CHAPTER 5 – COMMUNITY ENGAGEMENT

INTRODUCTION

Theme

The core elements of the University of Maryland, Baltimore's (UMB) commitment to community engagement are summarized in its mission statement (http://umaryland.edu/about-umb/strategic-plan/publications/):

> *The University of Maryland, Baltimore (UMB) is the state's public health, law, and human services university devoted to excellence in professional and graduate education, research, patient care, and **public service**…We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly **enhances our various communities**.*

Indeed, UMB actively engages with various communities within Baltimore and other regions throughout Maryland.

As an anchor institution located on the west side of Baltimore, UMB has an economic stake in the safety, health, and welfare of the community surrounding the campus. The campus is an integral part of the West Baltimore community and it is affected directly by the socio-economic dynamics outside of each campus building. Neither the University nor the community operates in a vacuum; on the contrary, they must work together to create a thriving environment for students, faculty, staff, and citizens alike. The history of UMB includes multiple partnerships and community engagement projects within its immediate neighborhoods and throughout the state. Although the level of UMB's outreach activities has varied historically depending on funding sources, UMB has not wavered in its commitment to community engagement.

Each of the seven schools develops community partnerships and projects according to its particular interests. Through these partnerships and projects, students and faculty from each school regularly contribute to the surrounding communities, but the impact of these efforts could be enhanced by greater coordination. Accordingly, UMB now attempts to develop a comprehensive program of community engagement in order to eliminate duplications and streamline the delivery of these services to the communities.

Standards

This chapter addresses Standard 1, Mission and Goals, and Standard 13, Related Educational Activities. Standards 1 and 13 do not explicitly address community engagement. Nevertheless, UMB's commitment to provide mutually beneficial community-university partnerships enhances the processes and programs falling within these Standards. This chapter analyzes UMB's overall compliance with the Standards and uses UMB's community engagement as supporting evidence.

Research Questions

This chapter also addresses three research questions developed by the Steering Committee and tasked to the Community Engagement Working Group.

Question 1: "How should the University leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?" This question specifically addresses UMB's commitment to enriching its surrounding community by creating mutually beneficial economic and public works projects. The Working Group also examines UMB's relationship with the city of Baltimore.

Question 2: "How does the University create learning opportunities for students that foster community involvement and service?" Here the Working Group explores the intersections of community engagement, service learning, and volunteerism. Although many schools include community-based experiential learning in their students' educations, the schools also participate in volunteer efforts in these same communities. Additionally, student groups sponsored by the University as a whole engage with the communities. By analyzing these efforts, UMB gains a better understanding of its total impact on the community and the work of its students, faculty, and staff.

Question 3: "What community engagement model should the University adopt to bring about better coordination of our disparate initiatives to maximize community impact and to extend our outreach efforts?" Question 3 returns to the UMB concept of Seven Schools, One University. Although Question 2 seeks to identify the types of UMB community engagement efforts, Question 3 considers the coordination among these efforts to best serve the University and its various communities. UMB can refine and enhance its collaborative projects by evaluating not only its current work, but also other models for achieving its community engagement objectives.

Process

The Community Engagement Working Group comprises sixteen total members representing each of the seven schools, including two co-chairs from the Steering Committee. The Working Group met as a whole each month throughout the review process. Members of the committee volunteered to work separately on each research question, forming three sub-committees. One volunteer for each question became the chair of that sub-committee and was responsible for convening and leading the group in collecting data and drafting the reply to the questions. Each research committee chair gave an update at each full committee meeting.

The research question committees self-determined their data-gathering approach. A combination of documents from various schools and offices, key informant interviews conducted across the campus and in the community, as well as other data yielded the necessary information to address each question.

Two similar sub-committees, each chaired by one of the two co-chairs of the Working Group, compiled the necessary documentation to demonstrate compliance with Standards 1 and 13.

The Community Engagement Working Group includes key stakeholders for the various community engagement activities across UMB. The Working Group relied on university-wide work product and feedback to confirm the findings of the research questions.

STANDARD 1 – MISSION AND GOALS

MSCHE definition of Standard 1:

> *The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.*

Determining Compliance

As previously discussed, UMB comprises six professional schools and an interdisciplinary Graduate School united by a central administration. Each school adheres to its own mission and goals while maintaining compliance with UMB's mission and goals. In addition, the University aligns its mission and goals with the University System of Maryland (USM) mission, goals, and strategic plan, as well as fulfilling the mission and goals of the Maryland Higher Education Commission (MHEC). Finally, in an extensive review process, the University regularly assesses its mission using its shared governance system that includes faculty, staff, and students; the University then presents the reviewed mission for approval by the USM Board of Regents and MHEC. Given this integrated process, the Working Group reviewed the missions and goals of the Schools and the University along with those of the USM and the MHEC.

Supporting Documentation

UMB's mission statement, found in the University's 2011-2016 Strategic Plan (http://umaryland.edu/about-umb/strategic-plan/publications/), reflects the University's composition as well as its many roles in providing education, research, clinical care, and public services to the state of Maryland. As indicated in the Strategic Plan, the Vision expands these roles, inspiring the University to serve the public good as an economic leader through interdisciplinary and interprofessional initiatives of the entire University community, including faculty, staff, students, visitors, and neighbors. Further, the Strategic Plan suggests seven core values through which the University will achieve its goals: accountability, civility, collaboration, diversity, excellence, knowledge, and leadership. With these values in mind, the University seeks to realize its goals of achieving pre-eminence as an innovator, promoting a culture of inclusion, and fostering accountability and transparency, in addition to excelling at interdisciplinary research and interprofessional education. These values and goals are echoed in each school's mission statement and goals.

UMB's mission statement reads as follows:

The University of Maryland, Baltimore (UMB) is the state's public health, law, and human services university 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, we educate leaders in health care delivery, biomedical science, global health, social work, and the law. We emphasize 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 we serve, we foster economic development in the city, state, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

The following seven Schools' mission statements affirm the University's mission and goals. Each school's mission statement is reproduced below.

Graduate School (http://issuu.com/dpeterson/docs/gradschool-catalog-2015-single_page?e=1381784/10809180)

The mission of the Graduate School is to support, promote, and facilitate excellence in graduate education at the University of Maryland, Baltimore (UMB). We fulfill this mission in concert with UMB's schools of dentistry, medicine, nursing, pharmacy, and social work by development and application of Universitywide standards and policies for graduate programs, faculty, and students.

School of Dentistry (http://www.dental.umaryland.edu/about/mission-and-vision/)

The University Of Maryland School Of Dentistry, Baltimore College of Dental Surgery seeks to graduate exceptional oral health care professionals, contribute to the scientific basis of treatments for diseases of the orofacial complex, and deliver comprehensive dental care. These accomplishments will promote, maintain, and improve the overall health of the people within Maryland and have a national and international impact.

Francis King Carey School of Law (http://www.law.umaryland.edu/about/mission.html)

The University Of Maryland School Of Law seeks to promote a more just society by educating outstanding lawyers, by advancing understanding of law and legal institutions, and by enhancing access to justice. Through excellence in teaching, we seek to prepare students for productive leadership and professional success in a wide range of careers and to promote in both students and faculty the highest standards of public and professional service.

School of Medicine (http://medschool.umaryland.edu/mission.asp)

The University Of Maryland School Of Medicine is dedicated to providing excellence in biomedical education, basic and clinical research, quality patient care and service to improve the health of the citizens of Maryland and beyond. The School is committed to the education and training of medical, MD/PhD, graduate, physical therapy, and medical research technology students. We will recruit and develop faculty to serve as exemplary role models for our students.

School of Nursing (http://www.nursing.umaryland.edu/about/mission-and-vision/)

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

School of Pharmacy (http://www.pharmacy.umaryland.edu/about/info/)

The University Of Maryland School Of Pharmacy leads pharmacy education, scientific discovery, patient care, and community engagement in the state of Maryland and beyond.

School of Social Work (http://www.ssw.umaryland.edu/about-the-ssw/mission-goals--outcomes/)

Our mission at the University Of Maryland School Of Social Work is to develop practitioners, leaders and scholars to advance the well-being of populations and communities and to promote social justice. As national leaders, we create and use knowledge for education, service innovation, and policy development.

In addition, UMB's mission and goals support those of the USM as well as those of the MHEC.

*University System of Maryland (*http://www.usmd.edu/10yrplan/USM2020Summary.pdf*)*

The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by:

• providing a comprehensive range of high-quality, accessible, and affordable educational opportunities that recognize and address the need for life-long learning and global and environmental awareness.
• engaging in research and creative scholarship that solve today's problems, expand the boundaries of current knowledge, and promote an appreciation of learning in all areas: the arts, humanities, social sciences, natural sciences, and professions.
• preparing graduates with the knowledge, skills, and integrity necessary to be successful leaders and engaged citizens, while providing knowledge-based programs and services that are responsive to needs of the state and the nation.

Maryland Higher Education Commission
(http://www.mhec.state.md.us/higherEd/about/mission.asp)

The mission of the Maryland Higher Education Commission is to ensure that the people of Maryland have access to a high quality, diverse, adequately funded, effectively

managed, and capably led system of postsecondary education. It accomplishes this mission through the provision of statewide planning, leadership, coordination and advocacy for the State's postsecondary educational institutions and through the administration of State financial aid programs.

Mission Review

UMB reviews its mission statement as needed to maintain contemporary goals and aspirations that are subsequently detailed in each Strategic Plan. This process[1] occurred most recently in 2014 and previously in 2009, involving various deans, vice presidents, and the Middle States Steering Committee. Most notably, this process also includes UMB's shared governance bodies representing faculty, staff, and students. Although each periodic review does not necessarily result in a new mission statement, the process itself represents a holistic review in which faculty, staff, and students partake in UMB-centric tasks and advise the administration.

Summary of Findings

The Working Group finds that the University is in compliance with Standard 1, as the University employs clearly stated missions and goals that guide development and support of scholarly activity and undergoes periodic reviews that include and consider each of the seven schools as well as its governing bodies.

STANDARD 13 – RELATED EDUCATIONAL ACTIVITIES

MSCHE definition of Standard 13:

> *The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

Determining Compliance

UMB offers a wide variety of educational offerings beyond those of the traditional degrees of its seven schools. All of these programs fall under the purview of one of the seven schools, but the processes for approving new programs, be they certificate programs, off-campus offerings, or continuing education programs, remain similar. The Working Group analyzed these offerings, including basic skills, certificate programs, experiential learning, non-credit offerings, branch campus offerings, distance learning, and contractual relationships.

Supporting Documentation

Basic Skills

UMB offers no precollege-level basic skills or developmental courses as part of its educational offerings.

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[1] Mission Statement Revision and Review Process (2014).

Certificate Programs

All certificate programs are developed, approved, implemented, and evaluated within each school's approval processes. The office of the Vice President of Academic Affairs approves all UMB certificate programs. MHEC reviews and approves (http://www.mhec.state.md.us/higherEd/acadAff/AcadProgInstitApprovals/AcadProgProposalInfo/NewCertificatePrograms.asp) all certificate programs that require 12 or more semester hours at the master's level.

Each school's website publishes the objectives, requirements, and curricular sequence of their respective certificate programs. Students of these programs have access to each school's support services. Credits earned in certificate programs may apply in conjunction with degree-granting programs of study or may add to degree requirements.

Examples of certificate programs include Environmental Law (http://www.law.umaryland.edu/programs/environment/concentration.html), Nursing Informatics (http://www.nursing.umaryland.edu/academics/certificates/ni/), Global Health (http://www.nursing.umaryland.edu/academics/certificates/global-health/), Psychotherapy (http://www.ssw.umaryland.edu/cpe/psychotherapy-certificate-program/), Education and Training for Clinical Investigations (http://medschool.umaryland.edu/k30/), and Teaching in Nursing and Health Professions (http://www.nursing.umaryland.edu/academics/certificates/teaching/).

Experiential Learning

None of UMB's programs or schools accepts life experience for academic credit. Various programs within the schools offer exemption examinations or exceptions acknowledging mastery of previous course work. Examples of this includes the School of Social Work's exemption exams (https://www.ssw.umaryland.edu/admissions/msw-program-overview/exemption-exams/) that are available for students who are prepared to demonstrate competence in select "non-practice" foundation courses, as well as course exemptions extended by the School of Pharmacy (http://www.pharmacy.umaryland.edu/academics/psc/requirements.html) for PhD students in Pharmaceutical Sciences who have who have completed the School's PharmD program or students who find appropriate alternatives to specific methods courses.

Non-credit Offerings

UMB provides a rich array of professional development opportunities for faculty and students. Each school, including Dentistry (http://www.dental.umaryland.edu/ce/), Medicine (http://medschool.umaryland.edu/opd/), Nursing (http://www.nursing.umaryland.edu/academics/pe/), Pharmacy (http://www.pharmacy.umaryland.edu/centers/cips/ce/), and Social Work (http://www.ssw.umaryland.edu/cpe/), has a formal approval process for developing, approving, implementing, and evaluating continuing education programs in collaboration with pertinent professional bodies. For example, the School of Medicine's Office of Faculty Affairs and Professional Development (http://medschool.umaryland.edu/opd/) is responsible for overseeing the development and implementation of all Continuing Medical Education activities that are approved for American Medical Association Professional Recognition Award category I credit.

The UMB Office of Interprofessional Student Learning and Service Initiatives (http://umaryland.edu/islsi/what-we-do/) serves to coordinate campus-wide activities, programs, and services that foster students' academic, personal, and professional development. A signature program provided through this office is the President's Symposium and White Paper Project (http://umaryland.edu/islsi/presidents-initiatives/symposium-and-white-paper-project/). This interprofessional initiative engages faculty, staff, and students from all of UMB's schools and academic programs in a yearlong conversation on a topic that is of interest and importance to the University and its community.

The Center for Interprofessional Education (http://umaryland.edu/ipe/who-we-are/) provides an opportunity each spring semester for students, faculty, and staff to engage in interactive Interprofessional activities via a campus wide event. Competitive grants (http://umaryland.edu/ipe/funding-opportunities/2015-seed-grants/) in the amount of $5,000 to $10,000 are available for teams to develop clinical, educational, and service projects.

The Maryland Area Health Education Centers (AHEC) program (http://medschool.umaryland.edu/academicadmin/ahec.asp) is geared towards improving the health status of Marylanders by enhancing their access to quality health care, particularly primary and preventive care, by improving the recruitment, distribution, supply, quality, and efficiency of health care professionals through community/academic educational partnerships. Western Maryland AHEC (http://wmahec.com/) facilitates rural clinical rotations and housing for health professions and allied health students, as well as interdisciplinary team-building programs in geriatrics and gerontology in Maryland's Allegany, Garrett, Washington, and Frederick counties. The Eastern Shore AHEC (http://esahec.org/) and the Western Maryland AHEC offer Geriatric Assessment Interdisciplinary Team (GAIT) training workshops that emphasize the value of an interdisciplinary team approach to the assessment and treatment of older adults. Students participate in one- or two-day workshops at selected facilities.

Branch Campuses, Additional Locations and Other Instructional Sites

UMB offers course work and programs in nursing (http://www.nursing.umaryland.edu/about/community/usg/), social work (http://socialwork.umbc.edu/the-program/), and pharmacy (http://www.pharmacy.umaryland.edu/about/campus/shadygrove/) at off-campus locations in order to increase educational access to these programs for students outside of the Baltimore area. All off-site programs meet the same standards for admission, progression, curricula, and faculty as programs delivered at UMB.

The primary off-site location is the Universities at Shady Grove (USG, http://www.shadygrove.umd.edu/), a USM regional higher education center. Nine universities within USM offer a variety of upper division courses at the campus in Rockville, Maryland. Faculty members are hired and appointed to teach at USG and serve on the home school and university committees. Additionally, the School of Nursing offers RN to BSN courses in the classroom format at the Laurel regional higher education center (http://www.nursing.umaryland.edu/news-events/news/laurel-college-center.html) and on the Southern Maryland College campus. UMB continuously evaluates opportunities to meet specific programmatic needs throughout the state's regions. Financial and workforce models are developed to efficiently use scarce resources as per the Strategic Plan (http://www.umaryland.edu/about-umb/strategic-plan/publications/).

The Health Sciences/Human Services Library (HS/HSL, http://www.hshsl.umaryland.edu/) and the Thurgood Marshall Law Library (http://www.law.umaryland.edu/marshall/) support students at all off-site programs. The Priddy Library (http://www.shadygrove.umd.edu/library) at USG coordinates all library services for the nine universities and has a librarian dedicated to the health sciences. Digital resources can be accessed 24/7. E-reserves systems (http://ereserve.umaryland.edu/eres/default.aspx) are used for course reserves and e-orientations are available for each school via the HS/HSL web site.

Through an intercampus mechanism, students can take courses at any of the USM programs (http://www.usmd.edu/regents/bylaws/SectionIII/III241.html). Credits are added to student transcripts and tuition/fees are retained by the home campus (http://graduate.umaryland.edu/Forms/).

Distance or Distributed Learning

Most UMB schools and programs offer some courses delivered through distance learning modalities: the internet, television, video-conferencing, or other means. Student learning objectives and outcomes are consistent across all modalities and are subject to the same curricular review processes. The newly-offered Master of Science in Regulatory Science (http://www.pharmacy.umaryland.edu/academics/regulatoryscience/) employs distance learning entirely.

Blackboard (https://blackboard.umaryland.edu/) is the courseware management program used for web-based and web-enhanced courses. Blackboard Collaborate is used by faculty for delivering online curriculum, by students participating in online courses, and by other members of the campus community for hosting and participating in online web conferences and meetings. Blackboard Mobile Learn is a free mobile application that allows quick access to Blackboard courses.

The Center for Academic Innovation and Distance Education (AIDE, http://www.umaryland.edu/aide/) enhances student learning by providing faculty the support, services, and resources they need to achieve excellence as instructors. The Center's staff facilitates the implementation of innovative approaches to achieve the pedagogical development of faculty and to improve learning by students. The Center supports and expands student access to UMB educational opportunities through the application of advanced instructional technology, policy, and strategic planning. AIDE offers workshops, individual consultations, and technology training to assist faculty in achieving high quality distance education.

Faculty trained in Quality Matters (http://www.umaryland.edu/aide/services/qm/) facilitate a continuous quality improvement model for online programs. Quality standards for course design are achieved through the use of a peer review process and rubric (https://www.umaryland.edu/media/umb/oaa/aide/documents/course-design/QM_Standards_2011-2013-3.pdf). All courses in the post-masters Doctor of Nursing Practice (http://www.nursing.umaryland.edu/academics/doctoral/dnp/) receive this certification.

Contractual Relationships and Affiliated Providers

All UMB schools have relationships with a wide variety of institutions for clinical instruction and externships. Each relationship is maintained through a Memorandum of Understanding (MOU), affiliation agreement, or contract that designates the responsibilities of the school or program and the institution. UMB's University Counsel (http://www.umaryland.edu/about-umb/offices/university-counsel/) and the Vice President for Academic Affairs review all MOUs.

Summary of Findings

The Working Group finds that the University is in compliance with Standard 13, as the University offers a wide variety of certificate programs and non-credit offerings, as well as maintaining distance learning programs at branch campuses and online.

RESEARCH QUESTION 1: HOW COULD UMB LEVERAGE ITS STATUS AS AN ANCHOR INSTITUTION TO DRIVE ECONOMIC GROWTH AND COMMUNITY DEVELOPMENT IN WEST BALTIMORE?

Methodology

The Working Group reviewed the process and results from the Strategic Plan (http://umaryland.edu/about-umb/strategic-plan/publications/), which was developed with input from over 140 UMB faculty, staff, and students as well as from a number of town hall meetings,

focus groups, and surveys. Rather than duplicating that process, the Working Group used the results of the Strategic Plan and other documents to guide the development of an answer to this research question.

The Working Group also conducted a review of community engagement initiatives at 48 Middle States institutions classified as "Medical, Very High Research Activity and High Research Activity"[2] to learn if UMB's strategy is sufficiently comprehensive and coordinated. As can be expected, community engagement and its implementation vary a great deal among the institutions, but common to all is the attempt to coordinate the academic and service components across the various campus units; for UMB, the Office of Community Engagement (http://www.umaryland.edu/about-umb/offices/oce/) performs this coordination.

Findings

UMB has, at its core, made a firm commitment to improve the lives of citizens of West Baltimore. Each school has numerous initiatives underway to collaborate with community groups, schools, and local government to bring about positive change. At the same time, the UMB President has committed to partnering with Baltimore City's Mayor to bring about a rebirth of Baltimore's western sector that is intended to better the lives of its citizens and enhance the physical environment so that it is attractive to businesses and visitors. At the forefront of this commitment is the development of a strong infrastructure for community engagement and community-university partnerships. This infrastructure is intended to be comprehensive, coordinating the numerous initiatives that already exist within the various schools and building new initiatives that cross traditional school boundaries.

In order to build this infrastructure, one recommendation in the Strategic Plan for strengthening UMB's integration with the local community was to create an on-campus center that would merge various UMB offices that have responsibility for community engagement. One coordinating office would be a more efficient and effective way to serve both the University and the community and enhance community engagement. This recommendation was echoed both in the 2012 President's Fellows white paper entitled "The University of Maryland as a Baltimore Neighbor: Work and Play Toward a Healthier Future"[3] and an earlier 2010 report[4] by several UMB faculty, which indicated that a significant campus infrastructure in the form of an office or center be established. President Jay Perman has already acted on these recommendations by creating a new position, Executive Director of Community Initiatives and Engagement (http://www.umaryland.edu/about-umb/offices/oce/who-we-are/), as part of the President's office. By elevating community engagement initiatives into the President's Office, President Perman renewed UMB's commitment to the community as an anchor institution in West Baltimore.

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[2] Middle States Peer Institutions by Carnegie Classification (2014).
[3] 2011-2012 President's Fellows, White Paper: Urban Renewal (2012). The University of Maryland as a Baltimore Neighbor: Work and Play Toward a Healthier Future.
[4] Center for Community Engagement (2010). UMB at a Crossroads: Opportunities for Expanding Community-University Health Partnerships.

Additionally, while the University currently has several websites related to community services, UMB is currently developing a new Office of Community Engagement website containing all relevant UMB programs and an interactive map such that anyone in need of programs and services can easily and readily locate them. This office is drawing on examples from other universities, including UMB's peer institutions such as Drexel University (http://www.drexel.edu/civicengagement/), to improve its website design and utility. For example, videos of UMB's current programs in West Baltimore that capture the community's perspective will highlight UMB's commitment and contributions to the city and inform others about UMB's mission. The Office of Community Engagement will focus on UMB's economic inclusion agenda, which includes exploration of local hiring programs to offer more employment opportunities to West Baltimore residents, as well as a deeper commitment to local purchasing, opening up economic opportunity for small, local businesses to do business with the university. In addition, President Perman created the Center for Community Based Learning and Engagement (CBEL, http://www.umaryland.edu/local/) to serve as a clearinghouse for student service learning as well as volunteer opportunities for students, faculty, and staff.
In establishing CBEL to focus on academically-based community service, and appointing the Executive Director for Community Initiatives to determine what it means to be an anchor institution in West Baltimore, UMB is now poised to address community initiatives head on.

Part of UMB's mission as a conglomeration of professional schools is to guide and assist faculty who want to explore community research or develop courses that engage the community as a partner in learning. For example, in the spring of 2015 a team of faculty from the School of Law, School of Social Work, and the University of Maryland Robert H. Smith School of Business will lead a course on worker-owned cooperatives working with West Baltimore community members.[5] These types of activities will assist the economic growth of West Baltimore by enabling residents to build equity and ownership in small businesses.

UMB is interested in promoting the concept of responsible citizenship to UMB faculty, staff, and students, and engaging the entire University community in a more proactive way. The University is also keenly attuned to being responsible property owners, especially where the campus and the community intersect. As indicated in UMB's Facilities Master Plan Update (http://www.umaryland.edu/planning/facilities-master-plan/), neighborhood connections are part of the planning principles to "improve connections to the surrounding residential and business communities to stimulate revitalization, promote economic development, and encourage commercial enterprises which will enhance the campus community."

UMB will 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. A cornerstone of this type of community engagement is UMB's involvement in the Southwest Partnership (SWP) (http://southwestpartnership.tumblr.com/About), a coalition of seven Baltimore neighborhoods adjacent to the UMB campus. 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, including serving on the Steering Committee. The University has, through its continued participation with the SWP, strengthened the bond between itself and

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[5]University of Maryland Francis King Carey School of Law (2014). Business Law Bulletin, Fall 2014.

its neighbors and helps the University identify opportunities to drive community development and build capacity in West Baltimore. The Southwest Partnership catchment area is sandwiched between UMB to the east, and Bon Secours Hospital to the west, providing an exciting opportunity for future collaboration between these two anchor institutions around workforce development and community revitalization activities.

UMB is currently examining ways to apply its purchasing power to neighborhood businesses and help drive economic growth in West Baltimore. UMB is a lead partner in the Baltimore Integration Partnership (BIP) (http://www.abagrantmakers.org/page/BaltimorePartnership), exploring possibilities for anchor institutions to develop local hiring and local procurement programs. The BIP 1.0 Final Evaluation Report (www.abagrantmakers.org/resource/resmgr/BIP/BIP_Final_Report_FINAL_revis.pdf) presented an assessment of the accomplishments of BIP in expanding jobs for low-income residents. The report made clear that "promoting economic inclusion in Baltimore is a complex, difficult undertaking;" however, the University views economic inclusion as an important challenge and will continue its commitment to economic growth in West Baltimore.

As part of the commitment to West Baltimore's economic growth, examination of UMB's procurement activity, the products and services that compose the majority of UMB's spending— scientific equipment, chemicals, etc.— revealed that most 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. 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 sought 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 UMB BioPark invites local food businesses to participate in regular social events such as "Science in the City," (http://www.umbiopark.com/event-highlights.aspx?id=81) making local food merchants more visible to tenants and visitors of the BioPark.

With respect to local hiring, UMB is partnering with community organizations and other anchor institutions to prepare local residents for positions at UMB and the University of Maryland Medical Center. For example, UMB is partnering with the Center for Urban Families (http://www.cfuf.org/Workforce-Development/) to create a workforce development pilot that will link qualified residents to training programs, making them more competitive to apply for positions at UMB, University of Maryland Medical Center (UMMC), and beyond. The University, UMB BioPark and UMMC collectively hire over 400 entry-level workers each year, with a majority of hires coming from Baltimore City. Through this pilot project, UMB will give priority to community members to interview for qualified open positions at UMB.

Additionally, since many of UMB's educational requirements are an employment barrier, Human Resource Services look for opportunities to restructure jobs and modify requirements where applicable. Most recently, UMB collaborated with the Life Sciences Institute of Baltimore City

Community College (http://www.bccc.edu/Page/262) to create a new position - Laboratory Research Technician Assistant – requiring only a biotechnology or other life sciences associate degree as the minimum education requirement. BCCC's biotechnology program creates a bench-ready workforce of biotechnology graduates to work in research laboratories at UMB. Previously, these graduates were ineligible for positions because the jobs required a bachelor's degree but now have another opportunity with potential for greater starting pay.

UMB was selected by Maryland Works as the "2008 State Employer of the Year" for employing people with disabilities. UMB is an enthusiastic partner in Project Search (https://www.umaryland.edu/hrs/current-employees/eeo-and-affirmative-action/diversity-initiatives/project-search/), a continuing partnership between the Arc of Baltimore, the Baltimore City Public School System, and the Division of Rehabilitation Services. Under Project Search, young adults from Baltimore with developmental disabilities participate in a high school transition program, undertake unpaid internships, and attend classes at UMB. The goal is to increase the number of internships of students served each year, which could result in the hire of some of the students, as well as broaden the scope throughout the University System of Maryland and the surrounding community. In 2010, UMB achieved part of this goal as the University of Maryland Medical Center (UMMC) joined its efforts in this beneficial program.

Finally, UMB and the BioPark partner with Vivien T. Thomas Medical Arts Academy (http://www.baltimorecityschools.org/Page/12367) to provide enrichment and field placement opportunities; and the BioTechnical Institute of Maryland and Baltimore City Community College to provide specialized science career training—all to reinforce a health sciences careers workforce pipeline in West Baltimore.

In terms of community development, the area surrounding the UMB campus is in desperate need of revitalization and repair. To this end, UMB will continue its involvement with Baltimore City government through the UniverCity Partnership (http://baltimoredevelopment.com/projects-and-programs/neighbourhood-development/), the vision of the Mayor and President Perman for phasing in a mixed-use, mixed income neighborhood on downtown's west side. A top priority of UniverCity is revitalizing Lexington Market to drive economic growth in the area.

The Strategic Plan also indicated that the University should commit its resources and develop University/community advisory groups that will guide and draft principles for community engagement. The establishment of a Community Advisory Board with representation from all West Baltimore partners will enhance UMB's ability to partner with West Baltimore communities and to ensure that the entire community has a voice in UMB initiatives.

Summary of Findings

The University contributes to multiple facets of economic growth in West Baltimore, including sponsoring educational offerings at nearby high schools and community colleges, as well as embracing local businesses and collaborating closely with the BioPark and the UMMC. These efforts, while empowering on a stand-alone basis, will have even greater impact with additional centralization and coordination. UMB is strengthening its infrastructure to focus economic efforts and maximize local impact, by, among other things, by looking to peer institutions for

inspiration and capitalizing on the talents and initiatives of its own faculty, staff, students, and partners.

RESEARCH QUESTION 2: HOW COULD UMB CREATE LEARNING OPPORTUNITIES FOR STUDENTS THAT FOSTER COMMUNITY INVOLVEMENT AND SERVICE?

Methodology

Members of the Working Group represented faculty, staff, and students who are engaged with the community as clients, participants, and service coordinators and providers. After compiling a list of student groups formally supported by the University Student Government Association[6], the group questioned their constituencies, examining the underlying drivers for their engagement with the community and how their interactions with the community could be enhanced, and reported their findings.

Findings

Previously, students at UMB engaged in community service activities only after commencing their studies. Admissions committees find this trend decreasing. Students seeking admission to UMB desire not only a rigorous academic environment but also opportunities to serve the community and contribute to something greater than themselves. UMB is providing these opportunities in various ways. Indeed, several student-led groups exemplify these attributes in action, including A Bridge to Academic Excellence (ABAE) and Global Medical Brigades (GMB). Interviews with student leaders from these organizations provide valuable insight into students' desire to volunteer.

Mr. Anthony Jiang, Student President of the ABAE mentoring program

Mr. Jiang indicated that A Bridge to Academic Excellence (ABAE, http://studentorg.rx.umaryland.edu/abae/) is highly successful and attracts student participants (mentees) both from the immediate community and from distant communities. The students come to the UMB campus on Saturdays while the program is active. ABAE turns down students only on the basis of space limitations and operates on a first-come, first served basis. Mentoring for SAT, school-work, AP preparation etc., is performed by UMB students. The Schools of Medicine and Pharmacy contribute the largest percentage of students to ABAE. According to Mr. Jiang, right now, the program is limited by available space and the available budget. Money is spent on supplies and food for the participants. Mr. Jiang says that one limitation of their program is that they do not collect and analyze data so they have no scientific measure of how well their program actually performs. Anecdotally, parents, teachers, and students mention that the program is very useful. Mr. Jiang would like tracking tools and formalized structures from the University to enhance the experience of the student mentors and participants in the program. He also ventures that such data might help in ensuring the stability and longevity of the ABAE program.

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[6]Prominent Student Groups that conduct Outreach (2015).

UMB students are also keen on the growing global-to-local concept: engaging in global experiences where resources may be limited and may be leveraged in creative ways, and then bringing those experiences to bear in under-resourced or poorly accessed domains here in the Baltimore community. One excellent student-led group engaged in this global-to-local concept is the Global Medical Brigades (GMB).

Ms. Salin Nhean, Co-president of Global Medical Brigades (GMB)

Ms. Nhean provided the following information on the GMB (http://gmbatumb.wix.com/gmbatumb):

> "Global Brigades (GB) is a student-led, non-profit organization that provides sustained health care relief to underserved communities throughout the world while respecting local culture. GMB is one of nine programs under the holistic model of GB. Our chapter at the University of Maryland, Baltimore is just one of hundreds of chapters around the globe. Each chapter brings students and healthcare professionals on one-week trips to areas in Honduras, Panama, Nicaragua, or Ghana that have little access to healthcare. There, they work together to set up makeshift clinics and may see anywhere from 500-1000 patients per brigade. On our last trip, 32 students from [the] School[s] of Pharmacy, Nursing, Medicine, Social Work, and Graduate Program provided care for 678 patients in a rural community in Honduras. We are planning another trip to Honduras this coming January, and there are 41 students from [the] School[s] of Pharmacy, Nursing, Medicine, and Social Work."

> "A medical brigade consists of dedicated student volunteers, doctors, pharmacists, nurses, and other healthcare professionals providing health care to these communities. The brigade operates similarly to a traditional hospital. Patients will be transitioning from intake to triage to medical consultation to dental consultation to a gynecology station and ultimately to the pharmacy. While waiting for their prescriptions to be filled in the pharmacy, adult patients will attend a public health education workshop while pediatric patients will partake in a dental education program. During the dental education program, children will receive a fluoride treatment along with materials and demonstrations for proper teeth brushing and dental and basic hygiene."

Global-to-Local Activities

UMB is recognized as a national leader in global-to-local community engagement and provides annual opportunities to UMB faculty and students to conduct global health projects abroad. UMB's leadership in the Global Health and Interprofessional Education arena was recognized in a report by UMB faculty Professor Virginia Rowthorn and Dr. Jody Olsen, Directors of the Global Health Center[7]. Gregory B. Carey also chaired the discussion and contributed to several important sections in this pioneering work. Additionally, Professors Rowthorn and Olsen have

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[7] Virginia Rowthorn and Jody Olsen (2014) All Together Now: Developing a Team Skills Competency Domain for Global Health Education Journal of Law, Medicine & Ethics 42, no. 4 (2014): 550–563.

been invited to present their work at the Sixth Annual Conference of the Consortium of Universities for Global Health (CUGH) to be held March 26-28, 2015, in Boston, MA. The theme of this workshop is the Global/Local concept.

Mentoring in the Community

Medical student leaders put together a "town hall" meeting discussing medical student mentoring in the community. The meeting also served as an informational and educational tool for the Baltimore Medical Education Resources Initiatives for Teens (MERIT, http://www.meritbaltimore.org/about.html) mentoring program. MERIT is a program that selects high potential Baltimore youth in 9th grade and mentors and provides emotional and pre-professional support for them into their college years. Attendance of this town hall included community members and students from UMB. Dr. Carey engaged the students and asked about their motivations for community engagement and about what kinds of activities they would like to be engaged with the community (http://www.meritbaltimore.org/see-our-work/mlc-round-2). Daniel Mascarenhas, MSII, student leader and winner of two national medical student awards, shared his views which perhaps serve as both validations and recommendations.

Mr. Mascarenhas confirmed that medical students are interested in community service, as they seek and value interactions and experiences with others and the communities they serve. Medical students prove competent in multiple areas, including academics, research, service, leadership, and teaching. They desire to share these skills via community engagement opportunities. Mr. Mascarenhas also suggests that the logistics of planning community service activities prove more difficult than the acts themselves. He says, "If given the means, flexibility, and freedom to manage, students will be able to engage in service that is not only more enriching to them, but also better delivered to those who are being served." Finally, he also promotes the role of students in selecting focused community engagement activities. He proposes that the passion that students bring to activities in which they feel invested will greatly increase the quality of the experience for all parties.

Other Community Services

For more than a decade, the University of Maryland Francis King Carey School of Law's Clinical Law Program (http://www.law.umaryland.edu/programs/clinic/index.html) has been ranked among the nation's top ten by *U.S. News & World Report*. A national leader, it was the first law school program in the country to receive the John Minor Wisdom Award, the American Bar Association's leading public service honor.

Each year, 25 faculty lead 250 students in providing 140,000 hours of free legal services to the community, making the Clinical Law Program one of the region's largest public interest firms. The Program allows students to work alongside faculty members on real-life cases, and gain a unique combination of theoretical study and practical experience that prepares them to hit the ground running in their legal careers. Among the Clinic Law Program initiatives are an immigration clinic, community justice clinic, and law and social work services.

Summary of Findings

The Working Group discovered many catalogued activities as well as superb and longstanding uncatalogued community activities and programs ongoing under UMB's auspices. The activities themselves provide the opportunities for experiential practice and service. The Group recognized that students will engage or pursue community engagement for either credit-seeking, resume-building or based on their passion. As presented in the student leader's comments previously, the Group also recognized that whatever the motivation, for best matching of community and student and UMB need, UMB should serve as a central source of structure and a catalogue 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. The latter concern could generate some resistance inside UMB. Any cataloguing efforts should underscore their ability to promote and celebrate superb programs, sustainability, and better accounting. These efforts, in turn, can help procure funding to build and maintain successful, sustainable programs in the future.

RESEARCH QUESTION 3: HOW SHOULD UMB BRING ABOUT BETTER COORDINATION OF OUR DISPARATE COMMUNITY INITIATIVES TO MAXIMIZE COMMUNITY IMPACT AND TO EXTEND OUR OUTREACH EFFORTS?

Methodology

UMB serves as an anchor institution in the Baltimore area with a University community that provides over two million hours of service annually to the community. Several key projects and services are recognized, but the various schools and initiatives remain disconnected. As a part of the UMB self-study, the Working Group studied similar institutions and identified certain areas where UMB can make a larger impact by coordinating between schools, creating overarching policies, and encouraging inter-professional engagement. The Working Group conducted interviews with higher education entities that encourage cross campus, interdisciplinary input and participation from both internal and external partners. Among those UMB campus and community-based initiatives, the Working Group interviewed representatives from A Bridge to Academic Excellence (ABAE, http://studentorg.rx.umaryland.edu/abae/) at the School of Pharmacy, the JACQUES Initiative's Preparing the Future program (http://www.jacques.ihv.org/ptf/prepare.html) at the School of Medicine, and the Center for Interprofessional Education (https://www.umaryland.edu/ipe/who-we-are/). The Working Group also interviewed several external entities, including Shriver Center at the University of Maryland Baltimore County (UMBC) (http://shrivercenter.umbc.edu/about/), a national leader in applied learning, civic engagement, and community-based service delivery; SOURCE (Student Outreach Resource Center, http://www.jhsph.edu/offices-and-services/source/about/), a community service and service-learning center for the Bloomberg School of Public Health; and the Schools of Medicine (http://www.hopkinsmedicine.org/about/community_benefits.html) and Nursing (http://nursing.jhu.edu/excellence/community/index.html) at Johns Hopkins University.

Findings

As part of President Perman's focus on fostering and developing more comprehensive community engagement, as reflected in the UMB Strategic Plan 2011-2016 (http://www.umaryland.edu/about-umb/strategic-plan/publications/), UMB created a Center for Community Based Learning and Engagement within the newly formed Office of Engagement led by a new Executive Director for Community Initiatives and Engagement (http://www.umaryland.edu/about-umb/offices/oce/who-we-are/). This office is charged with coordinating the University's outreach initiatives and providing more comprehensive and meaningful engagement in UMB's neighboring communities. Additionally, UMB has begun to set both short and long term goals in an effort to better coordinate work between schools, with an ultimate plan of creating a structure for coordination with external stakeholders. Long term planning may include creating a hub or a community service center in West Baltimore. Analysis of the previously mentioned institutions described both similar goals and concerns, such as coordination between community engagement groups and dissemination of information across the entire university.

Representation of all schools in community engagement administration

Successful representations at the Diversity Advisory Council (http://www.umaryland.edu/president/diversity-advisory-council/) and the Council for the Arts (https://www.umaryland.edu/arts/) suggests that the creation of an advisory board composed of all UMB schools and administrative units represented at the executive level (from the Office of the Dean or Vice President) would maintain full participation from all schools on concerted efforts. Additionally, among the external examples, only Student Outreach Resource Center (SOURCE) received full participation from all targeted schools at Johns Hopkins whose board (http://www.jhsph.edu/offices-and-services/source/our-team/governing-board/) includes both deans of academia and student affairs from each of their participating schools. Even the renowned Shriver Center at UMBC revealed difficulties achieving full cross-campus participation in their civic engagement due to a lack of executive level participation in planning from all schools on campus.

Community engagement communication via common infrastructure position

The previous suggestion to create an advisory board makes an important presumption: It presumes the existence of representatives from each of the professional schools who have a comprehensive understanding of the school's community engagement activities. As such, the Working Group also believes that each school would benefit from either creating a new position or empowering someone in their academic or student affairs organizations with this knowledge and the authority to enact changes in their policies.

Each school's community engagement point of contact would be a resource for faculty, staff, and students who are interested in or currently engaged in service learning or volunteer work in the community. They would also be responsible for having a comprehensive knowledge of the school's community engagement activities. Currently individuals in each school claim responsibility for some aspect of community engagement, such as coordinating service learning

course experiences, or advising student organizations that perform community service; still there exists a disconnect within the school's comprehensive understanding of its community engagement work.

Matching community needs with interprofessional community engagement

"To change the city, we must engage the city." The heart of UMB's community engagement vision (http://www.umaryland.edu/about-umb/strategic-plan/publications/) proposes to serve the community to the fullest and greatest potential. The Working Group believes that an inter-professional approach will achieve and actualize this vision. Such an approach grants not only essential opportunities for faculty, staff and students alike to participate, it also increases the capacity of its body in doing so.

When combined with a focus on sustainable collaboration, this approach also allows UMB participants to make organic and informal connections across disciplines necessary for effective coordination, therefore synergizing curricular content and community-centered work.

Campus-wide policies to simplify interscholastic collaboration

Currently, when schools at UMB 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 (http://www.umaryland.edu/about-umb/offices/university-counsel/). This process of vetting MOUs takes a significant amount of time and sets up individual agreements for each project. These individual agreements contribute to the silo effect among the schools, which can exclude other schools from participating and learning through the community engagement activities. The Working Group believes that UMB would benefit from drafting campus-wide policies that encourage schools to engage with each other in a more nimble and cooperative manner. With a campus-wide policy in place, more schools may be willing to work together on projects that can more widely impact the University's community-based projects.

Summary of Findings

The Working Group finds that UMB is not alone in its difficulty in effectively coordinating its community engagement activities. The Working Group's analysis of peer institutions reveals similar challenges that may be overcome when key stakeholders are involved, and each school is represented with necessary administrative powers. UMB can maximize community engagement impact by simplifying interscholastic collaborations and matching outreach programs with community needs.

RECOMMENDATIONS

Level 1

The Working Group does not suggest any Level 1 recommendations

Level 2

The Working Group believes that UMB would greatly benefit from more carefully matching its outreach programs and community engagement with self-identified needs from the community. Greater representation from community leaders would ensure that UMB remains current in community affairs and addresses the proposed needs appropriately.

Additionally, the Working Group believes that UMB would benefit from campus-wide policies that facilitate cross-school collaborations without individual MOUs for each proposed project. Using its community engagement initiatives as a model, UMB can better organize interscholastic efforts and strengthen its concept of Seven Schools, One University.

Level 3

In order to facilitate cross-school initiatives, the Working Group believes that UMB could create a council for community engagement with high level participation from each school. This council would work to enhance contributions by each school to the University's efforts and to maintain current and consistent policies to govern these efforts.

Further, the Working Group proposes a dynamic, comprehensive inventory of community engagement initiatives, including the programs from each school as well as university-wide efforts. This centralized listing of programs will increase the visibility of UMB's community engagement programs and simplify communication of these programs with the involved community.

Finally, the Working Group suggests the creation of an urban extension center for its community engagement efforts. This off-campus site will allow greater access of UMB's resources to its community partners and maximize the impacts of UMB's projects.

CONCLUSION

This chapter examines the community engagement efforts of UMB. Standards 1 and 13 are addressed. The Working Group finds that UMB complies with Standard 1, employing a university-wide mission and goals as well as school-specific missions and goals, all of which comply with USM and MHEC. UMB also complies with Standard 13, offering a wide variety of related educational activities, including additional locations as well as distance learning that maintain high quality educational programs. The Working Group also explored three research questions relating to community engagement. In West Baltimore, UMB remains committed to economic development through various mechanisms. Students greatly contribute to the community engagement activities at UMB, through both academic requirements and volunteerism efforts. Finally, all of these activities, while substantial in their own rights, would benefit from a focused center that coordinates UMB's community engagement efforts as seen at peer institutions. The Working Group suggests two Level 2 and three Level 3 recommendations that would maximize the impact of community engagement at UMB.

APPENDICES

Documents

1. Mission Statement Revision and Review Process (2014).
2. Middle States Peer Institutions by Carnegie Classification (2014).
3. 2011-2012 President's Fellows, White Paper: Urban Renewal (2012). *The University of Maryland as a Baltimore Neighbor: Work and Play Toward a Healthier Future*.
4. Center for Community Engagement (2010). *UMB at a Crossroads: Opportunities for Expanding Community-University Health Partnerships*.
5. University of Maryland Francis King Carey School of Law (2014). *Business Law Bulletin, Fall 2014*.
6. Prominent Student Groups that conduct Outreach (2015).
7. Virginia Rowthorn and Jody Olsen (2014) All Together Now: Developing a Team Skills Competency Domain for Global Health Education Journal of Law, Medicine & Ethics 42, no. 4 (2014): 550–563.