

# CHAPTER 7 INSTITUTIONAL APPRAISAL

**THEME 1 – EDUCATIONAL INNOVATION AND TRANSFORMATION**

**THEME 2 – RESEARCH, SCHOLARSHIP, AND ENTREPRENEURSHIP**

**THEME 3 – STUDENT LIFE, CAREER DEVELOPMENT, AND SUPPORT SERVICES**

**THEME 4 – INSTITUTIONAL EFFECTIVENESS**

**THEME 5 – COMMUNITY ENGAGEMENT**

## THEME 1: EDUCATIONAL INNOVATION AND TRANSFORMATION

149

### RESEARCH QUESTION 1

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

### FINDINGS

Instructional technology will continue to be an evolving field within the world of education at-large and within the schools at UMB in particular. The current platforms within the schools have shown tremendous growth, though major commitments to coordination and planning will be a key going forward.

#### **The Need for Increased Coordination**

To create a more collaborative environment on campus, instructional technology (IT) will need to become more coordinated. Currently, differences in hardware and software make coordination difficult, and the University will need to selectively standardize these IT elements in order to maximize collaboration. With the plethora of hardware and software in the marketplace (desktops, laptops, tablets, smartphones, etc.), careful coordination and selective standardization across the University will be needed to maximize collaboration. The goal is to leverage the educational resources within UMB as well as across the University System of Maryland (USM) as a whole so that students, faculty, and administrators all benefit.

The UMB Middle States Self-Study Survey responses support the need for improvements in the relationship among University IT resources and IT resources of the individual schools. Coordination requires addressing the universal tension between centralized and decentralized models of IT management. This balance of competing interests will require careful management and oversight.

#### **Innovation is the Result of Coordination**

Increasing IT coordination will help University faculty access and use innovative instructional technologies. However, faculty also need training to use these technologies to their fullest. To this end, faculty development (including sufficient release time from other activities) must continue at both the school and University levels. Enhancing faculty development activities with regard to instructional design and implementation at the University level would allow UMB to maximize current resources and allow faculty members from each school to share best practices. At present, some schools are experimenting with the flipped classroom model of instruction, where students' in-class time is devoted to exercises and projects instead of lecture. This format makes availability of instructional technology critical. Other schools mount virtually all of their curricular materials online. Distance learning, especially as exemplified by the Universities at Shady Grove (USG) campus, demonstrates the need for synchronous instructional technologies in which students and instructors can interact in real time. Audience response is used in several schools, and the Center for Interprofessional Education (described below) already has begun to lay the groundwork for virtual IPE across schools.

### RESEARCH QUESTION 2

*What actions could the University undertake to promote interprofessional teaching and learning across the professions?*

### FINDINGS

UMB presents a wealth of opportunities for interprofessional education (IPE). With an IPE needs assessment, the University should be poised to create a road map for the Center for Interprofessional Education. The likelihood of success of this endeavor is supported by the fact that resources already have been allocated by the president and the strategic plan.

### **The Center for Interprofessional Education**

The [Center for IPE](#) is led by the dean of the School of Nursing as director and two co-directors, each from different schools across campus. During the past two years, the center has launched many initiatives, including an IPE website, grant support for faculty seed and development grants, financial support for team training programs (e.g., IPEC Institute and Team STEPPS), and an annual IPE Day. Yet, there is still more to be done. The plan for the center is that it will serve as a repository for IPE offerings across campus and as a location where all students, faculty, and staff can go to find existing and planned IPE opportunities and resources.

### **IPE Needs Assessment**

In order to guide activities listed above, UMB must be properly equipped with information about the current climate of IPE at a University as well as at the national and international level. Conducting a needs assessment across the University would guide development of new IPE activities. Additionally, knowledge about IPE curricula and initiatives at other leading IPE institutions across the country could help shape IPE experiences at UMB.

There are three main categories of IPE experiences:

1. introductory experiences, including early exposure to different disciplines and learning about discipline specific roles and responsibilities
2. simulation “practice” experiences, including case-based team activities to use of high-fidelity simulation and standardized patients (SPs) to simulate a safe environment to practice team-based care
3. clinical experiences, including seeing patients in a team-based collaborative setting

UMB already has opportunities for students in each of these areas, but not enough to meet the needs of the entire UMB student body. The needs assessment would identify successful existing IPE

opportunities and use them as a source of best practices for replication across campus.

### **Innovative IPE Offerings**

Once existing IPE opportunities are maximized, the exploration and creation of new IPE collaborative opportunities should occur. A review of elective coursework at the University during the development of the strategic plan revealed overlap in areas including geriatrics, pediatrics, oncology, and leadership. Bringing faculty together from different schools that teach similar class content could be a means to create new IPE offerings with relative ease.

Another way to afford students and faculty with more opportunities to engage in IPE activities is to leverage innovative technologies to bring students and faculty together and foster collaboration. Space constraints can limit the number of students who can participate in IPE activities. Online IPE learning tools, applications, and technologies should be explored to maximize IPE opportunities at UMB, regardless of their school or campus, and they will need to be supported by robust IT resources.

In 2009, six national educational associations of schools of the health professions formed the Interprofessional Education Collaborative (IPEC). In 2011, IPEC developed Core Competencies for Interprofessional Collaborative Practice surrounding the following IPE domains: values/ethics for interprofessional practice; roles/responsibilities; interprofessional communication; and teams and teamwork. As existing IPE opportunities are expanded and new experiences created and implemented at UMB, each IPE opportunity should be mapped to the IPEC Core Competencies for Interprofessional Collaborative Practice as well as UMB student learning outcomes. Once IPE opportunities are mapped, IPE graduation requirements can be defined based on completion of identified IPEC Core Competencies.

### **Expanded Collaboration**

For UMB faculty to be equipped to develop, implement, and lead IPE opportunities for students, robust and ongoing faculty development programs must be available. UMB, through the [Center for IPE](#), should offer regular (e.g., every semester) IPE faculty development workshops at varying levels of IPE expertise. Further, an IPE Focused Interest Group could be created as a means for faculty interested in IPE to network and collaborate.

Finally, to augment the potential for IPE opportunities, UMB should foster collaboration with other USM institutions and community partners. Many USM institutions have health-related programs that could significantly enhance IPE opportunities for UMB students. Community partnerships also could bring opportunities for IPE internships and experiential rotations, affording students additional opportunities to refine their IPE knowledge and skills.

### **RESEARCH QUESTION 3**

*How could the University ensure that its academic programs remain affordable and accessible?*

### **FINDINGS**

While the constituent schools of UMB remain affordable, the combination of current state spending trends and prior necessary tuition increases requires acknowledgment that future affordability may be in jeopardy.

### **Affordability**

Questions of affordability must consider a range of variables. Obvious costs include tuition and fees, room and board, and textbooks and supplies. But given the increasing number of non-traditional students on campus, costs also can take the form of lost wages: hours spent learning are also hours not spent earning. While

affordability is usually determined by comparing these costs against expected family contributions (EFC) and potential financial aid, this calculation often fails to take into account future earnings. The ability to borrow today is not the same as the ability to repay tomorrow. Additionally, calculating based on EFC fails to recognize the socioeconomic reality of many Marylanders. As a public institution, the University believes that its programs should remain accessible and should reflect the demographics of the state of Maryland.

Recent research suggests that debt also impacts career choice. Students with higher debt are more likely to seek jobs with higher initial wages, and often these jobs fall outside of the categories of public interest and primary care. In fact, one study has suggested that graduates pursuing primary care with higher than median debt levels would need to consider strategies to support repayment outside of earned salary. Thus, in a sense, burdening students with a large debt load is antithetical to the University's mission to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. When considering affordability, the University has a moral obligation to ask itself, "affordable for whom?"

### **Tuition and Fees**

Due to the fact that the majority of its students are graduate and professional students, UMB did not benefit from the prior governor's "enrollment initiative" that provided state support in lieu of tuition increases for undergraduate in-state students over a number of successive years. Nonetheless, the University works diligently during each year's budgeting cycle to diminish, where possible, the need to increase tuition and fees as a way to supplement state funding shortfalls. Tuition and fees are set at UMB through both a top-down and a bottom-up process. The Board of Regents must

152

approve, annually, proposed tuition and fees for each school and program in the University System of Maryland. It begins the process by setting a threshold percentage by which tuition may not be raised. This information is communicated by President Perman to the deans who then consult with the appropriate administrators within the school to determine a proposal for the next academic year's tuition and fees. (Because there are school/program specific fees as well as University fees, UMB also has a student fee committee that gives advice and counsel with regard to

Universitywide fee increases.) Once President Perman has reviewed the deans' proposals, and each dean is called upon to explain the rationale for any proposed increase. UMB then submits a schedule, covering all schools and programs, to the Board of Regents for final approval. Decisions regarding increases also are made with an eye toward ways to supplement available financial aid.

Because of the University's unique structure, tuition and fees differ across the schools. Current tuition for each school is listed in the table below:

**FY 2015-16 TUITION**

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

Students also pay a number of fees. Fees standard across all schools include student activities, student government, supporting facilities, shuttle, and technology fees. Each school has additional fees. For example, dental students pay fees covering dental equipment purchases, laundry services, and malpractice insurance. A [full breakdown of tuition and fees by school and program](#).

### **Managing Costs**

The Office of Student Financial Assistance and Education (SFAE) provides many resources to help prospective, current, and graduating students manage the costs of their education. The office provides prospective students with detailed cost of attendance information for the programs on campus. Prospective students also can easily find information about applying for financial aid and a detailed explanation about how financial need is determined, including information on budgets and expected family contributions on the SFAE website. The assistant vice president in charge of SFAE also is available to answer questions as are trained counselors specifically dedicated by school/program. For the past few years, the associate dean for admissions at the School of Medicine has had the SFAE assistant vice president address all applicants on their interview day. The student affairs staff at the Carey School of Law includes a student financial planning coordinator who assists both prospective and current students with the financial aid process. The student financial planning coordinator can help students to understand the various options available and can assist students in making their way through what can be a complex and confusing process.

Current students also utilize the wide range of financial aid information available on the SFAE website. For example, for students who qualify for federal work study, there is an online listing of available positions. SFAE awards over \$1 million in non-repayable funds each year through the federal work study program. School specific counselors also offer individual consultations. Moreover, SFAE has a director of financial wellness who offers an extensive variety of financial literacy workshops on topics like maintaining good credit, preparing taxes, and investing.

Approximately 80 percent of UMB students receive assistance through SFAE. Roughly \$150 million in financial assistance is processed annually for eligible students from a variety of sources, including institutional grants and scholarships, loans, and federal student aid programs. Finally, SFAE provides graduating students with exit counseling and with information on loan consolidation, public service loan forgiveness, and the federal “Pay As You Earn” loan repayment plan. For example, SFAE created a comprehensive worksheet to walk students through the process of using the Pay As You Earn calculator. The worksheet provides specific instructions:

These calculators were designed to provide borrowers with a view of how payments made under IBR and Pay As You Earn (ICR-A) may vary from the standard repayment plan. With your input, the calculators will estimate your required monthly payment under each repayment plan. The calculator provides estimates for a one-year period, as each borrower’s monthly payment is recalculated annually based upon the borrower’s financial characteristics (i.e., income, residence, and family size).

154

It goes on to literally describe the appropriate keystrokes students should use when utilizing the calculator:

**INSTRUCTIONS**

You will need to answer five questions in order to obtain your payment estimate.

**Question 1: Residence** **Cell E8**

Will you live in the Continental United States (this includes 48 contiguous states and the District of Columbia)? Click on Cell E8 and Select **YES** or **NO**

**Question 2: AK or HI Residents** **Cell E10**

If you plan to live in Alaska or Hawaii then use the dropdown menu to select your state of residence. Click on Cell E10 and select **Alaska** or **Hawaii**

**\*Question 3: Family Size** **Cell E12**

If you are single with no dependents, click Cell E12 and type the number 1. Increase this number by one for each individual you claim as a dependent for tax purposes.

*\*Note: Tips for married borrowers can be found in the last section of this document.*

**Question 4: Adjusted Gross Income** **Cell E15**

Click cell E15 and enter the salary you expect to earn (before taxes) once you begin working after graduation. Note: Repayment may not begin until several months after you graduate. If you choose a repayment plan that considers your income, then your initial payment may be based upon your adjusted gross income for the year in which you graduated. If you had no income during that year, then it is possible for your required payment to equal zero for the first year of repayment.

**Question 5: Your Student Loans** **Cells H9:J16**

Your student loans may be broken down into the following categories: Direct Stafford Subsidized, Direct Stafford Unsubsidized, Direct PLUS Graduate, or Direct Consolidation. Do not include Parent PLUS Loans.

**Remaining Affordable and Accessible**

The University has worked to keep its educational programs affordable. For example, President Perman has pushed the state legislature for increased scholarships and loan repayment programs. To keep the amount need-based borrowing low, the schools have continued to expand their philanthropic efforts focused on providing scholarships. After out-of-state students are admitted, some are successful in obtaining a deferral so that they may move to Maryland and obtain employment thereby increasing the possibility of being classified as an in-state resident for purposes of tuition. Likewise, to accommodate students who, for financial reason prefer to work during the day, the Carey School of Law offers an evening program and a limited part-time day program. Other efforts across USM include the Maryland Open Source Textbook initiative, which aims to advocate for the use of open source textbook throughout the system in order to reduce costs. UMB also complies with state law concerning textbook adoption and affordability and has compiled “best practices” that apply across the board.

President Perman values transparency and in the first year of presidency when he was the one evaluating tuition and fee increase requests, he published a letter to all students explaining the financial picture for the University in relation to what was ahead for the upcoming year and with regard to the tuition and fees schedule being put forth to the Board of Regents. At the same time, he acknowledged that the information was being shared “a bit late in the process” and promised more student communication in coming years. He has met his promise. Under President Perman’s leadership, a Student Fee Advisory Board now exists to provide feedback, annually, with regard to the type and amount of mandatory student fees, including student government association, transportation, housing, and support facilities.

155

Still, without a more rigorous understanding of what affordability actually looks like for Maryland residents from diverse socioeconomic backgrounds, the University risks becoming increasingly inaccessible. Adopting consistent, evidence-based metrics of affordability would help guide the University's decisions.

**SUMMARY OF FINDINGS  
AND STRATEGIC PRIORITIES**

Opportunities exist for the University to enhance its educational offerings through technological innovation and interprofessional collaboration. However, these efforts will matter little if the University's programs become unaffordable and inaccessible.

The Educational Innovation and Transformation Working Group proposes that the following be considered in the University's next strategic plan:

- Establish a Universitywide "Center for Faculty Excellence and Innovation in Teaching, Learning, and Instructional Design" whose mission includes enhancing the information technology infrastructure to more fully integrate student learning and faculty development across all schools.
- Establish "affordability metrics" that form the basis of a financial aid program that ensures UMB's academic offerings remain affordable and accessible to Maryland residents from a diverse range of ethnic and socioeconomic backgrounds.



## THEME 2: RESEARCH, SCHOLARSHIP, AND ENTREPRENEURSHIP

156

### RESEARCH QUESTION 1

*What strategies could the University adopt to diversify the sources of funding for biomedical and social sciences research?*

### RESEARCH QUESTION 2

*How could the University enhance its research environment to make the institution more competitive in securing grants and awards?*

### FINDINGS

#### Diversity of Funding

UMB's research portfolio currently contains diverse sources of funding. In 2014, approximately 51 percent of funding was obtained from federal sources, including [National Institutes of Health \(NIH\)](#) and non-NIH agencies. However, compared to 2013, NIH and non-NIH federal funding experienced a slight decrease in comparison to funding from other sources. Noteworthy, funding obtained from foundations, associations, and corporations in 2014 increased significantly in the same year. One example is the recent partnership with MedImmune, the global biologics research and development arm of AstraZeneca, which announced a five-year \$6+ million strategic collaboration that includes UMB, [University of Maryland, College Park \(UMCP\)](#), and [University of Maryland, Baltimore County \(UMBC\)](#). As a result, total research funding from all sources increased 4.4 percent from FY 2013 to FY 2014.

This growth could be sustained by clarifying Universitywide strategies for securing funding from diverse sources. When asked as part of the [Middle States Self-Study Survey](#) if their school's leadership had a clear strategy for promoting diversity of research funding, nearly half of faculty reported that they either were unable to judge or neither agreed nor disagreed. A clarified strategy could focus on helping faculty secure NIH funding and encourage the pursuit of funding from foundations, associations, and corporations.

#### Research Environment

UMB has enhanced its culture of research, collaboration, and commercialization through the *MPowering the State* and [UM Ventures](#) initiative as well as through the establishment and development of the University of Maryland BioPark. The *MPowering the State* initiative, a joint relationship with UMCP, attracts exceptional faculty, better serves students, and improves the economic position of the state of Maryland. UMB is engaging its researchers with expertise in bioscience, health, law, and human services with UMCP's engineering, mathematics, business, and social sciences programs to explore different approaches to creating collaborative and impactful results that improve human health. These efforts are aimed at triggering opportunities to bring research findings derived from the collaboration of clinicians, basic scientists, engineers, lawyers, and business experts into the marketplace. UM Ventures, which grew out of *MPowering the State*, is bringing UMB and UMCP together to commercialize discoveries and create economic impact by engaging partners in industry and social ventures. By encouraging students and faculty and by providing expert advice and business services, more discoveries reach the market. Engaging directly with external partners allows for new investment, expanded markets, and more startup ventures. Lastly, the [University of Maryland BioPark](#) is also bringing breakthrough therapies, diagnostics, and devices into the marketplace, and promoting the creation of innovative startup companies.

The UMB research community also benefits from state-of-the-art research facilities. For example, the [Center for Innovative Biomedical Resources \(CIBR\)](#) plays a major role in providing specialized expertise, cutting-edge technological and scientific resources to support the robust basic, clinical, and translational biomedical research environment. Although it is considered the administrative home for

the UMB School of Medicine biomedical core, CIBR serves as a center of excellence for state-of-the-art technologies and high-tech instrumentation for the UMB research community at-large. Newly renovated space has allowed the physical consolidation of many core facilities in a common area, creating a dynamic environment that will enhance and stimulate high-impact research. Faculty and other researchers can get access to sophisticated instrumentation, as well as highly trained technical staff who can offer support on experimental design, data analysis, and interpretation, and provide training opportunities for graduate and medical students, postdoctoral fellows, and faculty within the University and its collaborators. Additionally, the [Health Sciences and Human Services Library](#) supports research activities on campus.

Opportunities exist for the University to strengthen its research environment by encouraging more collaboration within the schools. Enhanced collaboration can help reduce the silos that many faculty perceive on campus. For example, the University can continue to allocate seed money for interdisciplinary and interprofessional pilot grants. Additionally, UMB can provide ongoing support for upgrading equipment in core facilities and for maintaining the expert personnel necessary for this equipment's optimal use.

### **RESEARCH QUESTION 3**

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

### **RESEARCH QUESTION 4**

*How can the University continue to effectively promote ethics and integrity in our research, scholarship, and clinical activities?*

## **FINDINGS**

### **Teaching**

Each year, more and more students arrive on campus expecting a flexible learning environment from faculty in ways such as the ability to hear lectures at the time and place of their choosing; receiving online resources rather than paper copies of documents and/or books; and the availability of online testing. Innovation in teaching is an important part of moving UMB forward and the faculty share the students' enthusiasm for new models. In their Self-Study Survey responses, two-thirds of UMB faculty indicated that implementing new technology and pedagogical models to improve academic offerings should be a high or very high priority. Investments are being made each year to advance teaching technology. For example, the School of Dentistry purchased 450 new laptop computers to provide a testing environment that preserves the integrity of the examination and all lectures are disseminated using Mediasite. The School of Nursing, through its Teaching in Nursing and the Health Professions Certificate program, trains faculty to design courses specifically for the online environment. Most recently, the School of Nursing has implemented Quality Matters to promote the integrity of online course design. Quality Matters is a nationally recognized peer review process that is designed to certify the quality of online courses and online components.

All has not been smooth, however. As distance learning and hybrid teaching become more common at UMB, additional investments will be needed. The teaching technology platforms are not consistent across schools, making online interprofessional teaching more challenging. Many faculty members have not been trained to use technology effectively to teach, and the opportunities to receive this training vary across schools. In the [Middle States Self-Study Survey](#), 25 percent of faculty indicated that it would be difficult or very difficult to implement new technology and pedagogical models in

their school. Additionally, faculty who are new to teaching with technology regret the loss of relationships with students that they have had in the past, and express concern that this lack of face-to-face mentoring could have deleterious effects. While UMB has encouraged the use of electronic formats, as an institution it can place more emphasis on preparing educators to use these platforms, as has been done in the Graduate School.

### **Research**

Although research-related costs are high, UMB has responded to this challenge by making significant investments in promising areas for commercialization. The [UMB BioPark](#) co-locates academic investigators with commercial life science companies. The Institute for Genome Sciences and the Institute for Human Virology are two prominent research centers that have developed products for licensing. The University also provides significant services to innovators who develop patentable products, like new molecular devices, to transfer technology to commercial applications using the services of UM Ventures.

However, faculty indicate that existing workload measures do not adequately capture the effort required to obtain grants and contracts or the time spent helping others to be successful with their research and grant applications. Moreover, faculty responses to the Middle States Self-Study Survey indicated that the [UMB Office of Research Development](#) could do more to assist in the development of grant applications. Limitations of physical infrastructure and administrative assistance also were cited as a barrier to research. UMB should work to ensure that all faculty have access to its research-related resources.

### **Scholarship**

UMB faculty non-instructional productivity is at a high level. For the AY 2013-2014, UMB faculty published 259 books, 5,609 refereed publications, and 810 non-refereed publications. They engaged in 2,301 creative activities, gave 3,790 professional presentations, and contributed 10.2 days in public service per FTE. Faculty who responded to the [Middle States Self-Study Survey](#) indicated that these productivity metrics were moderately to very important. Faculty assessment of their school's active support (funds and/or programs) to increase scholarship was neutral to moderately positive.

To increase innovation and entrepreneurship in scholarly activities at UMB, three areas have been identified for further development: mentoring programs, non-traditional dissemination vehicles, and mechanisms to improve interprofessional scholarship. Strong faculty mentoring programs can assist new faculty and those that are retooling to develop or maintain a high level of productivity. Faculty mentoring varies between schools and between departments within some schools, but excellent examples of systematic mentoring do exist on the campus. The Carey School of Law's "half-baked" junior faculty sessions encourage faculty to share scholarly ideas and writing in the gestational stage and receive expert input. At present, traditional forms of dissemination, such as publications in peer-reviewed journals and books, are highly valued and form the basis for promotion and tenure. However, creative projects are becoming increasingly common among faculty but it is reported that they are less valued for recognition and promotion despite their effectiveness in rapidly disseminating information in a more targeted and direct way. To date, UMB has not been as aggressive at using or recognizing the newer media forms (e.g., YouTube) as some of its peer institutions. This should be remedied. Finally,

in every key stakeholder interview, the issue of silos was raised. Reducing the silos that separate the schools holds the most promise to increase interprofessional collaboration innovation. Recent successes such as the 3rd Annual Interprofessional Education Day, which brought together students from all seven schools, along with faculty facilitators, to promote interdisciplinary teamwork, should continue to be lauded and more activities of this nature should be encouraged. Awareness also should be raised about the existence of and activities hosted by the [Center for Interprofessional Education](#), which was established in 2013 by President Perman.

#### **Ethics and Integrity**

As was discussed in Standard 6: Integrity, the University has successfully created a culture of integrity and accountability. Information conveyed from in-person sessions and written communication corroborates adherence to UMB's core values, [Code of Ethics and Conduct](#), and institutional as well as school policies and yielded specific examples to further demonstrate fulfillment of this standard. Feedback from individuals across the University consistently recommended continuing existing programs and activities that promote ethics and integrity in research, scholarship, and clinical activities and enhance efforts to collaborate in inter- and intra-professional activities.

#### **SUMMARY OF FINDINGS AND STRATEGIC PRIORITIES**

Innovation and entrepreneurship are valued at UMB, particularly in research areas where commercialization opportunities exist, and UMB can do more to diversify its funding sources. Innovation in teaching is a developing area, particularly in interprofessional education. UMB should continue to work to increase collaboration among its faculty.

The Research, Scholarship, and Entrepreneurship Working Group proposes that the following be considered in the University's next strategic plan:

- Assess and revise, as appropriate, the "Appointment, Promotion, and Tenure Policies and Procedures" at the University and in each of the schools to advance a culture that values and promotes both conventional and non-traditional sources of research funding; inter- and intra-school collaborations in research, teaching, and scholarship; and ethics and integrity in research, scholarship, and clinical activities.

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

160

### RESEARCH QUESTION 1

*How could the University pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?*

### FINDINGS

Co-curricular programs are those offerings that complement and enhance an institution's graded, for-credit curricula. These activities help develop valuable skills, such as leadership or public speaking, that are not explicitly included in course learning outcomes. Many co-curricular activities are interdisciplinary in nature and allow for different schools on campus to interact with each other. These collaborative programs often have a large community engagement component to them.

UMB has many co-curricular programs, but can do more to emphasize their importance to overall student success.

#### Existing Co-Curricular Offerings

UMB has an existing co-curricular program called the [President's Student Leadership Institute \(PSLI\)](#). PSLI is a self-driven program focused on exposing UMB students to contemporary issues in leadership in order to prepare them to lead in a diverse and global society. According to PSLI's learning outcomes, students who complete the program will be able to:

- connect with students outside of their academic disciplines
- be exposed to concepts that explore their civic responsibility as a leader
- have a greater understanding for the importance of values in professional development
- be exposed to the role of wellness in professional development
- acquire a comprehensive set of practical skills for their professional development
- have a greater understanding of their personal identity and how this identity shapes leadership and followership

Upon completion of the program, participants are invited to an awards ceremony. President Perman and staff from Interprofessional Student Learning and Service Initiatives (ISLSI) recognize PSLI graduates by presenting them with certificates and the UMB Interprofessional Honor Cord, which these students can wear during commencement.

Apart from PSLI, UMB offers other programs that can be considered co-curricular. First, there are a variety of on-campus events, such as the Poverty Simulation and Interprofessional Education Day, which provide students with the opportunity to build valuable skills. Second, there are co-curricular offerings tied to specific employment opportunities. For example, URecFit (University Recreation and Fitness) offers its student employees a highly structured training program that covers topics ranging from customer service and leadership to CPR and first aid. Co-curricular content also is available online to accommodate the differing schedules of UMB students. For example, the Writing Center offers online writing workshops that have clearly articulated learning outcomes and feature pre- and post-tests so that students can assess their learning.

#### Opportunities for Improvement

The [Middle States Self-Study Survey](#) and the focus group data indicate that many students, faculty, and staff do not understand what is meant by the term "co-curricular." This indicates an opportunity to educate students, faculty, and staff about the co-curriculum in general and, more specifically, about its potential value to employers.

Focus group data also indicate that there are redundancies in programming across campus. Staff and students often are not aware of offerings in different departments and schools. Efforts to ameliorate this gap include the [Campus Life Weekly](#) email, which promotes Universitywide opportunities and highlights upcoming opportunities. UMB should

continue to work to encourage cross-campus collaboration in developing and implementing programs for students.

### **RESEARCH QUESTION 2**

*What trends in the employment market or changes in competition may affect enrollment and training in the University's schools and programs?*

### **FINDINGS**

While the employment market remains strong for some of UMB's schools, labor trends have caused a decline in enrollment at the Carey School of Law. Additionally, competition for clinical sites may impact other schools in the future.

### **Trends and Competition**

The job market remains strong for dentists, pharmacists, and physicians. This trend is reflected in enrollment at the schools of Dentistry, Pharmacy, and Medicine. For example, the School of Medicine typically receives 4,500 to 5,000 applications for 160 seats in the first year class. Likewise, the School of Dentistry received 2,620 applications for the 2014-2015 cycle, and the number of applications for the 2015-2016 is likely to exceed that mark.

The School of Nursing also has responded to labor market demands by expanding its partnerships with educational and health care institutions and by continuing to develop relationships with four-year institutions for the school's entry into practice programs. However, increased competition from other programs has the potential to affect enrollment and training at UMB schools. These competing programs include online programs and similar or identical programs offered by other University System of Maryland (USM) institutions and by non-USM institutions. These programs not only compete for students: they also compete for field placements. For example, the highly rated online MSW program through the University of Southern California competes with UMB for social work field placements in Maryland.

### **Special Case: The Carey School of Law**

The Carey School of Law presents a special case of how the labor market has impacted enrollment. Declines in the market for legal services brought on by the 2007-2008 financial crisis have pushed enrollment downward at law schools nationally, and the Carey School of Law. This decline in demand for lawyers, combined with a perceived oversupply of graduates for existing legal jobs, has resulted in declining enrollments at the Carey School of Law. In 2008, first-year enrollment totaled 306, but that number steadily declined to 206 by 2013. Enrollment numbers have since hovered at the same level.

In response to the declines in enrollment at the Carey School of Law, the University and the Carey School of Law are working on a multi-year plan to rebalance the law school's budget through increasing efficiencies, hiring freezes, and re-evaluating other programs. This process has affected training in the Carey School of Law in that some non-essential courses are not offered due to the hiring freeze and the lack of instructors. The law school also has responded to the declining enrollment numbers by working to increase enrollment in the LLM program and by creating a new Master of Science Law (MSL) program targeted at working professionals. The MSL degree is designed to enable students to develop a working knowledge of legal principles and analysis to enhance their careers in highly regulated industries.

### **RESEARCH QUESTION 3**

*What is the outlook for the U.S. and global biomedical research workforce, and what, if any, changes could the University contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?*

## **FINDINGS**

Given the highly competitive job market for academic positions, the University can do more to prepare its graduate and postdoctoral students to leverage their degrees into alternative career pathways.

### **Outlook**

In recent years, the results of biomedical research have led to important and dynamic changes in the U.S. and global economies, launching the biotechnology industry and changing the way pharmaceutical companies develop new drugs and treatments. Successful biomedical research relies on a talented and creative scientific workforce and a continual supply of highly trained people who can bring new insights to our understanding of biology and disease, and accelerate the translation of this knowledge into better treatments and health benefits for all.

Though the outlook for the U.S. and global biomedical research workforce is strong, persistent challenges remain. Even though unemployment rates are low for PhD trained researchers, these scientists face a shortage in academic faculty positions with approximately 23 percent obtaining tenure track faculty positions. Some of these trainees question the worth of spending years securing an elite academic qualification when there are so few jobs available.

### **Alternative Pathways**

The University should ensure that PhD graduates and postdoctoral trainees are equipped with a broad set of skills that are applicable to a wide range of non-academic careers, such as careers in industry and government regulation. UMB is well recognized for its excellence in preparing students and postdoctoral fellows for academic careers, and it has already made a number of changes to meet the career challenges facing these graduates in order to expand their career paths, and is committed to further development in this direction. For instance, in the past

year, an interprofessional course was launched in Entrepreneurship in Life Sciences as a joint venture between GPILS and the UMB Research and Development Office, the first of its kind on campus. In this course, students learn how to assess the feasibility of a life science startup venture, evaluate financial and market opportunities, explore the customer discovery process, author a business plan, and build financial projections. In the past year, a new course was offered titled Leadership and Business of Science. This course covers topics that would give students and postdoctoral fellows the skills needed to be future leaders in the field and to gain a grasp of the business of science — whether this would be in the lab, running a biotech company, or leading a group in any capacity.

Additionally, various schools at the University offer targeted seminar series, skills training courses, internships, and professional development seminars. Other opportunities to expand graduate and postdoctoral fellows skill sets have been established with programs like Toastmasters International to assist in public speaking, a Writing Center to assist students in their writing skills, and the opening of the President's Student Leadership Institute to postdoctoral fellows as well as students. Moreover, offerings like Interprofessional Education Day and the Interprofessional Patient Management Competition not only foster understanding and collaboration across all health care fields but also build interprofessional student bonds to tackle the shifting biomedical landscape of the future.

UMB should build upon these existing offerings to create a more integrated co-curricular program for its graduates and postdocs. These offerings also could expand to include internships in the biomedical industry, entrepreneurial fellowships, and consultancy programs. In fact, the FY 2017 enhancement request already has requested \$500,000 to facilitate these initiatives.

**RESEARCH QUESTION 4**

*In what ways could student support services change to support a more diverse student body and enhance career development services?*

**FINDINGS**

Although the University and its schools support its students in a variety of ways, one area of particular focus should be developing a coherent set of learning modules to assist students who desire enhanced career development services.

**Campuswide Career Services**

A recent analysis of student services facilitated by [Campus Life Services \(CLS\)](#) identified the need to develop more substantial campuswide career services. Students rated career services as an area of high importance but low satisfaction. CLS met to discuss the results and determined that it needed to enhance its career services offerings. To aid in this process, CLS formed a Career Services Workgroup (CSW) in 2014. CSW includes individuals focused on career services from each school. In monthly meetings, members share career services resources and collaborate on programs.

CSW has found that career services staff across campus have a varied range of career services experience. Indeed, many schools lack a dedicated staff member with a background in career services pedagogy. Most individuals who provide career services have other primary job duties that often occupy the majority of their time. The schools also vary in the range of services they provide, a limiting factor with regard to the opportunities provided to whole student populations.

Currently, there are few centralized career services. The [Writing Center](#) offers consultations on resumes, cover letters, CVs, and personal statements. Also, ISLSI provides diversity programs to students that include practical skills

for working with and within diverse populations, creating inclusive environments, and fostering open dialogues. While these services are helpful, the University can do more to coordinate and strengthen its career services. For example, centralized career services can focus on providing a range of general skills to students of all disciplines. These skills include interviewing, networking, maintaining a social media presence, delivering presentations, and exploring alternative career pathways.

Due to the unique nature of UMB's campus, the University should continue to employ a hybrid model, where general career services are offered at a campus level and profession-specific services are provided in the schools. Still, an effective hybrid model will require expanding centralized services and coordinating services among the schools. This could be accomplished by creating a career resource area within Campus Life Services. This program would be staffed by professionals with knowledge of career services pedagogy and best practices.

**SUMMARY OF FINDINGS AND STRATEGIC PRIORITIES**

To prepare its students to be competitive in today's job market, the University should strengthen its co-curricular and career service offerings. Doing so will help students learn the skills they will need to successfully compete for employment and to leverage their degrees into alternative career pathways.

The Student Life, Career Development, and Support Services Working Group proposes that the following be considered in the University's next strategic plan:

- Establish a University "Career and Professional Development Program" that enhances the employment prospects of students by offering learning modules to provide early career entrants and aspiring entrepreneurs with a diverse array of career pathways.



## THEME 4: INSTITUTIONAL EFFECTIVENESS

164

### RESEARCH QUESTION 1

*How could the University design and operationalize an institutional decision-making framework that promotes the University's core values and positions the institution to realize its strategic objectives?*

### RESEARCH QUESTION 2

*What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?*

### RESEARCH QUESTION 3

*How could the University capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?*

### FINDINGS

#### Shared Governance

The successful implementation of shared governance at UMB cuts across each of UMB's core values. The shared governance protocol identifies points of accountability and fosters collaboration and civility in campus decision-making. It also capitalizes on the great diversity at UMB to arrive at high-quality decisions reflecting multiple perspectives, and it can help UMB develop leadership and achieve excellence in the creation of knowledge critical to tackling tough social problems in the state of Maryland and beyond.

Shared governance has been successful at the University level. The review of documents and websites, and conversations with the [Faculty](#) and [Staff](#) Senates and campus leadership all reveal an increased emphasis and commitment to fostering a strong sense of shared governance on the UMB campus since the [University's last Middle States Self-Study](#). Indeed, in the

interview with the two senior vice presidents, Dr. Bruce Jarrell and Pete Gilbert, they both stated that President Perman is genuinely committed to shared governance and made this one of his priorities when he became president. The level of activity within the senates and the increased level of communication and dialogue between campus leadership and the senates demonstrate how President Perman's strong support for shared governance is being implemented.

However, shared governance is not consistent at the school level. Survey data from a Faculty Senate Survey indicate that faculty were fairly evenly split in their perception of the state of shared governance overall, the inclusion of faculty in budgetary decisions, and the effectiveness of communication between administration and senate leadership. Qualitative comments in this survey indicated some concern about shared governance at the school level, leading the Faculty Senate to suggest that schools and departments should address this issue of shared governance. Staff Senate, as well, has experienced this apparent divide. The Middle States Self-Study Survey also revealed a fairly even split among faculty, staff, and student respondents when asked if shared governance was sufficient at the campus and school levels.

The University is aware that the success of campuswide self-governance needs to be replicated at the school level. One tactic would be to commit to follow-up surveys to assess adequately whether the increase in shared governance efforts results in shifts in the perceptions of campus stakeholder groups. The campus is well-positioned to build upon this solid foundation and foster even greater engagement among faculty, staff, and students in future campus decisions and governance, which will only enhance UMB's potential to promote its core values.

### **Student Learning Outcomes**

Each of the UMB's professional schools has an evaluation plan where an array of information is gathered, and students' activities and satisfaction from admission to post-graduation are tracked. For example, the School of Pharmacy (SOP) tracks student scholarly activities, national recognition/awards for academic excellence, board pass rate, job placement upon graduation, increase in fellowship and residency placement, recognition for improved patient outcomes in the community, and patent number. In addition, satisfaction rate, faculty retention, and alumni participation in continuing education are tracked as well as extramural funding, faculty publications, and participation in collaborative NIH-sponsored grants, multi-investigator grants. However, the School of Medicine (SOM) has no overall, summative matrix for trainees' evaluation. Instead, assessment at different levels and for both undergraduates (medical students) and postgraduates (medical residents) is performed. The assessment of students in all clinical experiences, as well as the residents, is done via standard evaluation forms that are competency-based. Tracking is done of students' performance on internal exams, shelf exams, and national licensing exams as well as their acceptance in one of their first three choices of residency training programs, as well as first-year students' participation in community service projects. Students services and adequacy of learning environment are also evaluated.

For an overall evaluation of the education at UMB, the University should generate a matrix template with a variety of domains, which builds on the schools' assessment processes and outcomes. A table like this should be stored in a centralized place where UMB administrators can find all data and use it to decide on improvements to student outcomes. The format

of the table can be transparent, with the actual results available to central administration and the level of access, beyond faculty, determined by central administration and/or by each school. Public access and publicity may be based on material compiled from the table. A summary of commonly tracked students' activities and learning outcomes will allow UMB to improve the learning environment and allow self-reflection, as well as better planning and allocating resources for the future.

### **Institutionwide Metrics**

The various schools use metrics to collect important data about their effectiveness. As one might predict in a highly decentralized University, these metrics are developed around specific unit functions and school-based accreditation and reporting requirements. However, many of these key metrics overlap, providing an opportunity to create standard metrics for all schools.

After a review of the metrics employed by each school and the University as a whole, the Institutional Effectiveness Working Group selected key metrics that seemed common to the schools and of interest to the University. A list of these metrics was developed and included in the Middle States Self-Study Survey. The survey sought input from the University community and asked members to evaluate the metrics for their importance and usefulness as an institutional evaluation tool. In general, the respondents felt the various metrics were of importance to measuring overall effectiveness in achieving its mission. Such metrics included:

- Overall research funding
- Graduation rate
- Faculty retention
- Employment outcomes for graduates
- Licensing rate of graduates

166

While these results are promising, the University community and stakeholders' understanding of key benchmarks and metrics would be enhanced by a more comprehensive plan to share key metrics across and among schools and units linked to the University's [core values](#) and [strategic plan](#).

#### **SUMMARY OF FINDINGS AND STRATEGIC PRIORITIES**

Since the schools are accredited by their respective professional organizations, they already have tools in place for collecting assessment data. However, not all of this data is regularly reported to the University despite it being the subject of discussions between the president and his deans during yearly meetings and/or formal review. The [Office of Institutional Research and Accountability \(OIRA\)](#) does a laudable job in transforming what is reported into easily accessible reports on its website and reporting the information out to the [University System of Maryland \(USM\)](#) or the [Maryland Higher Education Commission \(MHEC\)](#). For greater transparency and accountability, the University

should consider creating a framework to pull all available data up to the institutional level. Not only would this data allow the University to make improvements, but it also would allow the schools to share best practices. Perhaps most importantly, it would allow University leadership to have a more accurate picture of the effectiveness of the individual schools.

The Institutional Effectiveness Working Group proposes that the following be considered in the University's next strategic plan:

- Enhance the University's culture of assessment by adopting a management and leadership framework that defines a set of "Critical Institutional Metrics" to assess each administrative and academic unit's progress in key strategic areas, including student learning outcomes, affordability, alumni career outcomes, community engagement, shared governance, diversity and inclusion, fundraising, and facilities utilization.

## THEME 5: COMMUNITY ENGAGEMENT

167

### RESEARCH QUESTION 1

*How could the University leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?*

### FINDINGS

As an anchor of West Baltimore, the University is committed to the sustainable success of the entire community. It can fulfill this commitment by continuing to partner with community and government organizations, using its purchasing power to support local businesses, and hiring from the local community.

#### Continuing Partnerships

UMB should continue to engage with the community and local government in planning activities aimed at identifying opportunities, setting priorities, and developing strategies for economic growth and community development. The University of Maryland BioPark is UMB's flagship community partnership effort. Its mission is to create a University-associated research park that accelerates biotechnology commercialization and economic development in the surrounding community and throughout the region. Since its first building opened in 2005, the BioPark has created 700 new jobs and provided the community with a new police substation and bank branch. Additionally, a dedicated fund supported by a small portion of BioPark tenant rent has provided grants for community projects, including the purchase of lab and computer equipment for the nearby Vivien T. Thomas Medical Arts Academy, which is a Baltimore City health sciences magnet high school.

UMB also should continue its involvement in the Southwest Partnership (SWP), a coalition of seven Baltimore neighborhoods near campus and six anchor institutions. Established in 2013, the SWP holds monthly meetings and large gatherings with the community and anchor institution partners. Several UMB administration staff members have been active,

even serving on the SWP Steering Committee. Through its continued participation with the SWP, the University has strengthened the bond between itself and its neighbors and identified opportunities to drive community development in West Baltimore.

Nevertheless, the area surrounding the UMB campus is in desperate need of revitalization and repair. To this end, UMB should continue its involvement with Baltimore City government through the UniverCity Partnership, the vision of the mayor of Baltimore and President Perman for phasing in a mixed-use, mixed-income neighborhood on downtown's Westside. A top priority of UniverCity is revitalizing Lexington Market, which is adjacent to campus, to drive economic growth in the area.

#### Purchasing Power

UMB is examining ways to apply its purchasing power to neighborhood businesses and help drive economic growth in West Baltimore. An examination of the products and services that compose the majority of UMB's spending — such as scientific equipment, chemicals, etc. — revealed that most items cannot be produced by companies in the local community. However, UMB did find potential in local small businesses that produce goods and services such as food and catering. Unfortunately, these small businesses often possess limited capacity to complete procurement processes and market themselves to campus buyers. To help local businesses overcome these challenges, UMB obtained a \$20,000 grant to start the Merchant Access Program (MAP), which will develop tools to increase the ability of locally owned food businesses to participate in UMB procurement processes. These tools will enable University affiliates to identify and evaluate local food options that deliver to and cater on campus. On-campus food fairs and off-campus food tours also create opportunities for engagement with local food businesses. In addition, the BioPark

invites local food businesses to participate in regular social events such as “Science in the City,” making them more visible to tenants of and visitors to the BioPark.

### **Hiring Locally**

UMB should continue its effort to hire from the local community. UMB, the BioPark, and the University of Maryland Medical Center (UMMC) collectively hire more than 400 entry-level workers each year, with a majority of hires coming from Baltimore City. Currently, UMB partners with community organizations and other anchor institutions to prepare local residents for positions at UMB and UMMC. For example, UMB is partnering with the Center for Urban Families to create a workforce development pilot program that will link qualified residents to training programs, making them more competitive to apply for positions at UMB and UMMC. Additionally, since many of UMB’s educational requirements are an employment barrier to community members, Human Resource Services has looked for opportunities to restructure requirements and make jobs more accessible. Most recently, UMB collaborated with the Life Science Institute of Baltimore City Community College (BCCC) to create a new laboratory research technician assistant position, which only requires an associate’s degree. Previously, BCCC graduates were ineligible for positions at UMB because they did not have a bachelor’s degree, but this new position provides them an opportunity for employment at the University.

### **RESEARCH QUESTION 2**

*How could the University create learning opportunities for students that foster community involvement and service?*

### **FINDINGS**

The issue is not necessarily the absence of learning opportunities and thus the need to create them but, rather, a need to make these

offerings more visible and effective. The role of the University should be to catalog, coordinate, and promote the existing efforts.

### **Local Opportunities**

UMB provides many opportunities for students to serve the local community. Typically, student engagement takes the form of mentoring or providing free services. For example, A Bridge to Academic Excellence (ABAE) and Medical Education Resources Initiatives for Teens (MERIT) provide extensive mentoring services. ABAE attracts students from a variety of local communities, who come to campus on Saturdays to be mentored by UMB students in subjects like SAT and AP exam preparation. The MERIT program selects high-potential Baltimore youth and provides them with mentoring and emotional and pre-professional support as they transition into college. The medical students who participate in this program have stated that they seek and value interactions with the communities they serve and that they desire to share the skills they have developed in their programs. In terms of free services, the Carey School of Law provides more than 140,000 hours of free legal advice each year through its JustAdvice clinic. This program allows law students to work alongside faculty members on real-life cases and gain a unique combination of theoretical study and practical experience.

### **Global Opportunities**

UMB students also have opportunities for global-to-local service: engaging in global experiences where resources may be limited and must be leveraged in creative ways, and then bringing those experiences to bear in under-resourced or poorly accessed areas in the Baltimore community. One such global-to-local service organization is the Global Medical Brigade (GMB). GMB operates under the holistic model of Global Brigade, which is a student-led, nonprofit organization that provides sustained health care relief to underserved

communities throughout the world while respecting local culture. A GMB operates like a traditional hospital and consists of dedicated student volunteers, doctors, pharmacists, nurses, and other health care professionals. As patients move from intake to consultation and onward to other services, they receive health-related education. For example, while waiting for their prescriptions to be filled in the pharmacy, adult patients attend a public health education workshop and pediatric patients partake in a dental education program, where they receive a fluoride treatment along with materials and demonstrations for proper dental hygiene. UMB's GMB chapter is just one of hundreds of chapters around the globe. Each chapter brings students and health care professionals on one-week trips to areas in Honduras, Panama, Nicaragua, or Ghana that have little access to health care. There, they work together to set up makeshift clinics and see anywhere from 500 to 1,000 patients per brigade. On GMB's last trip, 32 students from the schools of Pharmacy, Nursing, Medicine, Social Work, and the Graduate School provided care for 678 patients in a rural community in Honduras.

The Student Center for Global Education also provides service opportunities for students. The center was created in 2012 to support the global interprofessional educational experience for UMB students and to build ties across campus and throughout the world where opportunities for global experiential learning can be realized. The center has facilitated projects in places such as Rwanda, Malawi, Ghana, Brazil, and the Philippines. While some of these projects provide academic credit, all of them require extensive service beyond the traditional credit hour.

#### **Coordinating Efforts**

To best match community, student, and University needs, UMB should serve as a central source of structure and a catalog of activities. This will allow empowered choices and engagement on both the students' and

the community's behalf. Cataloging must be transmitted as informational and should not interfere with the autonomy of any program. These efforts, in turn, can help procure funding to build and maintain successful, sustainable programs in the future.

#### **RESEARCH QUESTION 3**

*How should the University bring about better coordination of our disparate community initiatives to maximize community impact and to extend our outreach efforts?*

#### **FINDINGS**

Though the University has made progress in coordinating its community engagement initiatives by establishing the [Office of Community Engagement \(OCE\)](#), UMB could increase its impact by creating an advisory board with representation from each school and from the community.

#### **Current Coordination**

In response to recommendations laid out in the strategic plan and in a white paper produced by the 2012 President's Fellows, UMB has made significant progress in coordinating its community engagement efforts. First, President Perman has created a new position, the executive director of strategic initiatives and community engagement. This position oversees the OCE, which develops and nurtures Universitywide partnerships with external stakeholders, including K-12 public schools, community organizations, nonprofits, and local businesses. [OCE's website](#) will eventually list all relevant UMB programs such that anyone in need of volunteers, programs, and services can easily locate them. Second, as part of the OCE, UMB has established the [Center for Community-Based Engagement and Learning \(CBEL\)](#). The center coordinates, guides, and enhances opportunities for community-based student engagement, scholarship, service, and learning in order to improve the health and

welfare of the West Baltimore community. For example, CBEL has worked in partnership with the Social Work Community Outreach Service to develop an interactive map to inform University and community members about where UMB students are engaged in service learning locations.

### **Advisory Board**

To further coordinate community engagement efforts, the University could develop a community advisory board with representation from West Baltimore stakeholders. Such a group would enhance UMB's ability to partner with West Baltimore communities and ensure that community members have a voice in UMB initiatives. The board also should have representation from each school and administrative unit within the University. However, full representation has proved difficult for neighboring institutions. Of the institutions examined, only Johns Hopkins' Student Outreach Resource Center (SOURCE) received full participation from all targeted schools. The Shriver Center at UMBC, a renowned leader in applied learning, civic engagement, and community-based service delivery, has had difficulties achieving full cross-campus participation in its civic engagement due to a lack of executive level participation in planning from all schools on campus. Nevertheless, the success of the University's Diversity Advisory Council and its Council for the Arts & Culture suggest that UMB can achieve and maintain such cross-campus collaboration. To support this advisory board, each school could task a person in its academic or student affairs organizations to serve as the community engagement point of contact. This person would be responsible for having a comprehensive knowledge of the school's community engagement activities.

The board should work to reduce the barriers that often hinder interprofessional projects among the University's schools. Currently, when schools partner on community projects, a specific Memorandum of Understanding (MOU) must outline the nature of the partnership. These MOUs must be reviewed by each school and then by the UMB legal office. This process of vetting MOUs takes a significant amount of time and sets up individual agreements for each project. These individual agreements are one of the factors that contribute to the siloing among schools, which can exclude other schools from participating and learning through the community engagement activities. UMB would benefit from drafting Universitywide policies that encourage schools to engage with each other in a more nimble and cooperative manner. With a Universitywide policy in place, more schools should be willing to work together on projects that can more widely impact the University's community-based projects.

### **SUMMARY OF FINDINGS AND STRATEGIC PRIORITIES**

Like many of its peers, UMB has difficulty in effectively coordinating its community engagement activities. However, frameworks do exist that could help the University develop a more cohesive program. For example, the process of applying for Carnegie Community Engagement Classification — an elective classification offered by the Carnegie Foundation — could unify various efforts on- and off-campus through the establishment of a common goal and shared expectations.

The Community Engagement Working Group proposes that the following be considered in the University's next strategic plan:

- Institutionalize the University's community engagement strategy by pursuing the standards in the "Community Engagement Carnegie Classification Documentation Framework," with the goal of applying for this prestigious elective classification in 2018.