UMB from Ohio State University, where he was Professor of Law at the Michael E. Moritz College of Law. The current situation facing law schools, including the one at UMB, is an excellent example of the challenge of tuition affordability. Tuition affordability is very much a concern at the University. Unfortunately, UMB does not benefit from the "enrollment initiative" that provides state support in lieu of tuition increases for undergraduate in-state students. The majority of our students are



graduate and professional students, so UMB sees very little tuition replacement funds. UMB is sensitive to substantial increases to tuition that could be a barrier to entry into its educational programs, particularly those that address workforce shortage areas.

## **INTENDED OUTCOMES OF THE SELF-STUDY**

The major outcomes expected from the self-study are as follows:

1. To engage in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members of the University community from every corner of the campus.
2. To produce a self-study report that demonstrates compliance with the Middle States Commission on Higher Education accreditation standards.
3. To develop forward-looking recommendations to move the institution further along its quest for excellence in graduate and professional education, research, clinical activities, and service for the public good.

## **STEERING COMMITTEE ORGANIZATIONAL STRUCTURE**

### **Pre-Planning for the Self-Study**

*October 2013*

UMB began preparations for the self-study on October 22, 2013, when Roger Ward EdD, JD, MPA, formed the Self-Study Logistics Team (SSLT). The members of the SSLT include the following individuals:

Roger Ward	Vice President, Academic Affairs
Flavius Lilly	Assistant Vice President, Academic Affairs
Tricia O'Neill	Assistant Vice President, Compliance & Reporting
Gregory Spengler	Assistant Vice President, Institutional Research
Laura Kozak	Assistant Vice President, Communications
Karen Matthews	Director, Planning & Program Development
Jenny Owens	Associate Director, Assessment & Student Communication
Clancy Clawson	Coordinator, Writing Center
Robin Klein	Research & Assessment Librarian
Malinda Hughes	Program Manager, Academic Affairs

The SSLT was charged with the following roles and responsibilities:

- To prepare for the establishment of the Self-Study Steering Committee by organizing, archiving, and synthesizing relevant documents.
- To support the Self-Study Steering Committee by having in-depth knowledge of two Middle States publications that are invaluable guides to the process and expectations:
  - 1) *Characteristics of Excellence in Higher Education*; and
  - 2) *Self-Study: Creating a Useful Process and Report*.

- To support the Self-Study Steering Committee in the coordination of self-study activities.
- To support the Self-Study Steering Committee in campus communication and promotion of the accreditation process to the UMB community including a self-study website.
- To support the Self-Study Steering Committee in report drafting, editing, and organization.
- To prepare for Middle States evaluator visits by arranging lodging and meals, transportation for team members, clerical support, and meeting agendas.

#### *November 2013 – December 2013*

Shortly after the SSLT was charged, three members attended the Self-Study Institute held in Philadelphia on Nov.13-14, 2013. In addition, two members attended the Middle States Annual Conference from Dec. 8-10, 2013, in Philadelphia. Those members subsequently debriefed the rest of the SSLT on important topics covered during the Institute and conference. In particular, SSLT members agreed upon these key questions to consider early on in the process:

- What does UMB want to gain from the self-study process?
- How can UMB leverage robust historical strategic planning and professional accreditation to derive impactful self-study research questions?
- How can UMB use the self-study process to strengthen the institution over the long term?
- What design model is appropriate for UMB?

These key questions drove the early thinking and meeting agendas of the SSLT. Specifically, the SSLT considered which self-study design model made sense for UMB and undertook an exercise to map the tenets of various guiding documents to generate the themes and research questions. The intent of this work was to help the Steering Committee decide on an appropriate self-study design.

#### *January – February 2013*

On January 30, 2014, President Perman appointed members to the Middle States 2016 Accreditation Self-Study Steering Committee. He also appointed Dr. Natalie Eddington and Dr. Roger Ward as the co-chairs of the Steering Committee. In his letter of appointment to Steering Committee members, President Perman charged the Committee with the following items:

- Select the self-study design most appropriate for UMB. The themes in the design should align with our *Core Values* and the priorities in our *Strategic Plan*. This task should be completed no later than March 1, 2014.
- Design an inclusive and transparent self-study process that actively and deliberately seeks to engage members of the University community from every corner of campus.
- Produce a self-study report that demonstrates our compliance with the Middle States Commission on Higher Education accreditation standards and that provides forward-looking recommendations to move the institution further along its quest for excellence in

graduate and professional education, research, clinical activities, and service for the public good.

On February 12, 2014, the Steering Committee met for the first time. At this meeting, the co-chairs welcomed the Committee and introductions were offered by the members. President Perman was present and formally charged the Steering Committee with its work. Dr. Ward provided an orientation to Middle States accreditation and described the self-study process. Dean Eddington outlined the next steps including the formation of a small task force to choose a self-study design. This task force was also charged with finalizing self-study themes and nominating co-chairs for each working group.

On February 20, 2014, the Office of the President released the monthly *President's Message*. This message focused on informing the members of UMB's community about the Middle States accreditation process and the self-study that was about to commence.

On February 21, 2014, a task force of the Steering Committee met to determine a self-study design. The guiding documents alignment project undertaken by the SSLT was reviewed and discussed. It was decided that the most appropriate design for UMB is *The Comprehensive Report Reordering Standards to Reflect an Institution*.

On February 25, 2014, the Steering Committee reconvened. The Steering Committee was presented with a review of Middle States self-study design models. The task force presented the Steering Committee with a recommendation on a self-study design, proposed self-study themes, and proposed research questions. The Steering Committee adopted the *Comprehensive Report Reordering Standards to Reflect an Institution* as its self-study design model. The Steering Committee offered substantive input into the self-study themes and proposed research questions indicating that the task force should gather again to incorporate their feedback into the self-study design document. Steering Committee members also volunteered to serve as co-chairs of the reformulated self-study working groups.

On March 4, 2014, the task force met once again to synthesize the input of the Steering Committee. The task force adjusted the language of the four working group themes and added an additional theme focusing on community engagement. Additional research questions were drafted to reflect the working groups' themes and institutional interests.

### **Nature and Scope of the Self-Study**

UMB has chosen the self-study design *Comprehensive Report Reordering the Standards to Reflect an Institution*. UMB has a robust culture of planning and accreditation and the self-study design that was chosen emerged as one in which the university could focus more intensely on its strategic priorities. Each of UMB's professional schools is accredited by their own unique accrediting organizations (see Figure 1). Consequently, UMB is constantly examining its

practices and improving. The Middle States Self-Study affords the University another opportunity to integrate existing planning and accrediting processes.

**Figure 1. Summary of Accreditation Status and Timeline for UMB**



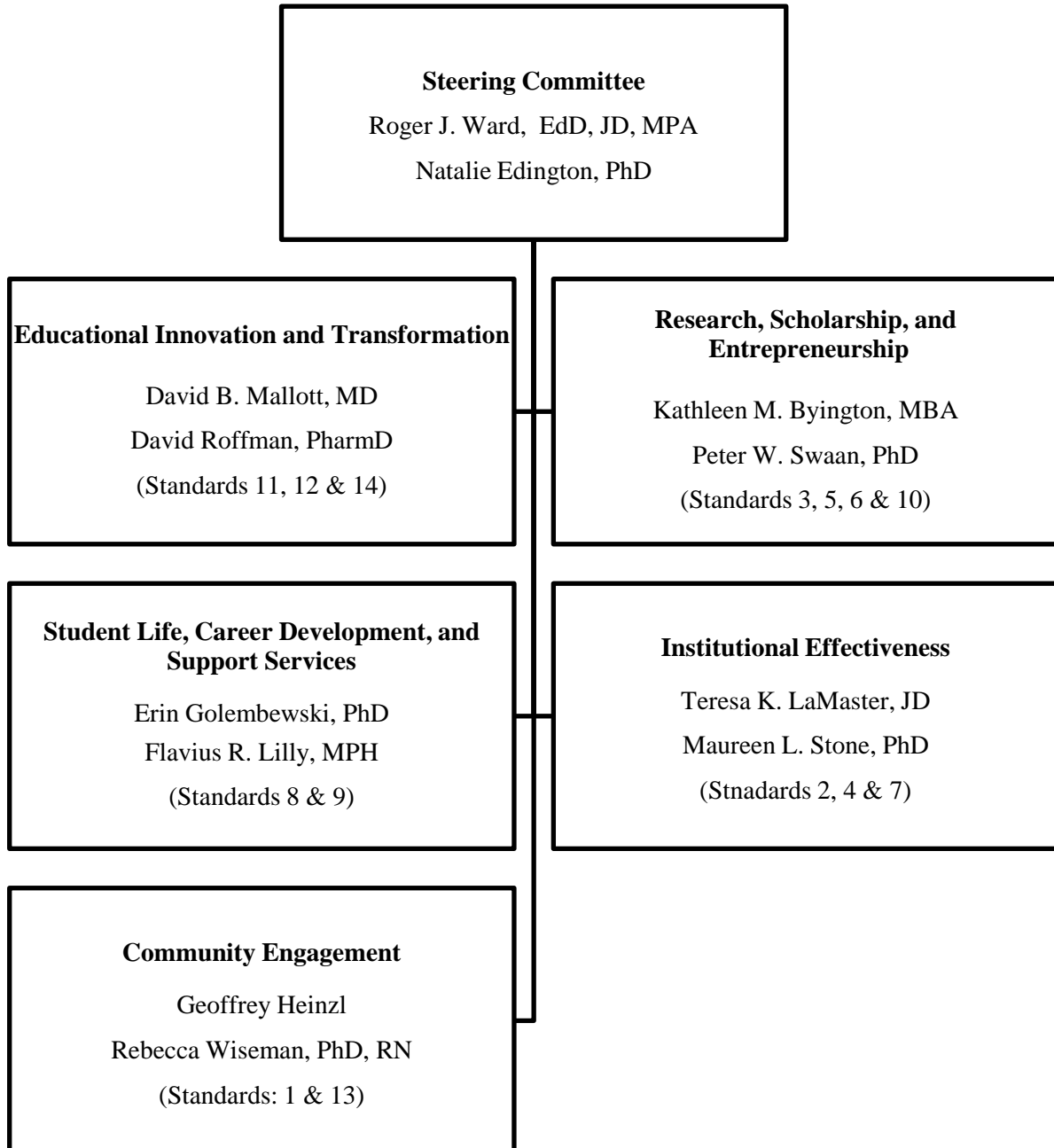
In addition to the ongoing self-reflective accreditation processes occurring in UMB’s schools, two other documents informed the self-study planning process: 1) The *University System of Maryland’s 2020 Plan* and 2) the *Maryland Higher Education Commission’s Plan for Post-Secondary Education*. These guiding documents, in conjunction with UMB’s recently completed strategic plan, allowed the University to develop five themes it wishes to examine as part of the Middle States Self-Study Process (see Appendix B). The five self-study themes include

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

## Organizational Structure of the Steering Committee and Working Groups

The following organizational chart (Figure 2) summarizes the composition and leadership of the Steering Committee and its five working groups.

**Figure 2. Summary of Steering Committee Leadership and Workgroups**



## **Steering Committee Membership**

### **Co-Chairs:**

Roger J. Ward, EdD, JD, MPA  
Chief Accountability Officer  
Vice President of Academic Affairs  
Vice Dean of the Graduate School

Natalie Eddington, PhD  
Dean, School of Pharmacy

### **Working Group Co-Chairs: Educational Innovation and Transformation**

David B. Mallott, MD  
Associate Dean, Office of Medical Education  
School of Medicine

David Roffman, PharmD, BCPS/Cardiology  
Professor, Department of Pharmacy Practice and Science  
School of Pharmacy

### **Working Group Co-Chairs: Research, Scholarship and Entrepreneurship**

Kathleen M. Byington, MBA  
Chief Administrative and Finance Officer and Vice President  
President, Maryland Global Initiatives Corporation (MGIC)

Peter W. Swaan, PhD  
Professor, Department of Pharmaceutical Sciences  
Director, Center for Nanomedicine and Cellular Delivery

### **Working Group Co-Chairs: Student Life, Career Development, & Support Services**

Erin Golembewski, PhD  
Senior Associate Dean, Graduate School

Flavius R. Lilly, MPH  
Assistant Vice President  
Academic and Student Affairs

### **Working Group Co-Chairs: Institutional Effectiveness**

Teresa K. LaMaster, JD  
Executive Director, MPowering the State  
Advisor, Institutional Effectiveness

Maureen L. Stone, PhD  
Professor, Department of Neural and Pain Sciences (NPS)  
Department of Orthodontics  
School of Dentistry

### **Working group Co-Chairs: Community Engagement**

Geoffrey Heinzl  
President, Graduate Student Association

Rebecca Wiseman, PhD, RN  
Assistant Dean  
School of Nursing  
Universities at Shady Grove

### **Remaining Steering Committee Members**

Toni Antalis, PhD  
Professor, Department of Physiology  
University of Maryland School of Medicine

Robert S. Beardsley, RPh, PhD  
Professor, Pharmaceutical Health Services Research  
School of Pharmacy

Crystal Edwards, JD, MA  
Assistant Dean for Academic Administration and Lecturer in Law  
Francis King Carey School of Law

Louise Michaux Gonzales, Esq.  
Chair, Committee on Education Policy and Student Life  
Office of the Board of Regents  
University System of Maryland

Michelle Harner, JD  
Professor of Law and Director, Business Law  
Program  
Francis King Carey School of Law

Dorothy A. Snow, MD, MPH  
Associate Dean for Veterans Affairs  
Veterans Affairs Medical Center  
School of Medicine

Jesse J. Harris, PhD  
Professor, School of Social Work

Spencer Todd  
President, University Student Government  
Association

Anthony F. Lehman, MD, MSPH  
Professor and Senior Associate Dean for  
Clinical Affairs  
School of Medicine

M.J. Tooley, MLS, AHIP, FMLA  
Associate Vice President, Academic Affairs  
Executive Director, Health Sciences/Human  
Services Library

Richard J. Manski, DDS, MBA, PhD  
Professor and Director, Health Services  
Research  
Department of Health Promotion and Policy  
School of Dentistry

Nina Trocky, DNP, RN  
Assistant Professor, Organizational Systems and  
Adult Health  
Faculty Senate President  
School of Nursing

Carol McKissick, MBA  
Administrative Program Director, Freezer  
Program  
School of Medicine

Carolyn F. Waltz, PhD, RN, FAAN  
Professor, Organizational Systems and Adult  
Health  
School of Nursing

Phil Robilotto, DO, MBA  
Assistant Vice President, Research and  
Development

See Appendix C for a listing of the steering committee by academic and operational unit.

## **WORKING GROUPS**

### **Working Group Themes and Research Questions**

The Steering Committee agreed on five themes for the Self-Study and elected to establish the working groups around these themes. The working groups have each been assigned specific questions to study, and each will be directed to study the questions in the context of specific Middle States standards. The working groups are as follows:

*Working Group #1 - Educational Innovation and Transformation (Standards 11, 12 & 14)*

#### Questions

- WG1-Q1. What, if any, are the benefits to UMB of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high-demand, and self-sustaining academic offerings?

- WG1-Q2. What actions could UMB undertake to promote interprofessional teaching and learning across the professions?
- WG1-Q3. How could UMB ensure that its academic programs remain affordable and accessible?

*Working Group #2 - Research, Scholarship, and Entrepreneurship (Standards 3, 5, 6 & 10)*

Questions

- WG2-Q1. What strategies could UMB adopt to diversify the sources of funding for biomedical and social sciences research?
- WG2-Q2. How could the University enhance its research environment to make the institution more competitive in securing additional grants and awards such as a Clinical and Translational Science Awards (CTSA)?
- WG2-Q3. How could UMB nurture, promote, and sustain an environment where innovation and entrepreneurship in teaching, research, and scholarship are recognized, rewarded, and encouraged?
- WG2-Q4. How could UMB continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?

*Working Group #3 - Student Life, Career Development, and Support Services (Standards 8 & 9)*

Questions

- WG3-Q1. How could UMB pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?
- WG3-Q2. What trends in the employment market or changes in competition may affect enrollment and training in UMB schools and programs?
- WG3-Q3. What is the outlook for the US and global biomedical research workforce, and what, if any, changes could UMB contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?
- WG3-Q4. In what ways could student support services change to support a more diverse student body and enhance career development services?

*Working Group #4 - Institutional Effectiveness (Standards 2, 4 & 7)*

Questions



- WG4-Q1. How could UMB design and operationalize an institutional decision-making framework that promotes the University's *Core Values* and positions the institution to realize its strategic objectives?
- WG4-Q2. What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?
- WG4-Q3. How could UMB capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?

*Working Group #5 - Community Engagement (Standards 1 & 13)*

Questions

- WG5-Q1. How could UMB leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?
- WG5-Q2. How could UMB create learning opportunities for students that foster community involvement and service?
- WG5-Q3. How could UMB bring about better coordination of our community initiatives to maximize community impact and to extend our outreach efforts?

**Working Groups Charges**

Each of the five Working Groups has been charged with the following tasks:

1. Become knowledgeable about the Middle States standards for accreditation, known as the *Characteristics of Excellence*, with particular emphasis on the standards covered by the working group.
2. Study the research questions outlined in the *Self-Study Design* and prepare responses that are supported by credible and reliable data and information.
3. Using the style guidelines outlined in this *Self-Study Design* document, draft a chapter for the self-study report that presents the working group's findings regarding the research questions and that demonstrates the degree to which UMB is in compliance with the assigned Middle States standards.
4. Based on the working group's findings, draft five to ten specific and attainable recommendations that can be adopted to advance the mission of the University and strengthen its compliance with specific standards.

5. Produce and catalog the supporting documentation and evidence used to (a) inform the working group's findings and recommendations relevant to the research questions and (b) support its determination that UMB is in compliance with the assigned Middle States Standards.
6. Submit its work product to the co-chairs by the deadline established by the Steering Committee.

### **Working Group Report Template**

The Steering Committee is responsible for the self-study report, and each work group is responsible for a portion of the self-study document. The product of each work group's efforts will be summarized in one of five chapters of the final report to Middle States. In fact, the majority of the final self-study report will be comprised of working group reports. In addition to editorial standards, working groups have been directed to conform to formatting standards to provide consistency in the structure of each chapter. A concise, content-rich report that is no more than twenty-five single-spaced pages in length is the goal for each working group. Each working group has been asked to assign one person as the primary writer of the draft chapter and to include the following:

#### *Introduction*

- Overview of the work group's self-study theme.
- Brief description of the research questions being examined.
- Background important to contextualize the theme and each research question.
- Overview of the Middle States standards being evaluated in alignment with the *Characteristics of Excellence*.

#### *Methods*

- Approach used to carry out the study and answer the research questions.
- Enumeration of documents and evidence supporting compliance with Middle States standards.

#### *Findings*

- Summary of the overall findings for each research question including analyses.
- Presentation of evidence demonstrating that UMB meets relevant standards.
- Key evidence that supports institutional strengths and how they may be leveraged toward greater excellence.
- Key evidence that indicates improvement opportunities and areas of challenge.

#### *Recommendations*

- Five to ten major recommendations resulting from findings, which require long-term attention and integration into UMB's strategic planning.

## *Conclusion*

- Implications of the study on UMB’s long-term improvement.
- Implications of the study on UMB’s compliance with the *Characteristics of Excellence*.

## **ORGANIZATION OF THE SELF-STUDY REPORT**

### **Self-Study Outline**

The work of each of the five working groups will be merged into UMB’s Self-Study Report. This report will integrate the questions, methodologies, data reviewed, findings, and recommendations of each working group. Additional sections of the report will provide an executive summary, an overview of the self-study process, and the conclusions/summary of all recommendations of the self-study.

Directives for report development are minimal so that all working groups can use their autonomous judgment in the development of their self-study activities. Simultaneously, the final report needs to be a concise, understandable document for a variety of audiences, including the internal constituencies. To assure a level of consistency in the reports from the working groups, each working group report must adhere to the following minimum standards for the preparation of reports: concise writing style, emphasis on analysis, conclusions and recommendations based on evidence, and minimal repetition.

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

- I. Executive Summary
- II. Overview of UMB’s Self-Study Process
- III. Institutional Profile
- IV. Chapter 1 – Educational Innovation and Transformation  
(Standards 11, 12 & 14)
  - i. Introduction
  - ii. Methods
  - iii. Findings
  - iv. Recommendations
  - v. Conclusion
- V. Chapter 2 – Research, Scholarship and Entrepreneurship  
(Standards 3, 5, 6 & 10)
  - i. Introduction
  - ii. Methods

- iii. Findings
  - iv. Recommendations
  - v. Conclusion
- VI. Chapter 3 – Student Life, Career Development, and Support Services  
(Standards 8 & 9)
- i. Introduction
  - ii. Methods
  - iii. Findings
  - iv. Recommendations
  - v. Conclusion
- VII. Chapter 4 – Institutional Effectiveness  
(Standards 2, 4 & 7)
- i. Introduction
  - ii. Methods
  - iii. Findings
  - iv. Recommendations
  - v. Conclusion
- VIII. Chapter 5 – Community Engagement  
(Standards 1 & 13)
- i. Introduction
  - ii. Methods
  - iii. Findings
  - iv. Recommendations
  - v. Conclusion
- IX. Conclusion
- X. Index of Recommendations

### **Editorial Style and Format for All Reports**

All reports and documents produced for the self-study will conform to the editorial guidelines described below.

Please follow these guidelines when preparing narrative for the self-study report. Consistency in submissions will avoid confusion, speed up the process, and allow the authors to integrate your narrative into the report more easily. Additional detail on UMB style may be found at <http://www.oea.umaryland.edu/communications/pubs/styleguide.html>.

#### *General Style*

When drafting your reports and documents, keep the following style guidelines in mind:

- Write in the third person.

No: *We need* to assess how this initiative impacts students.

Yes: *The University needs* to assess how this initiative impacts students.

- Use precise verbs.  
No: An increase of speed to 50 km/h *was seen to occur*.  
Yes: Speed *increased* to 50 km/h
- Use active and passive voice appropriately, but favor the active. Reserve the passive voice for emphasizing that something is receiving an action or for situations where the agent is unimportant.
- Avoid nominalizations—nouns created from other parts of speech. Place action in verbs instead.  
No: Our *assessment* of the damage lead to the *conclusion* that there was a *failure* in the structure  
Yes: The group *assessed* the damage and *concluded* that the structure *failed*.

### *Abbreviations*

- On first reference, use University of Maryland, Baltimore (UMB). Thereafter use UMB.
- University System of Maryland is abbreviated as USM.
- Spell out the names of days.
- Months are spelled out when by themselves. Abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec. when used in dates. (e.g. Nov. 16.)
- Spell out state names, unless in a tabular format to save space.
- When abbreviating an academic degree, do not insert a period after each letter with no space in between: MS in Nursing, PhD. President Jay A. Perman, MD.

### *Academic Degrees*

- Do not capitalize degrees when referring to them generally. Be sure to include the possessive apostrophe.  
bachelor's in chemistry  
master's in nursing
- Capitalize the formal names of specific degrees. Do not include apostrophes.  
Master of Science in Nursing

### *Commas*

- Separate items in a series by commas. Use a comma before the final “and” in a series.
- Use a semicolon to separate the elements in a series only if the elements contain commas.  
He has a son, John Smith; a daughter, Jane Smith; and one sister, Lucy Jones.
- Do not use a comma between the month and the year, unless you use the day. Use a comma after the year when the date comes within a sentence.  
We completed the report in October 2005.  
We completed the report on Oct. 30, 2005.

### *Documentation*

The Self-Study Design lists sources of UMB information relevant to the self-study. Put all UMB tables and charts in an appendix to your report and number each one. Be sure that at least one copy of any UMB document that is referenced in your report but not already listed in the Self-Study Design is available for review by the MSCHE evaluation team.

### *Font style and size*

- Times New Roman, 12 point

### *Headings*

- Font and size: Times New Roman, 12 point (same as the text)
- First heading: All caps, bold, left justified
- Second heading: Initial caps, bold, left justified
- Third heading: Initial caps, italics, left justified
- Do not indent headings, or use numbers, letters or Roman numerals.

### *Indentation*

- Do not indent the beginning of paragraphs.
- Minimize the use of bullets and numbering. When presenting information in bullet or number form, use the small circle for the bullet, put the bullet or number at the margin, then indent one-fourth inch to text (as shown throughout this Style Guide).

### *Length*

Work group reports should be no longer than 25 pages, single-spaced, exclusive of tables and charts.

### *Margins*

- Use 1 inch margins on all sides.
- Left justify paragraph text.

### *Method of submission*

Submit the reports (including tables and charts) electronically (e.g. on a flash drive or in an email attachment). All text, charts, graphs, tables, etc. included in the report should be included in the electronic file.

### *Numbers*

- Spell out numbers at the beginning of a sentence.
- Spell out numbers under 10; use figures for 10 or greater.
- Use the word “percent” instead of the symbol, unless in a chart or other statistical format.
- Do not use -nd, -rd, -st, or -th with dates.

Commencement is on May 16.

- Use a dollar sign and numbers. Do not use a decimal and two zeros.  
No: \$100.00  
Yes: \$100
- Spell out millions and billions. Do not use zeros. Round to the nearest 100,000.  
\$137.1 million

### *Quotation Marks*

- Put the titles of brochures, pamphlets, chapters, articles, lectures, and grants in quotation marks. Do not underline.
- Put the titles of movies, books, newspapers, journals, magazines, music, exhibits, and plays in italics. Do not underline.
- Place commas within quotation marks. Dashes, semicolons, question marks, and exclamation points go inside the quotation marks if they apply to the quoted matter, outside if they apply to the whole sentence. Place periods inside quotation marks at the ends of sentences.

### *References*

- Include all data, charts and tables cited in your report in an appendix. Number each chart or table (e.g., A-1, A-2). Use an in-text citation that refers to the numbered chart or table in the appendix:  
In 2001, the graduate rate at UMB increased to 93 percent (see Table A-23).
- Use footnotes on the same page as the reference to cite sources that are not in an appendix, including reports, articles, books, etc. Number footnotes consecutively throughout the report.

### *Spacing*

- Single space between lines.
- Single space between sentences.
- Double space between paragraphs and sections.
- Only use one space between a colon and the next word.

### *Spelling and Capitalization*

- Spell-check all text before submitting.
- Use the full and correct names of campus departments, offices, awards, research centers, University buildings, class titles, and courses and degrees.
- Capitalize names and include uppercase abbreviations with no periods in parentheses. On second reference, use the abbreviations.
- Capitalize the names of nationalities, peoples, races, tribes, etc.
- Capitalize references to UMB as an institution:  
The University needs additional funding.
- Capitalize significant University events:  
Commencement

- Lowercase seasons:  
spring, summer, fall, winter
- Lowercase references to semesters:  
fall semester
- Lowercase “state” unless part of a proper name:  
state of Maryland  
state funds  
Maryland State Police
- Lowercase “federal” unless part of a proper name:  
federal government  
federal research award  
Federal Reserve Board

*Titles and Honorifics*

- Capitalize titles only when they directly precede an individual’s name.  
University President Jay A. Perman, MD
- Do not capitalize titles that follow an individual’s name.  
Jay A. Perman, MD, president of the University of Maryland

*Word Processing*

Submit the work group reports in Microsoft Word 2010 or newer.

**TIMETABLE FOR THE SELF-STUDY AND EVALUATION**

<b>Self-Study Timetable Approximate Dates for a Spring 2016 Visit</b>
<p><b>Summer 2013</b></p> <ul style="list-style-type: none"> <li>• The Accreditation Liaison Officer (ALO) receives invitation to attend the MSCHE Self-Study Institute.</li> </ul>
<p><b>Fall 2013</b></p> <ul style="list-style-type: none"> <li>• ALO forms the Self-Study Logistics Team (SSLT).</li> <li>• Members of the SSLT attend Self-Study Institute held to orient institutions beginning self-study, and MSCHE’s Annual Conference.</li> <li>• Steering Committee Chair(s) chosen by president and nominations for steering committee made.</li> <li>• Visit for MSCHE liaison scheduled.</li> <li>• Board of Regent designee to Steering Committee named.</li> </ul>
<p><b>Spring 2014</b></p> <ul style="list-style-type: none"> <li>• Steering Committee named and charged.</li> </ul>



- Steering Committee chooses its self-study design model.
- Working groups established.
- Self-study information and communication campaign launched.
- Draft self-study design finalized and submitted to MSCHE.
- University hosts visit of MSCHE liaison.
- Self-study design finalized and accepted by MSCHE
- Steering Committee and Working Group volunteers participate in self-study retreat.
- Working groups begin study of research questions. Working group report due April 1, 2015.

#### **Summer 2014**

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

#### **Fall 2014**

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

#### **Spring 2015**

- Working groups submit draft reports to readers for review (due March 1, 2015).
- Working groups submit final reports (due April 1, 2015).
- MSCHE selects and notifies UMB of the evaluation team chair.
- University approves the selection of the evaluation team chair.
- University and team chair select dates for team visit and for the chair's preliminary visit.
- University sends a copy of the self-study design to the team chair.

#### **Summer 2015**

- Steering Committee produces first draft of self-study report.
- MSCHE selects evaluation team members.
- University approves the selection of evaluation team members.

#### **Fall 2015**

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

**Spring 2016**

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

**Summer to Fall 2016**

- MSCHE Committee on Evaluation meets to take action on University's self-study report.

**PROFILE OF THE VISITING TEAM**

As Maryland's public health, law, and human services university, UMB would benefit from working with a team experienced in working with schools that have an overwhelming majority of graduate and professional students.

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

The following institutions from within the Middle States region share some characteristics with UMB: Rutgers University, Columbia University, University of Pennsylvania, and Thomas Jefferson University. In addition, the University of Pittsburgh Schools of the Health Sciences, including Medicine, Dental, Nursing, Pharmacy, and Public Health, are all highly ranked and regarded in their respective fields. The University of Pittsburgh also has schools of Law and Social Work, and the University of Pittsburgh Medical Center is consistently honored as one of America's top hospitals. Other comparable institutions include Georgetown University, Carnegie Mellon University, Temple University, Syracuse University, Stony Brook University, and New York University.

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

## INVENTORY OF SUPPORT DOCUMENTS

The following documents will be assembled and will inform the findings of the working groups' reports, and they will also be used to demonstrate the University's compliance with the Middle States standards.

<b>Documents That Apply to More Than One Standard</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
The institution's published catalog or bulletin	Dean's Office in each School
Institutional data submitted to the federal government in IPEDS reports	Office of Institutional Research
The president's or the institution's annual report	Office of the President
Reports to state and other governmental educational agencies	Office of Institutional Research
Reports to specialized accrediting organizations	Dean's Office in each School
Benchmark reports compiled by institutional offices (institutional research, finance, etc.)	Office of Institutional Research
Statistical data in an institutional "fact book" and specialized reports by the institutional research office	Office of Institutional Research
An institutional strategic plan	Office of the Chief Operating Officer
An institutional assessment plan	Office of Institutional Research
Retention studies	Office of Institutional Research
Surveys of students, employees, and alumni	Dean's Office in each School, Human Resource Services, Office of Development and Alumni Relations, Office of Academic Affairs
Relevant budget information	Office of Administration and Finance
Minutes of relevant and important meetings	Office of Communications and Public Affairs
Reports on and supporting materials from relevant workshops, conferences, and orientation/training sessions	Dean's Office in each School
Handbooks/manuals for faculty, staff, students, and institutional committees	Dean's Office in each School, Human Resource Services, Office of Academic Affairs, Office of Development and Alumni Relations
Institutional reports to Middle States: Institutional Profiles, a previous Periodic Review Report, a previous Self-Study Report, and any follow-up reports or substantive change proposals	Office of Academic Affairs

Collective bargaining agreements, as background information	Human Resource Services
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<b>Documents That Apply to Standard 1: Mission and Goals</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Statements of the institution's mission and goals in the catalog and other public documents	Office of Communications and Public Affairs
An institution's strategic plan	Office of the Chief Operating Officer
Unit annual reports	Office of the President
Unit strategic plans	Offices of: The President, Academic Affairs, Administration and Finance, Communications and Public Affairs, Development and Alumni Relations, Research and Development, University Counsel, Center for Information and Technology Services, Dean's Office in each School

<b>Documents That Apply to Standard 2: Planning, Resource Allocation, and Institutional Renewal</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Strategic and capital goals and plans for the institution and its operational units	Office of Administration and Finance
Current and projected budgets for the institution and its units	Office of Administration and Finance
Faculty staffing plans	Dean's Office in each School
Information technology plan(s)	Center for Information and Technology Services
Institutional and unit-level development and fund-raising plans	Office of Development and Alumni Relations, Development Office at each School
Capital facilities master plan	Office of Administration and Finance
Library and information resources plan	Health Sciences and Human Services Library, Thurgood Marshall Law Library
Policies and procedures for adding or closing academic programs	Office of Academic Affairs

<b>Documents That Apply to Standard 3: Institutional Resources</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Audited financial statements for the two previous years	Office of Administration and Finance
Budget projections and related documents	Office of Administration and Finance, Dean's Office in each School
Facilities, land use, and other master plans	Office of Administration and Finance
Faculty staffing plans	Dean's Office in each School
An institution's strategic plan	Office of the President
Institutional and unit-level development and fund-raising plans	Office of Development and Alumni Relations, Development Office at each School

<b>Documents That Apply to Standard 4: Leadership and Governance</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Governing documents, including charter and bylaws	Office of University Counsel
List of board members, with job titles	University System of Maryland Board of Regents
Orientation materials and/or handbook for governing board members	University System of Maryland Board of Regents
Conflict of interest policies for the governing board and employees	University System of Maryland Board of Regents
Governing board minutes	University System of Maryland Board of Regents
Job description and qualifications of the president	Office of the President
Written policies outlining governance responsibilities of administration and faculty	Office of Academic Affairs
Student government constitution and bylaws	Dean's Office in each School, Office of Academic Affairs

<b>Documents That Apply to Standard 5: Administration</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Organization chart of senior administration	Office of the President
Handbooks/manuals for faculty, staff, and institutional committees	Human Resource Services, Office of Academic Affairs, Dean's Office in each School
Job descriptions and qualifications for administrators	Human Resource Services
Orientation materials and handbooks for employees	Human Resource Services

<b>Documents That Apply to Standard 6: Integrity</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Descriptions in the catalog and other public documents of student grievance procedures, student disciplinary procedures, student honors system, fair employee hiring and review practices, and other policies and practices identified in Standard 6, including the provision of information about MSCHE	Dean's Office in each School, Office of Academic Affairs, Human Resource Services
Policies and guidelines regarding plagiarism and use of copyrighted materials	Office of Academic Affairs, Dean's Office in each School
Conflict of interest and research ethics policies	Office of Academic Affairs
Policies regarding academic freedom	Office of Academic Affairs
Policies regarding intellectual property rights	Office of Academic Affairs
Institutional review board policies and procedures	Office of Academic Affairs
Institutional ethics board policies and procedures	Office of Academic Affairs
Affirmative action policies and handbooks	Human Resource Services

<b>Documents That Apply to Standard 7: Institutional Assessment</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Written assessment plan and process descriptions that meet the requirements of Standard 7 and identify the linkage to strategic planning	Office of Institutional Research
Institutional and unit strategic plans reflecting use of assessment results	Office of Institutional Research
Institutional "report cards"	Office of Institutional Research
Results from surveys including internal surveys of students, staff, faculty, alumni, and external surveys	Office of Institutional Research, Office of Development and Alumni Relations, Dean's Office in each School, Office of Academic Affairs

<b>Documents That Apply to Standard 8: Student Admissions and Retention</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Statements in the catalog and elsewhere of admissions criteria and policies	Dean's Office in each School
Information and application packets for student	Dean's Office in each School

Information supplied to applicants regarding academic programs (including required placement or diagnostic testing); student learning outcomes; financial aid, scholarships, grants, loans and refunds; transfer credit and credit for extra-institutional college-level learning (which also meet the requirements for Standard 11)	Dean's Office in each School
Retention and graduation statistics and studies	Office of Institutional Research
Enrollment management strategic plans	Dean's Office in each School
Relevant results of internal surveys of students and alumni, and external surveys	Dean's Office in each School, Office of Academic Affairs

<b>Documents That Apply to Standard 9: Student Support Services</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Student handbooks	Office of Academic Affairs, Dean's Office in each School
Policies and procedures for student grievances, with description of how information is disseminated to students	Office of Academic Affairs
Reports and plans from student service offices (health, housing, dining, counseling, career services, safety and security, disabled students, social/cultural activities, and community service)	Office of Academic Affairs, Student Health
The policy for maintaining student records and a published policy on the release of student information	Office of Academic Affairs
Relevant results of internal surveys of students and alumni, and external surveys	Office of Academic Affairs

<b>Documents That Apply to Standard 10: Faculty</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
List of full- and part-time faculty with credentials	Dean's Office in each School
Faculty handbook	Office of Academic Affairs, Dean's Office at each School
Faculty senate and/or council structure, constitution, and bylaws	President of the Faculty Senate
Faculty staffing plan	Dean's Office at each School
Faculty manual or comparable documents describing procedures, policies, and criteria for hiring and reviewing full- and part-time faculty, and for promotion, tenure, grievance, discipline, and dismissal	Academic Affairs Office in each School
Policy on academic freedom	Office of the President
Materials from new faculty orientation	Academic Affairs Office in each School
Reports on and plans for faculty development	Academic Affairs Office in each

	School
Policies for orientation, integration, and professional development of part-time faculty	Academic Affairs Office in each School
Summary of results of student course and teaching evaluations	Dean's Office in each School
Relevant results of internal surveys of faculty	Dean's Office in each School
Ratios of students to full- and part-time faculty	Dean's Office in each School
Description of shared governance	Dean's Office in each School

<b>Documents That Apply to Standard 11: Educational Offerings</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Catalog describing courses and programs and degree requirements	Admissions Office in each School
Representative examples of course syllabi and program descriptions that incorporate expected learning outcomes	Dean's Office in each School
Course and program development guidelines and procedures	Dean's Office in each School
Curriculum audits	Dean's Office in each School
Curriculum committee reports	Dean's Office in each School
Summary results of student course and teaching evaluations	Dean's Office in each School
Summary results of relevant student surveys	Office of Institutional Research, Dean's Office in each School
Internal and external reviews of academic programs	Dean's Office in each School
Reports to state and other governmental and regulatory agencies	Office of Academic Affairs, Office of Institutional Research, Dean's Office in each School
Reports to specialized accrediting organizations	Dean's Office in each School
Library and information services reports and plans	Health Sciences and Human Services Library, Thurgood Marshall Law Library
Statements of transfer credit policies in the institutional catalog and elsewhere	Office of Academic Affairs
Representative samples of transfer articulation agreements	Dean's Office in each School
Evidence of appropriate licensure	Dean's Office in each School

<b>Documents That Apply to Standard 12: Educational Offerings (TBD)</b>
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<b>Documents That Apply to Standard 13: Related Educational Activities</b>	
<b>Support Document Name</b>	<b>Office Responsible</b>
Documents pertinent to the institution's specific activities, such as curriculum plans and evaluations; assessment results for basic skills, certificate, experiential learning, and distance learning programs; data and plans for branch campuses and additional locations; and contracts with affiliated providers.	Office of Institutional Research, Dean's Office in each School

**Documents That Apply to Standard 14: Assessment of Student Learning**

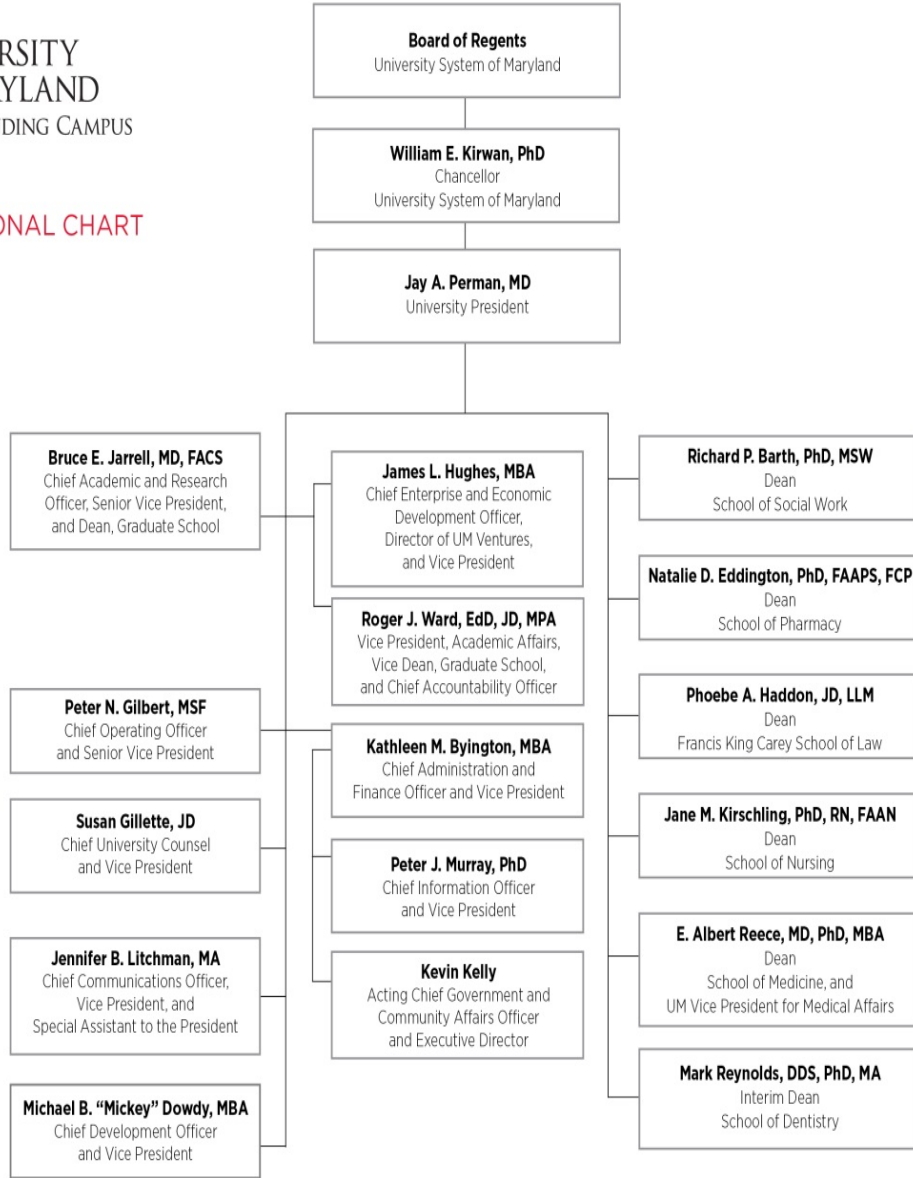
<b>Support Document Name</b>	<b>Office Responsible</b>
Institutional plan(s) for assessment of student learning	Dean's Office in each School
Institutional and/or unit-level policies and guidelines for assessing student learning	Dean's Office in each School
Institutional and/or unit-level policies and practices for recognizing and rewarding efforts to assess student learning	Dean's Office in each School
Statements of expected learning outcomes for the institutional and program levels	Dean's Office in each School
Samples of syllabi from a broad cross-section of programs and courses, showing course-level expected learning outcomes	Dean's Office in each School
Evidence of faculty training in assessment	Dean's Office in each School
Samples of assessment tools in place (e.g., rubrics, surveys, portfolios, or capstone courses) from a broad cross-section of programs and courses	Dean's Office in each School
A cross-section of examples of the use of assessment results to improve teaching and learning	Dean's Office in each School
Relevant results from student course and teaching evaluations	Dean's Office in each School

# Appendix A

## University Organizational Chart



### ORGANIZATIONAL CHART



Appendix B

Alignment of Self-Study Themes with UMB’s Guiding Documents



## Appendix C

### Steering Committee Membership Organized by Unit

<b>UMB Administration</b>	<ul style="list-style-type: none"> <li>• Roger J. Ward   Vice President, Academic Affairs</li> <li>• Kathleen M. Byington   Chief Administrative and Finance Officer</li> <li>• Flavius R. Lilly   Assistant Vice President, Academic and Student Affairs</li> <li>• Teresa K. LaMaster   Executive Director, MPowering the State, and Advisor, Institutional Effectiveness</li> <li>• M. J. Tooley   Associate Vice President, Executive Director, HSHSL Library</li> <li>• Phil Robilotto   Assistant Vice President, Research &amp; Development</li> </ul>
<b>UM Governance</b>	<ul style="list-style-type: none"> <li>• Louise Michaux Gonzales   Chair, Committee on Education Policy and Student Life, USM Board of Regents</li> </ul>
<b>School of Pharmacy</b>	<ul style="list-style-type: none"> <li>• Natalie Eddington   Dean</li> <li>• David Roffman   Professor, Pharmacy Practice and Science</li> <li>• Peter Swaan   Professor, Pharmaceutical Sciences, and Director, Center for Nanomedicine and Cellular Delivery</li> <li>• Robert S. Beardsley   Professor, Pharmaceutical Health Services Research</li> </ul>
<b>School of Medicine</b>	<ul style="list-style-type: none"> <li>• David B. Mallott   Associate Dean, Office of Medical Education</li> <li>• Toni Antalis   Professor, Physiology</li> <li>• Carol McKissick   Administrative Program Director</li> <li>• Dorothy A. Snow   Associate Dean, Veterans Affairs</li> <li>• Anthony F. Lehman   Professor and Senior Associate Dean, Clinical Affairs</li> </ul>
<b>Graduate School</b>	<ul style="list-style-type: none"> <li>• Erin Golembewski   Senior Associate Dean</li> </ul>
<b>Dental School</b>	<ul style="list-style-type: none"> <li>• Maureen L. Stone   Professor, Neural and Pain Sciences</li> <li>• Richard J. Manski   Professor and Director, Health Services Research</li> </ul>
<b>School of Nursing</b>	<ul style="list-style-type: none"> <li>• Rebecca Wiseman   Assistant Dean, Universities at Shady Grove</li> <li>• Nina Trocky   Assistant Professor, Organizational Systems and Adult Health, and Faculty Senate President</li> <li>• Carolyn F. Waltz   Professor, Organizational Systems</li> </ul>
<b>School of Social Work</b>	<ul style="list-style-type: none"> <li>• Jesse J. Harris   Professor and former dean</li> </ul>
<b>School of Law</b>	<ul style="list-style-type: none"> <li>• Michelle Harner   Professor and Director, Business Law Program</li> <li>• Crystal Edwards   Assistant Dean, Academic Administration, and Lecturer, Law</li> </ul>
<b>UMB Students</b>	<ul style="list-style-type: none"> <li>• Geoffrey Heinzl   President, Graduate Student Association</li> <li>• Spencer Todd   President, University Student Government Association</li> </ul>