

INSTITUTIONAL MISSION STATEMENT

UNIVERSITY OF MARYLAND, BALTIMORE

SUMMARY MISSION STATEMENT

Mission

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

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.

INSTITUTIONAL IDENTITY

Brief Description of the Institution

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

The Schools

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

Medicine

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

Law

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

Dentistry

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

Pharmacy

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

Nursing

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

Graduate

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

Social Work

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

Distinguishing Attributes

Professional and Graduate Education

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

physical therapy (DPT), dental hygiene, genetic counseling and biomedical research and technology, preventive medicine, toxicology, and pathology.

The campus also offers the traditional research-based doctor of philosophy and masters of science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, and various biomedical science disciplines and interdisciplinary programs such as neuroscience.

Clinical Care and Service

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

Biomedical Research

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

Carnegie Classification

UMB is one of approximately 53 public institutions in the United States whose official Carnegie Classification is "Special Focus Institution—Medical Schools and Medical Centers." This classification is used for institutions that include a medical school and other health related professional schools, and do not have large comprehensive undergraduate programs. Other examples include the University of California San Francisco, Oregon Health Sciences University, University of Massachusetts, Worcester, and University of Texas Health Sciences Center, San Antonio.

INSTITUTIONAL CAPABILITY

Interprofessional Education

Interprofessional education (IPE), a priority at UMB since the arrival of Dr. Perman as president, reached new heights in 2013 with the formation of the Center for Interprofessional Education and the launch of UMB's first IPE Day. The Center, which will serve as a resource and as a connector for IPE initiatives across UMB, is headed by Jane M. Kirschling, PhD, RN, FAAN, who, in addition to being the Center's director and University director of IPE, is dean of the School of Nursing. The Center will advance President Perman's vision for preparing all UMB

students to provide high-quality, affordable health care and human services within a team-based model. Formation of the Center was announced at IPE Day in April 2013. During this event, 309 health and human services students and 114 faculty gathered to form multidisciplinary teams to tackle complex scenarios such as “Crossing the Line,” a case staged at the School of Dentistry in which a child’s broken teeth may be a clue to child abuse. IPE Day was planned by members of an IPE task force formed by President Perman in December 2010. Since then, health fairs and Interprofessional Critical Care Simulation exercises have emerged, as well as an annual Interprofessional Patient Management Competition, where teams of students representing UMB’s schools pool their knowledge to devise a treatment strategy for a hypothetical patient whose case presents complex medical as well as legal or social issues.

Community Engagement

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

MPowering the State

In March 2012, the USM Board of Regents, with guidance from the Maryland General Assembly, charted a bold new course by bringing the leading institutions in the system—UMB and University of Maryland College Park (UMCP)—together through the *MPowering the State* initiative to jointly compete for funding for collaborative projects. This initiative uses the resources of the two universities to better serve students, attract more exceptional faculty and researchers, and boost research, technology transfer and commercialization. While *MPowering the State* is just getting started, it has already had a profound impact on technology transfer and commercialization efforts at UMB and UMCP. For example, faculty and students from computer science and engineering at College Park are partnering with the experts in drug design and medical treatment at Baltimore. Fifty-five million in collaborative research projects have been proposed through December 31, 2013 and \$25 million in collaborative research grants have been awarded to the two universities so far this fiscal year.

Economic Growth and Vitality

UMB is a catalyst for new businesses and innovations in health care. The University returns \$15.52 for every \$1 of state General Funds invested. In addition to employing thousands of Marylanders, UMB research provides the foundation for new medical treatments and diagnostic tools. Our researchers collaborate extensively with 300 pharmaceutical and biotechnology companies to bring new drugs, diagnostics, and medical devices to the market. Over 140 companies are working to commercialize technologies invented by our faculty. These efforts create jobs, with the 35 companies and research centers currently in the University of Maryland BioPark employing over 600 people. The BioPark, which blends scientific advancement and economic growth, continues to be an important focus. In the past seven years, the BioPark has opened three research buildings and a parking garage. A total of 475,000 gross square feet have been built, 100% of which is leased. The early success of the BioPark has led to a new Master Plan that more than doubles the projected size of the BioPark to ten acres, eleven buildings, 1.8 million gross square feet, and 3,000 jobs. A new Proton Therapy treatment facility is under construction and will open in 2015 to treat patients with a variety of cancer diagnoses. The success of the BioPark is also spurring two residential developments that plan to renovate 100 existing homes and build over 1,000 new apartments in the community. The BioPark is a model of economic development and is well suited to an institution like UMB. It enhances research capacity, serves as a draw for entrepreneurial faculty, improves the community surrounding the university and facilitates commercial opportunities by promoting translational programs that link basic research and clinical care competencies.

Workforce

UMB is a major contributor to Maryland's highly qualified workforce. The university is the sole source within Maryland for training dentists, and a major provider of Maryland's physicians, pharmacists, physical therapists, nurses, attorneys, social workers, dental hygienists, biomedical researchers and technicians. UMB continues to be focused on addressing existing and projected shortages in the health care and public interest sectors. With respect to pharmacy, for example, UMB has been working over the last several years to increase the production of PharmD graduates by approximately one-third. With the opening of the addition to Pharmacy Hall and the expansion to the Shady Grove campus that expansion is nearing completion. An important side benefit has been the dramatic growth in sponsored research funding.

With respect to nursing, UMB emphasizes training nursing faculty, as well as clinical nurse leaders for the new health care economy. UMB expects to continue to increase the number of masters and doctoral prepared nurses to provide sufficient nurse educators to serve as faculty for the State's associate, baccalaureate and masters nursing programs to educate the next generation of nurses, while maintaining our commitment to undergraduate nursing education. The school will institute six Advanced Practice Registered Nurse (APRN) specialties in its doctor of nursing practice in fall 2014, while continuing to offer master's specialties in several other areas.

UMB's professional schools monitor potential shortages in their respective areas and adjust their program offerings accordingly. As one would expect in the medical and dental professions, many of these adjustments are made at the intern and resident level. The dental school, for example, anticipates responding to shortages especially in pediatric dentistry; the medical profession currently is facing shortages in general surgery, in obstetrics/gynecology, family

medicine, and internal medicine. And as detailed in an earlier section, the campus is emphasizing interprofessional education as the wave of the future in health care delivery.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Strategic Planning

UMB has a long, illustrious history of achieving excellence and providing benefit to the state. However, the University, like all institutions of higher education, finds itself in challenging times. Yet these challenges also provide great opportunities. The University's strategic plan is designed to take advantage of these opportunities. UMB created its strategic plan in careful alignment with the University System of Maryland (USM) Board of Regents' strategic plan. The plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to realize its completion. Hundreds more participated in town halls, interactive feedback sessions, focus groups, surveys, and provided online feedback. The participation was exceptional, but perhaps more impressive is the genuine enthusiasm at all levels for moving the University forward.

Eight themes were identified as major areas of focus for the strategic plan. Work groups consisting of faculty, staff, and students from across the University, with input from town halls, online surveys, and community focus groups, developed the goals and tactics for each theme.

The themes are as follows:

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

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

- *Accountability*: The University is committed to be responsible and transparent in all areas.
- *Civility*: Professional, ethical, respectful and courteous interactions are the expectation.
- *Collaboration*: Teamwork fosters insightful and excellent solutions and advancement.
- *Diversity*: The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions and leadership.
- *Excellence*: The University is guided by a constant pursuit of excellence.
- *Knowledge*: The University's industry is to create, disseminate and apply knowledge.

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

Strategic plan funding for Fiscal Year 2014 (July 1, 2013, through June 30, 2014) was recently approved with the Executive Implementation Committee (EIC) allotting \$500,000 in one-time funds and \$600,000 in recurring funds. When this \$1.1 million is added to the \$1 million in recurring funds that were part of the FY13 first round of funding, a total of \$2.1 million is being invested into strategic plan initiatives this year.

The strategic plan includes 134 tactics — measurable steps meant to put the plan into action. In FY13, 61 tactics were selected to go forward, 15 of which received funding. In FY14, 19 new tactics were selected by the EIC to move forward. Of those, 12 required no funding. Four involved one-time funding, while five received recurring funding. Two of those tactics received both one-time and recurring funding.

The University's complete strategic plan which includes goals, tactics, and metrics for evaluating outcomes can be found at: <http://www.umaryland.edu/strategicplan/>

Diversity and Inclusion

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP PROMISE Program. This Program has been a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the Diversity Advisory Council (DAC), which was established by Dr. Perman within months of his arrival as president, received a 2013 Higher Education Excellence in Diversity (HEED) national award. The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the

extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

CONCLUSION

Simply stated, UMB's mission is to improve the human condition. Accordingly, we explicitly commit to enhancing access for underrepresented minorities and economically disadvantaged students, to recruiting outstanding faculty and staff who reflect the general population, and to providing education and public services that are culturally appropriate and focus on reducing disparities in health care and legal and social services between and among the various socio-economic groups.