University of Maryland, Baltimore

Strategic Plan

Proposed Final Plan

Introduction

The University of Maryland, Baltimore ("University") has a long, illustrious history of achieving excellence and providing benefit to the state. However, the University finds itself, like all institutions of higher education, in challenging times. These challenges provide great opportunities. This strategic plan is designed to take advantage of these opportunities. This strategic plan and the planning process would not have been possible without the superb foundational work done in each school and administrative unit. It is the excellent work done here over the previous years that enabled the University to engage so fully in the process.

We created our strategic plan in careful alignment with the University System of Maryland (USM) Board of Regents' strategic plan. Our plan enhances the effectiveness of our redefined collaboration—*MPowering the State*—with the University of Maryland, College Park. We look forward to collaborating with our USM colleagues, the University of Maryland Medical System, and our many community, state, and national partners.

This strategic plan process began with a charge to the University from President Jay A. Perman, MD. He wrote: "Dear colleagues and friends, our University has achieved many wonderful things in its illustrious history. Still, I believe the University's greatest achievements are in its future. We need a strategic plan to assist us in reaching our collective goals. This plan cannot be the staid effort that we envision when we hear the term 'strategic plan.' This plan must bring our strengths and values together to make us greater than the sum of our parts. This will require an effort that is broadly inclusive, engaging our faculty, staff, students, partners, and communities. We need an innovative forward-thinking plan to

ensure that the University reaches its full potential as leaders in higher education, research, service, and community engagement. This must be an action-oriented plan that directs us for the next five years and shapes our future for 10 years."

This following plan is designed to be the University's operational plan for the next five years, and to guide it for 10 years. In addition, in the third year of the plan, the University will complete an environmental scan and trend analysis to determine whether any course alterations are needed in plan implementation. This plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to its completion. In addition, hundreds more participated in town halls, interactive feedback sessions, focus groups, surveys, and online feedback. The participation was exceptional, but perhaps more impressive is the genuine enthusiasm at all levels for moving the University forward.

The University will now build on its rich 200-year history of leadership and accomplishment, and take its next great step. Together, the University is greater than the sum of its parts.

Fundamental Elements

A continuous, broadly inclusive approach was taken throughout the strategic planning process to ensure a plan that is representative of the larger University's thoughts and input. While the themes cover expansive areas, several specific overarching issues emerged that are not direct components of any one single theme. Those elements are information technology organization and utilization, pervasive and effective communication, faculty and staff training, and expanded government and community partner relationships. While various themes have tactics that reflect these areas, they are not broad enough, or adequate enough, to meet the larger need. Therefore, the University has recognized these areas

as fundamental elements to be addressed if the University is to move forward with alacrity in implementing this plan and meeting its stated goals.

First, the University's current information technology organizational structure must be enhanced in a manner that is universally accessible and facilitates flexibility and innovation. In order to garner the maximum benefit from information technology, in both routine matters and in innovation, the University must make enhancements to the organizational structure to develop a more unified approach that will allow for maximum utilization and benefit across the University.

Second, effective two-way communication is a must in any successful organization. The University recognizes the need to design open communication channels that disseminate and receive information to and from internal and external constituencies. Items such as electronic newsletters, Universitywide announcements, and broad utilization of the common calendar are examples of existing tools that can be leveraged to enhance communication. Effective communication strategies go hand-in-hand with enhanced information technology initiatives and both rely on open and collaborative participation to maximize impact and success.

Third, there is a distinct desire and need for more faculty and staff training. While many effective training programs currently exist, it is imperative that the University increase training opportunities to facilitate enhanced work performance, faculty and staff satisfaction, and workforce development.

Finally, the University, located in close proximity to many local, state, and federal government agencies, needs to develop stronger government and community partner relationships. While the University has been most successful collaborating with local and state government agencies, it has not had the same presence at the federal level. Many challenges face society, in areas such as health care and transferring the knowledge created through research for the betterment of society. This University is particularly well-positioned to be an expert partner is studying such matters and providing cutting-edge solutions to challenges. The University eagerly

takes on this mantle, and will actively work with local, state, and federal governments and community partners to address these challenges and opportunities.

The University has a prime opportunity to enhance its effectiveness in its missions by addressing these four foundational elements. Streamlined information technology organization, enhanced two-way communication, increased training, and collaboration with government agencies and community partners will enable the University to further its efforts in everything it does. While much good work has been done in these areas to date, a challenge to the status quo can yield great opportunities. The University embraces this opportunity.

The plan that follows has goals and tactics under each theme. The tactics represent the current best thinking for suggested approaches to achieve the goals.

Mission

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.

Vision

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

Core Values

Accountability

The University is committed to being responsible and transparent.

Civility

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

Collaboration

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

Diversity

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

Excellence

The University is guided by a constant pursuit of excellence.

Knowledge

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

Leadership

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

Environmental Scan and Trends

Several primary forces encompassing the University establish the baseline anchoring the *2011-2016 Strategic Plan* and create the currents steering the University during the next five to 10 years. The following is a summary of these environmental trends ascertained by the Planning Committee, supplemented by a literature review and primary research consisting of extensive use of surveys, town halls, and interactive sessions. Committee work groups also embarked on site visits and interacted extensively with colleagues within the University and throughout the greater higher education community.

[Diversity and Accountability]

Graphic: Maryland population in 2010 [PPT Page 2)

Source: Maryland Department of Planning, November 2010

Graphic: Student demographics – Md. resident, U.S. resident, international [PPT Page 3]

Graphic: Student Debt [PPT Page 4]

Graphic: URM in students, staff, faculty, leadership positions [PPT Page 5]

Graphic: Race/Ethnicity of staff, students, faculty, chairs [PPT Page 6]

The March 2011 Congressional Research Service report, *The Changing Demographic Profile of the United States*, observed that the United States is getting bigger, is getting older, and is becoming more racially and ethnically diverse. These trends are mirrored in Maryland, where the population is growing and aging, the suburbs are becoming increasingly racially diverse, and immigrants are largely settling in suburbs rather than the urban neighborhoods of their predecessors. Differences in how various ethnic and racial groups use health services, as well as differences in the types of care sought, coupled with future population growth, create challenges for health care planning in terms of the services needed and the workforce required to best serve an increasingly diverse population.

As the state's only public academic health, law, and human services university, the University has an obligation to educate and train students and scholars to provide leadership and expertise necessary to address the health, legal, and social challenges posed by our nation's changing demographics. In fulfilling this obligation, the University must embrace and celebrate diversity and become culturally competent. The University must be able to respond respectfully and effectively to people of all cultures, classes, races, genders, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the

worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.

Attaining cultural competence will require the University to have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures enabling these to work effectively cross-culturally. The University will build the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, and acquire and disseminate cultural knowledge. In response to the diversity and the cultural mores of the communities served by the University, it must incorporate these ideals into all aspects of policymaking, administration, practice, and service delivery by systematically involving consumers, key stakeholders, and communities.

The 2005 Commission on the Future of Higher Education, established by the U.S. Secretary of Education Margaret Spellings, was charged with recommending a national strategy for reforming post-secondary education, with a particular focus on how well colleges and universities are preparing students for the 21st-century workplace. In its report issued in 2006, the commission focused on four key areas: access, affordability, standards of quality in instruction, and accountability of institutions of higher learning to their constituencies. The report concluded, among other things, that improved transparency and accountability was vital to the future success of higher education in the United States.

As noted by the EDUCAUSE Center for Applied Research, self-reflection and public accountability are not strengths of the American higher education system. The center suggests that higher education institutions seeking to enhance accountability and transparency through the strategic planning process must address seven major elements: leadership/alignment, climate/context, operations, human resources, data management/measurement, communications, and standards for teaching and learning.

[Innovation]

At its most basic level, innovation seeks to improve or create resources, processes, or values. Fostering innovation is fundamental to success in most organizations, but is especially critical in the knowledge-based industry of higher education. In each of the major benchmark universities reviewed, innovation was directly or indirectly identified in strategic plans, visions, or goals. The need for innovation is driven by increased complexity in the challenges of constantly and rapidly changing practice environments, education approaches, and community settings. The traditional ways of doing business and working together, or working apart, will be eclipsed by rapid innovation in digital communication through social media, electronic communications, knowledge generation, discovery, and interprofessional teamwork.

Organizational culture and leadership that fosters and advances creativity and interprofessionalism are the most valuable assets for future success. Creating a culture of innovation is dependent upon a shift in incentives and rewards, learning from failures, encouraging risk, and fashioning infrastructure to support discovery and creativity. This is especially true for a University preparing the next generation of educators, researchers, caregivers, and leaders who must embody this leading edge of change.

[Interprofessionalism]

Interprofessionalism refers to occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing client- or patient-centered health care. There is a more than 40-year history of interprofessional education and workforce retraining to build interprofessional teamwork and team-based care, particularly in the context of improving quality, effectiveness, and safety of patient care.

During the past decade, there have been recommendations by various groups that educators and accreditation, licensing, and certification organizations ensure that students and working professionals develop and maintain proficiency in five core areas, including "working as part of interdisciplinary teams." Numerous barriers to implementing interdisciplinary teams exist, such as the absence of common professional terminology, separately housed professional schools whose faculty work at different sites, un-synchronized calendars, and distinct patient points of entry. Moreover, there has been limited research on the effect of interprofessional education on practice and patient care.

Within the current decade further emphasis has been placed on the need for interdisciplinary team training and interprofessional education among nursing, osteopathic medicine, pharmacy, dentistry, medicine, and public health professionals. Key challenges to this effort include the need for administrative leadership support to create interprofessional education components, scheduling and finding time to bring students together, and training faculty to become effective interprofessional educators.

Although there are strong calls for interprofessional health education, little literature focuses on the inclusion of law and social work in interprofessional education efforts with health professionals. Nonetheless, recent literature includes discussion about medical-legal partnerships and legal-social work partnerships. There are also many opportunities for collaboration across all professions at the University, including input into the design and evaluation of problem-solving courts and health care system reform efforts at the state and federal levels.

The National Academy of Sciences reported on facilitating interdisciplinary research in 2004. The report indicated that major funding agencies, including the National Institutes of Health (NIH), Agency for Healthcare Research and Quality, National Science Foundation, Robert Wood Johnson Foundation, and the Josiah Macy Jr. Foundation, require or encourage interdisciplinary research proposals. However, there is limited data on the outcomes of interdisciplinary efforts. Collaborative initiatives

often last only as long as the funding. For example, the Center for the Study of Science, Technology, and Public Policy at the University of Virginia was unable to continue once funding ran out.

Based on the latest research, interdisciplinary research centers have produced substantial outcomes in research productivity. Challenges identified for such centers included readiness, resources, and competing demands of participating institutions, as well as sustainability. The key elements of success are interdisciplinary leadership, engagement and support from institutional leadership, links to broader institutional initiatives, use of external funding to bring attention to efforts and to bring together key personnel, and promoting interdisciplinary collaboration through activities that share information, foster awareness of other disciplines, and incentivize joint efforts.

Universities can nurture interdisciplinary activities by creating cross-matrix organizational structures, such as organized research centers in specific research areas, providing budget and space resources, and encouraging competition with high monetary stakes. Challenges to interdisciplinary research include having interdisciplinary centers become silos within an institution, and a lack of consensus about the best way to assess interdisciplinary research for discipline-specific peer review. The past history and current trend of growing support for interprofessional activities across higher education institutions and the unique skills and competencies the University's schools possess provide a tremendous opportunity for collaboration.

Graphic: # of Initiatives, # Organized Research Centers, # of Multi-Disciplinary Clinics, # of Multi-Disciplinary Courses [PPT Page 7]

[Global and Local]

There are existing University programs, such as the Institute for Human Virology and the Center for Vaccine Development, that have already attained global significance. In addition, there are currently almost 60

grants and contracts that are global in reach, and total funding received from the federal President's Emergency Plan for AIDS Relief (PEPFAR) exceeds $400 million to date. During the six years between 2009 and 2014 the United States is expected to spend $63 billion on global health initiatives, providing significant commercial and business opportunities in developing education, health care, and research capacity in emerging economies.

Global engagement is important to students and faculty. Between 2006 and 2009 the number of students enrolled in global programs in leading U.S. and Canadian universities more than doubled. Surveys conducted as part of the strategic plan indicate a strong desire of students and faculty in all University professional schools for robust global education, research, and service.

However, establishing a presence on the global stage will require the University to catch up if it is to compete effectively with leading academic health centers that have already made substantial investments in centralized global health structure, global education, and global research programs. Several universities have created formal partnerships or exchange programs for students and faculty, and have initiated interschool global health activities.

With the exception of the Global Health Resource Center, the University lacks an interdisciplinary facility, a centralized structure needed to be successful in attaining global engagement. This structure must be supported by policies and strategies regarding experiential learning, administration, information technology, and commercialization in developing economies. The University has the enormous human talent, drive, and commitment for pursuing global activities.

The environmental scan for local initiatives comprised interviews with numerous campus stakeholders involved in community-university partnerships (CUPs), an in-depth review of 10 CUPs nationwide, a literature review, and attendance at a May 2010 Consortia of Clinical Translational Science Award (CTSA) program recipients. In addition, five

CTSAs with a strong community engagement component, similar target population, and an urban setting were selected for intensive, structured interviews.

On the basis of this information gathering it is clear that the University will be at a competitive disadvantage without building the capacity to be a locally engaged institution. Since 2006, the National Institutes of Health (NIH) has dedicated $1.5 billion to support CTSAs nationwide. All CTSA recipients interviewed had significant commitments to community-university partnerships prior to receiving their NIH awards.

[Entrepreneurship]

The state of Maryland and the nation currently face one of the most difficult economic climates in generations. Higher education, especially public higher education, has not been left unscathed. Although part of the response to this economic turmoil has been an increase in federal spending on research and development, the rising federal budget deficit suggests that this spending will not continue. It is widely believed that federal funding for research and development, especially from the National Institutes of Health and the National Science Foundation, two major funding sources for the University, will at best remain stable. Although Maryland has fared better than some states, declining tax revenues have meant a widening budget deficit gap resulting in several years of budget cuts.

Research universities have a crucial role as drivers of economic development in this environment. Contributions will flow through basic research and commercialization of inventions, through preparing a highly skilled workforce, and through conducting useful research on key problems of community, government, business, and industry. Research universities are hubs of creativity that can provide an enduring culture of innovation. Entrepreneurship is a practice that can leverage the impact of innovation. Although the University has historically performed extremely well at attracting research dollars, it has lagged behind in technology transfer and

commercialization. In the current economic climate, research institutions are expected to lead the way in innovation and provide measurable returns on investments.

Current strengths of the University's infrastructure to support entrepreneurship include intellectual property protection and technology transfer, rapidly growing incubator space for startup companies, such as the University of Maryland BioPark, and state support via the Maryland Industrial Partnerships program and Maryland Venture Fund Authority within the Department of Business and Economic Development. Existing infrastructure can be enhanced by significant investments in centralized technology development resources such as expanding staff supporting entrepreneurial and commercialization activities, proof-of-concept micro-grants and business support and technical assistance for new ventures, and integration of entrepreneurial business development activities into the interprofessional educational mission of the University. Establishing these resources will foster a culture of entrepreneurship engaging faculty, staff, and students.

Beyond entrepreneurial activities, other initiatives are needed to grow the research enterprise as a whole. Given that the overall level of federal research funding is at risk, the University must simultaneously seek strategies to diversify and expand other sources of revenue. Attracting talented faculty with proven records of success in capturing federal research dollars is important. But striking new partnerships with industry and the corporate sector is perhaps even more critical. Building a culture that measures, rewards, and celebrates success in entrepreneurship and industry collaboration—as well as federal research grants—is a key element of this effort.

The increasing constraint on state resources, combined with the possible decline in federal research funding, and the need to control the rising cost of tuition so as not to diminish access to education across the socio-economic spectrum, means that private philanthropy is a key arena for growth and development of the resources needed to make the

University an economic driver. Like many public universities, the University is relatively new to the enterprise of private philanthropy. Although the University has a respectable history of philanthropic development, it lags behind the leaders. Achieving success will require an initial expansion of resources in both the central administration and the schools.

The potential for philanthropic development at the University is enormous. A robust philanthropic program requires an intensive one-on-one relationship building with potential donors. A review of the current alumni base suggests that current philanthropy staff levels could manage no more than 10 to 15 percent of alumni prospects with the capacity to make a gift of $25,000 or more. Significant potential exists to attract more donors beyond the alumni base, provided the University is able to identify and relate its potential impact on society in a compelling way. Attracting transformative gifts requires collaborative development and fundraising. Engaging major donors at all levels requires more development staff in the schools and a more robust core of centralized support services.

Graphic: $ Investment in BioPark. # of Companies [PPT Page 8]

Graphic: # of new patents – Pending

Graphic: $ coming in from technology development – Pending

Graphic: $ Philanthropy [PPT Page 9]

[Resources]

Graphic: FY 2011 Pie Charts – Revenues and Expenditures [PPT Page 10]

Graphic: Growth in Grants and Contracts [PPT Page 11]

Graphic: Growth in Clinical Revenues [PPT Page 12]

Graphic: State Support as % of total revenues by year [PPT Page 12]

The University's Fiscal Year 2011 budget included total operating revenues of $967.9 million. The total includes a $184.4 million appropriation from the state of Maryland, through the University System of Maryland, representing 19 percent of University revenues. The remaining $783.5 million (81 percent) of revenues are generated from student tuition, sponsored grant and contract funding, clinical and practice services of the faculty, and University organized auxiliary services. The revenue base of the University has grown over the last 10 years due predominately to growth in educational programs, sponsored research funding, and clinical program expansion. Grant and contract funding in Fiscal Year 2001 totaled $250 million, but by Fiscal Year 2010 soared to more than $560 million. Program growth has been accompanied by the expansion and replacement of academic buildings across the campus. The state of Maryland, through general obligation bonds, has provided a majority of the capital for the new University buildings.

The downturn in the Maryland economy in the early 2000s and the continuing post-recession slump has diminished the financial capabilities of the University. Annual budget reductions coupled with inflationary expenditure growth have resulted in ongoing cuts to personnel in support roles and facilities maintenance below what is necessary to adequately support the expanding activities of faculty and students. Due to financial pressures, the University has not made important investments in facility maintenance, training and compliance programs, grant and contract management (especially international program expertise), and administrative support for faculty and technology transfer. The current situation, with continuing pay freezes and temporary salary reductions in recent years, has created stress, although faculty and staff morale remains high. External sources of funding from grants, contracts, and clinical income that have fueled program growth in recent years are threatened by reductions to federal and state funding for health-related research and clinical services.

The challenges faced by the University are similar to those at many public and private universities. Nationally, universities are reviewing the

organization of business functions that support their missions, looking at outsourcing options for certain back office functions, establishing new affiliated legal entities to manage industry partnerships, and rigorously evaluating the continuation of existing programs. To ensure continued success over the next several years, the University will need to adopt and fully implement new administrative, financial, and legal structures, which will improve overall financial stability.

[Community]

The University, situated in the heart of downtown Baltimore, occupies a total area of 71 acres and serves as one of Baltimore's largest employers. The University employs more than 7,500 faculty and staff and enrolls more than 6,300 students attending schools of dentistry, law, medicine, nursing, pharmacy, social work, and an interdisciplinary Graduate School. The vast majority of its more than 40 academic programs are graduate or professional with only three upper-division undergraduate programs in nursing, dental hygiene, and medical and research technology. The University is co-located with the University of Maryland Medical Center, which has a total staff of approximately 7,500 and accommodates 45,000 annual visits by patients and families. Together, the University of Maryland School of Medicine and the University of Maryland Medical Center admit 190,000 patients a year, equivalent to 630,000 patient visits, of which more than $19 million of care is uncompensated.

The University also is affiliated with the Baltimore Veterans Affairs (VA) Medical Center, the acute medical and surgical care facility for the VA Maryland Health Care System offering a full range of inpatient, outpatient, and primary care services. Located next to the University of Maryland Medical Center with a walkway connecting the two facilities, the VA Medical Center maintains an active affiliation with the University in the sharing of staff, resources, and technology.

The University of Maryland School of Dentistry is the only dental school in Maryland and is the largest provider of oral health services to children with Medicaid coverage and to HIV-positive patients. The School sees 35,000 patients a year, equivalent to 122,000 patient visits, of which more than $2.5 million of care is uncompensated.

The University of Maryland School of Nursing provides health care for underserved residents valued at more than $5 million per year. The University of Maryland School of Pharmacy serves more than 1,000 patients in seven mental health and developmentally disabled clinics and fields more than 60,000 calls a year through the Maryland Poison Center. More than 600 students at the University of Maryland School of Social Work provide 400,000 hours of care to citizens each year and the University of Maryland Francis King Carey School of Law provides *pro bono* legal services valued at more than $3 million to the underserved.

The 71 acres of the University campus have seen improvements in recent years that include several new buildings (a new School of Dentistry, a greatly enlarged School of Pharmacy, and a new administration building and Southern Management Corporation Campus Center) and upgraded pedestrian lighting. However, recent investment in University research, classroom, and administrative space has not been matched by retail development on and around campus. Academic and administrative buildings are interspersed with businesses that do not actively market to the University community. Establishments catering to the local community are often located on the first floor of buildings that the University has previously acquired, leaving the buildings underutilized.

Based on surveys undertaken as part of the strategic planning process, the campus is perceived by faculty, staff, and students as a safe place to work and study during the day but many members of the University community have a perception of unsafe conditions after work hours. That perception, coupled with the lack of retail establishments located within University boundaries, has led to employees vacating the campus after

hours. This deters faculty, staff, and students and their families from taking full advantage of the retail and cultural amenities of downtown Baltimore.

Survey results also revealed that University programming for faculty, staff, and students has generally been provided by the six professional schools independently, with the result that employees and students across schools don't generally mix for academic or social events. Leisure activities offered are mostly for students, and those activities available to faculty and staff are not widely or uniformly publicized.

Themes of the Strategic Plan

Theme 1: Achieve Pre-Eminence as an Innovator

Goal 1: Educate the health, human, and legal services workforce of the state of Maryland and continue to serve the workforce's evolving educational needs in order to promote well-being and justice throughout the state.

Tactics:

Enhance Maryland's health, human, and legal services by working with an interprofessional committee and with our external partners to continuously address local, state, national, and global workforce

needs, and educate students on evolving professional opportunities in health, human, and legal services.

Attract, develop, and retain outstanding, committed, and scholarly educators, leaders, and staff.

Foster student-centered approaches to personalized and collaborative learning that effectively tailor education to individual students through targeted approaches, such as learning analytics and ongoing assessments that optimize and maximize the learning potential of students.

Develop innovative, dynamic, and contemporary curricula that are relevant to current and future trends and needs.

Goal 2: The University will work closely with the University of Maryland Medical System (UMMS) to achieve pre-eminence through continued development of an innovative, high-efficiency integrated health care delivery model and research enterprise that leverages the extraordinary talents of the professional schools.

Tactics:

Develop a highly facile, universally accessible, secure information technology (IT) electronic health information infrastructure with knowledge management and decision support functions to support novel, data-driven health care delivery research and clinical care.

Devise and implement an enhanced highly innovative, high-efficiency health care delivery model.

Enhance the information technology-based infrastructure for deep-data mining to support clinical research focused on the revolution in human genetics.

Collaborate to deliver and measure information technology-based innovations leading to improvements in health care quality and technology.

Goal 3: Promote and foster a culture in which the entire University community is engaged and focused on innovation and scholarship.

Tactics:

Enhance the culture and infrastructure so that it proactively enables investigators, educators, practitioners, and public servants to be nimble in bringing ideas into practice and to the marketplace.

Earmark a portion of resources for high-risk/high-gain projects to invest in promising new fields and reward successes.

Theme 2: Promote Diversity and a Culture of Inclusion

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactics:

Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.

Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.

Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.

Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactics:

Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.

Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.

Promote diversity among faculty and leadership.

Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.

Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion.

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactics:

Create a cultural competency initiative that promotes cultural competency throughout the University.

Establish an interdisciplinary program for all students to build cultural competency as part of the resource on professionalism.

Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

Theme 3: Foster a Culture of Accountability and Transparency

Goal 1: Establish accountability and transparency as core foundational principles across the University.

Tactics:

Conduct self-reviews and reports in each school and administrative entity to assess progress in achieving the strategic priorities established by the University.

Assess strategic plan implementation via a published annual *President's State of the University Report.*

Utilize an effective forum within each school and central administrative unit to report on goals and objectives to the University community.

Reorganize the Institutional Research and Accountability website to make data and information more readily accessible and easier to comprehend.

Develop a training program that promotes accountability and transparency as personal and professional obligations.

Establish clear expectations for civility and accountability and incorporate them into the employee performance evaluation and development process.

Goal 2: Implement an institutional effectiveness process that is based on a culture of assessment and continuous improvement.

Tactics:
Enhance integration assessment and accountability with planning and budgeting toward a goal of continuous improvement.

Establish a resource that will lead the University's efforts in teaching professionalism, civility, interprofessional activities, and cultural competence.

Develop a process for implementing continuous improvement tools such as 360-degree feedback, supervisor and team assessments, and University climate check surveys.

Establish a standing University Accreditation Review and Coordination Committee in the office of the chief academic and research officer to coordinate and monitor Middle States accreditation activities across the University.

Goal 3: Promote a Universitywide organizational culture that values high performance in all areas.

Tactics:

Develop an appropriate forum and communication plan to share benchmark and performance information with the entire University.

Develop key indicators for schools to assist in measuring and managing performance across missions.

Establish standards across University service units for customer service and hold units accountable for meeting customer expectations measured by customer surveys and formal reviews.

Adopt strategies that value employee ownership of functions and results.

Implement a structure to permit incentivizing employees to find ways to improve efficiency and meet performance goals.

Theme 4: Excel at Interdisciplinary Research and Interprofessional Education, Clinical Care and Practice, and Public Service

Goal 1: Excel at interdisciplinary research and interprofessional education, clinical care and practice, and public service that informs the development of knowledge, public policy, and human service.

Tactics:

Identify, assess, and support existing interdisciplinary research programs and identify best practices from which others can learn.

Identify, assess, and enhance existing interprofessional education programs to enlighten the University on ideal approaches and methods.

Enhance existing and support new sustainable interdisciplinary research programs and expand into new areas of expertise.

Establish and evaluate a "President's Interdisciplinary Research Initiative" to foster and evaluate interdisciplinary research and interprofessional education, patient care, and public service.

Develop sustainable interprofessional education programs and courses that expand into new areas, keeping pace with changes in health care practice and leveraging technology.

Establish a "President's Faculty" to teach select interprofessional cross-University courses to captivate and inspire students to appreciate the value and importance of interdisciplinary research, interprofessional education, patient care, and service.

Identify, nurture, and enhance existing interprofessional service and practice initiatives for faculty and students.

Goal 2: Develop and sustain an infrastructure that supports interdisciplinary research, interprofessional education, clinical care and practice, and public service and is integrated with all the schools on this campus, as well as USM institutions, other colleges and universities, and UMMS hospitals and other area hospitals.

Tactics:

Enhance the Office of Research and Development to advance data sharing, process, and structure for interdisciplinary research.

Enhance the Office of Academic Affairs to advance joint appointments.

Develop a common calendar and calendar procedures that are used by all schools and administrative units.

Enhance the Office of Administration and Finance to advance support mechanisms, such as reporting, operational procedures, recruitment, and human resource practices.

Leverage technology to enhance access to learning and facilitate collaborative projects to catalyze new discoveries.

Enhance the Office of Communications and Public Affairs advocacy of University programs and expertise in interdisciplinary and interprofessional initiatives to internal and external constituencies.

Theme 5: Develop Local and Global Initiatives that Address Critical Issues

Goal 1: Strengthen the University's social integration with local and global communities by supporting genuine and sustainable partnerships.

Tactics:

Create on-campus centers for local and global engagement that support and facilitate community-engaged education, research, and service.

Commit internal resources to targeted local and global program partnership development.

Enhance and develop University/community advisory groups that will guide and evaluate the University's progress.

Charge the campus/community advisory boards to develop draft principles of community-University engagement, partnership, and community-based participatory research that are reviewed by University leadership and adopted within a year of being drafted.

Goal 2: Strengthen the University's capacity to improve the health and the economic, political, and social well-being of its community partners locally and globally.

Tactics:

Focus on transformative community level impact rather than project-by-project impact by supporting an ongoing program planning and evaluation effort built on community and University partnerships.

Expand local and global interdisciplinary research and interprofessional education and services by convening key faculty and community partners around priority topics.

Encourage University and medical center entities to partner on volunteer efforts in neighboring communities.

Enhance current practices to benefit the economic health of West Baltimore communities with consideration to procurement and employment practices.

Extend the Maryland Global Initiatives Corporation where needed to strengthen the University's global presences and operations.

Goal 3: Prepare faculty, staff, students, and community partners to be leaders and active civic participants in local and global engagement initiatives.

Tactics:

Enhance incentives and eliminate barriers for faculty, staff, and students interested in local and global engagement.

Increase the quantity and variety of practical, supervised, and safe experiential learning experiences for students locally and globally.

Create interdisciplinary, culturally competent curricula and service learning courses to address health disparities in local and global communities.

Build support services to facilitate University faculty, staff, and student experiences globally and increase the number of international faculty and student visitors to the University.

Theme 6: Drive Economic Development

Goal 1: Foster a culture of entrepreneurship leading to rapid identification and support of innovative discoveries with translational potential.

Tactics:

Catalyze and strengthen the legal and administrative infrastructure to support entrepreneurship.

Recruit and retain entrepreneurial faculty through appropriate compensation and support of their entrepreneurial activity.

Incorporate entrepreneurial accomplishments in the tenure and promotion process.

Integrate the University's commercialization and entrepreneurial activities with its interprofessional education mission. Develop the students' marketable entrepreneurial credentials through a formal curriculum and competitions, workshops, and training programs.

Secure increased funding from all sources to support early-stage company development.

Expand social and academic activities that celebrate the schools' entrepreneurship.

Collaborate with other USM universities and leverage resources at the Universities at Shady Grove to support joint, interprofessional entrepreneurial projects.

Goal 2: Continue to expand the research enterprise.

Tactics:

Recruit and retain highly productive scientific and clinical research faculty.

Expand and provide incentives and rewards for increased industry research partnerships, while continuing pursuit of traditional funding sources.

Pursue needed research space increases and enhancements.

Enhance the President's Research Think-Tank to report on research trends, priorities, and major investments in research.

Enhance collaborations with other USM institutions, the local community, and the state to better leverage resources and opportunities.

Goal 3: Build the capacity of the University to attract major philanthropic investments.

Tactics:

Identify seven to 10 interschool and Universitywide "Big Ideas" and three to five specific top-level priorities for each school to showcase innovative and exemplary work being done throughout the University and form its core philanthropic priorities.

Develop a compelling, Universitywide "Case for Support" based on both University-level and school-specific needs and priorities.

Develop annual fundraising campaign goals using evidence-based research and analysis of prospects, benchmarks with peers, and track metrics and outcomes using consistent and transparent measures.

Energize and strengthen the University's central development infrastructure to support the president's role as chief fundraiser and provide development support services to the schools.

Expand and cultivate a robust pool of philanthropic prospects at all levels of giving, through enhanced research, data-mining, and outreach.

Develop a Universitywide regional program of philanthropic outreach for alumni development and events.

Theme 7: Create an Enduring and Responsible Financial Model for the University

Goal 1: Institute multi-year financial plans for the University and schools that identify priorities for new investments, provide financial stability for existing programs, and create adequate cash reserves.

Tactics:

Develop sound multi-year all-funds business plans for existing and significant new programs (including major faculty recruitments), for approval by the president.

Develop a process for establishing funding priorities for each school and eliminating support in areas not prioritized.

Prioritize predictable funding and investment for instructional programs offered by the University in multi-year financial planning.

Establish cash reserve targets and plans to achieve the targets for the schools and the University to ensure flexibility and stability during challenging financial times.

Develop and implement new financial strategies to fund annual campus inflationary costs.

Continue to educate the USM and legislature on the current structural deficit and engage system leadership to develop a new methodology for funding.

Identify complete faculty recruitment funding plans for expansion of the research enterprise, as well as the necessary funding for University, school, and department support structures.

Goal 2: Develop infrastructure to enable the University to operate efficiently and seamlessly.

Tactics:

Form empowered teams to examine ways to better apply technology, streamline business processes, and improve efficiency and cost

structure across the University while providing dependable support services.

Provide seamless, searchable databases for services, information, and business processes.

Enhance standard operating procedures for all routine business processes for users that will be paperless where appropriate or utilize best practice.

Develop incentives to encourage units to more carefully utilize space and University services.

Develop University employee training programs to support routine business processes and improve communication on changes.

Evaluate deans and vice presidents annually on their success in collaborating to improve efficiency and improve cost structure of support services on campus.

Goal 3: Explore new affiliations and/or develop separate entities to improve the University's flexibility to manage ongoing and new ventures.

Tactic:
Undertake a feasibility study on the pursuit of more autonomy to reduce costs and improve efficiency, including the possible formation of a separate research entity.

Theme 8: Create a Vibrant, Dynamic University Community

Goal 1: Make the University a "best place" to learn, work, play, and live.

Tactics:

Partner with the University of Maryland Medical Center and the practice plans to develop wellness activities for faculty, staff, and students of both organizations and the local community.

Focus human resources benefits on programs and services that support a healthy work/life balance.

Make a concentrated redevelopment effort on and around campus that supports the University community and the surrounding residential neighborhoods.

Increase faculty and staff access to local arts, performing arts, entertainment, social, sports and recreational events, and offer more on-campus events and activities for faculty, staff, students, their families, and external communities.

Expand opportunities for intramural sports participation throughout the University.

Leverage security and public safety resources to increase safety awareness and sense of well-being for the University community.

Goal 2: Create a sustainable environment that fosters a unique, recognizable sense of place.

Tactics:

Modify the regional and local traffic plan so that it reinforces University safety, identity, and a pedestrian friendly environment.

Create and enforce a system that provides clear identification of the University and its facilities.

Implement a physical plan that reinforces University gateways, boundaries, and external links while maintaining open access to the University.

Provide a visually appealing urban campus environment while minimizing environmental impact.

Goal 3: Enhance a climate that fosters collaboration and interactions among the schools.

Tactics:

> Encourage Universitywide participation in activities hosted in each school or administrative area as appropriate.

> Encourage student and faculty traffic and presence in buildings outside the students' respective schools.

> Improve utilization of information technology infrastructure to support sharing of information across campus.

Recommended Implementation Process

The Planning Committee recommends that the implementation of the strategic plan be the responsibility of the University's Executive Committee, which consists of the president, the vice presidents, and the deans, with participation from appointed members from the Planning Committee. Management of implementation will be a key component of the work plan for the Executive Committee.

To continue the successful collaborative momentum generated in the planning process, a work group leader from the Planning Committee will be assigned to work with each vice president or dean in his or her particular part of the implementation. These two individuals will be jointly appointed as "champions" of the task(s) to which they are assigned. The implementation group leaders may then form small teams to assist as needed. The initial conversation between representatives from the Planning Committee and the Executive Committee will be to prioritize the goals and tactics. The recommended start date for the implementation is February 2012.

The Office of Planning and Accountability will be charged with leading and coordinating the process and monitoring progress toward achieving the goals of the plan with an annual report by the president.

In addition, at the start of the third year of implementation of this plan, the Office of Planning and Accountability will conduct a reassessment of environmental factors and trends to determine if any alteration in the plan direction is warranted. That assessment should take no more than 90 to 120 days with a report back to the Executive Committee with any recommendations.