

FY2017-2021 Strategic Plan
Progress Report as of June 30, 2019
Embracing Change
Executive Summary

The University of Maryland, Baltimore (UMB), has completed its third year implementing the FY2017-2021 Strategic Plan (the “Plan”). This assessment covers the reporting period of July 1, 2018, through June 30, 2019. The Plan, as completed, consisted of six themes and 28 strategic outcomes and was approved in July 2016. Each unit (school and VP-led) was required to create or align its unit plan with the campus’ comprehensive strategic plan, which alignment activity was completed on or before June 30, 2017.

All requests for progress updates required each unit to provide a completion status for each SMART goal by selecting one of six possible options and providing a statement of progress. The Plan utilizes a continuous framework allowing units to modify goals as needed in response to environmental changes. As such, in keeping with the concept that the UMB Plan is a living one, a few units added new SMART goals with the condition that the goal can be progressed significantly by June 30, 2021. Note that some units also updated existing SMART goals to clarify language or goal intention. Moreover, a previously stated goal could be cancelled with a valid explanation.

In reviewing the progress for the current reporting cycle, the evidence suggests that several units are engaging more effectively managing performance with a “plan, do, check, and adjust (PDCA)” assessment process to foster unit continuous improvement. For example, in the Academic Affairs unit, the Health Sciences and Human Services Library revised its plan to combine related strategic SMART goals and reduce some activities previously promoted as a

strategic goal to a tactic under a more comprehensive objective. The changes reduced the number of goals from 40 to 32; the HS/HSL also set all of its SMART goals to expire on June 30, 2021, the Plan's scheduled end date.

After evaluating the data for this reporting cycle, the following snapshots of progress are listed below:

- The current plan consists of 306 goals with varying completion status distributed across six themes and 28 strategic objectives, up from the 303 goals in the previous reporting period;
- The seven academic units account for 129 or ~42% of all goals; similarly, the eight VP-led units account for 177 or 58% of all Plan goals.
- 293 goals of 306 are in progress. The status of all goals in the Plan are as follows below:
 - 84 (28%) of the SMART goals are completed (100%)
 - The academic units account for 33 (40%) of the achieved goals
 - VP-led units account for 51 (60%) of the achieved goals
 - 140 (46%) of all goals are significant progress to nearing completion (i.e., 50% - 99%)
 - The academic units account for 55 (39%) of these goals
 - The VP-led units account for 85 (61%) of these goals
 - 69 (22%) of all goals are preliminarily underway to substantially underway (i.e., 1% -49%)
 - The academic units account for 39 (57%) of these goals
 - The VP-led units account for 30 (43%) of these goals
 - 6 (2%) of the goals have not started (i.e., 0%)
 - 7 (2%) of the goals have been cancelled

This progress report represents UMB's continuing engagement in the planning, execution, and assessment of progress. IESPA has made modifications to the Plan's information repository to include providing for a twice-yearly update on progress and encouraging greater

use of a tactics template in the knowledge management system to manage smaller actions toward achieving a larger strategic goal.

The evidence presented during this assessment period suggests that several units are referring more often to their plans for guidance and are evaluating progress resulting in unit strategy adjustments. An ongoing goal of the IESPA team is to work with units to improve the development of metrics to measure progress more consistently across the Plan in addition to promoting a culture of strategic plan execution. IESPA continues to emphasize greater involvement from senior leaders to place the appropriate level of importance on the formal evaluation of results to inform decision-making.

FY2017-2021 Strategic Plan
Progress Report as of June 30, 2019

The current strategic plan (the “Plan”) covers the fiscal years July 1, 2016, through and including June 30, 2021. The Plan was conceived under UMB’s former president, Jay Perman, MD, who resigned from this position in December 2019 to assume the position of chancellor of the University System of Maryland. Bruce Jarrell, MD, FACS, the interim president, remains committed to the pursuit of the Plan’s strategic objectives and goals that foster UMB’s continuous improvement.

Plan Development History

This comprehensive strategic plan evolved over an intense six-month period, starting in January 2016. Led by Roger J. Ward, EdD, JD, MSL, MPA, then-senior vice president for operations and institutional effectiveness, and Clare M. Fraser, PhD, professor of medicine and director of the Institute for Genome Sciences, a team composed of faculty, administrative leadership, staff, and students across the University, and select external stakeholders all contributed to the formation of the current Plan.

Throughout the six months of the Plan’s development, surveys were administered and town halls and information sessions were held to encourage Universitywide participation in informing the planning process. Working groups and other committees were created to formulate components of the strategy development and assimilate the feedback into a plan to guide the University’s activities over five years. In the end, a comprehensive plan emerged that addressed six broad themes. The broad, strategic themes are: 1) Health, Justice, and Social Impact; 2) Research and Scholarship; 3) Student Success; 4) Inclusive Excellence; 5) Partnership and Collaboration; and 6) Efficiency, Effectiveness, and Assessment. Each theme has an

accompanying strategic objective that describes the theme's purpose and can have up to five strategic outcomes (SO) associated with the theme.

Upon approval of the FY 2017-2021 Strategic Plan by senior University officials, each of the seven schools and eight central units was asked to align its current unit priorities or develop a new plan that calibrated with the University's wide-ranging plan. Plan administrators (i.e., the dean of each school and vice president of each central administrative unit) were also asked to develop their goals in a SMART format. SMART goals are Specific, Measurable, Attainable, Realistic, and Time-bound. Each goal in a unit plan had to associate with a theme and a corresponding strategic outcome. No other restrictions were imposed on the unit plan administrators. A knowledge management system (KMS) was rolled out to all plan administrators to enter their aligned goals, manage the process, and facilitate Universitywide Plan reporting. By January 2018, all units had completed the alignment, and Universitywide implementation of the 2017-2021 Strategic Plan was underway.

Continuous Planning Framework

The UMB comprehensive Plan utilizes a continuous planning framework. As such, units are allowed to add new SMART goals to their plan to accomplish the University's strategic objectives. The leadership's decision to use a continuous planning framework reaffirms its commitment to continuous improvement and reinforces that the Plan is a living document guiding UMB's activities over a specified period. The requirement, however, is all new goals added must be attainable or significantly advanced before the current plan's end date of June 30, 2021. Also, built into this framework is the ability to cancel goals if they are no longer relevant or attainable due to changes in the institutional environment or for any other valid reason. Given

this allowance, the number of goals in the current Plan implementation update may differ from a previous reporting period.

The first progress report covered the two years of July 1, 2016, through June 30, 2018, allowing all units sufficient time to develop SMART goals to parallel with the comprehensive UMB Plan and to advance their execution of those strategies. Plan administrators were asked to provide the completion status on all SMART goals accompanied by a statement of evidence of progress to justify the assigned status. The second request for implementation covers the period of July 1, 2018, through June 30, 2019; this progress reports address this period of performance.

Strategic Themes

The current Plan execution strategy contains 306 SMART goals, which are distributed across the six themes. Table 1 illustrates the number of goals in each theme relative to the previous performance period. Unit modifications in the current period of performance indicate slight shifts in the distribution of goals across themes of the prior reporting period. Since June 30, 2019, Theme 6: Efficiency, Effectiveness, and Assessment continues to have the most substantial amount of SMART goals similar to the previous progress report. During the current reporting period, the number of goals in this theme has increased to 84 or 28% of the total versus 25% in the previous period. The distribution of the number of SMART goals across the other Plan's themes also changed slightly (either up or down) but insignificantly.

Table 1

Distribution, number, and percentage of SMART goals across strategic themes: FY18 vs. FY19

	Periods through 6/30/2018	Current Reporting Period ending 6/30/2019	
Theme	Count	Count	Percent
1: Health, Justice, and Social Impact	31	28	9.15%
2: Research and Scholarship	50	48	15.69%
3: Student Success	55	53	17.32%
4: Inclusive Excellence	42	42	13.73%
5: Partnership and Collaboration	48	51	16.67%
6: Efficiency, Effectiveness, and Assessment	77	84	27.45%
Total	303	306	100.00%

Goal Distribution by Campus Unit

Of the 306 SMART goals in the Plan, the academic units account for 129 (42%) of all goals attempted under the Plan; the remaining 177 (58%) are distributed across VP-led units and illustrated in Figures 1 and 2, respectively.

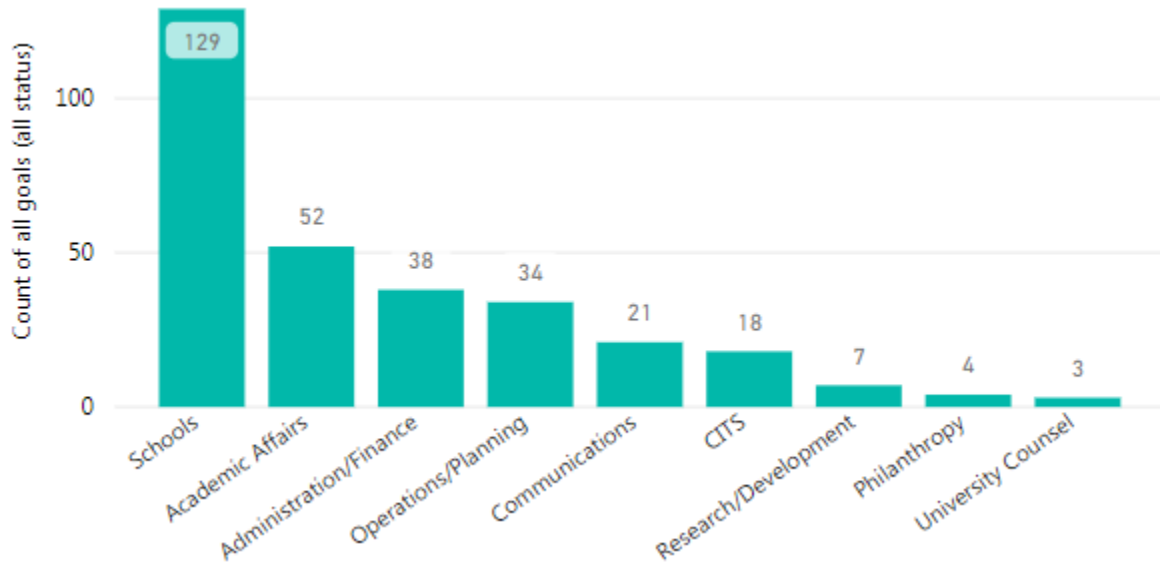


Figure 1. Distribution of the number goals attempted by unit type

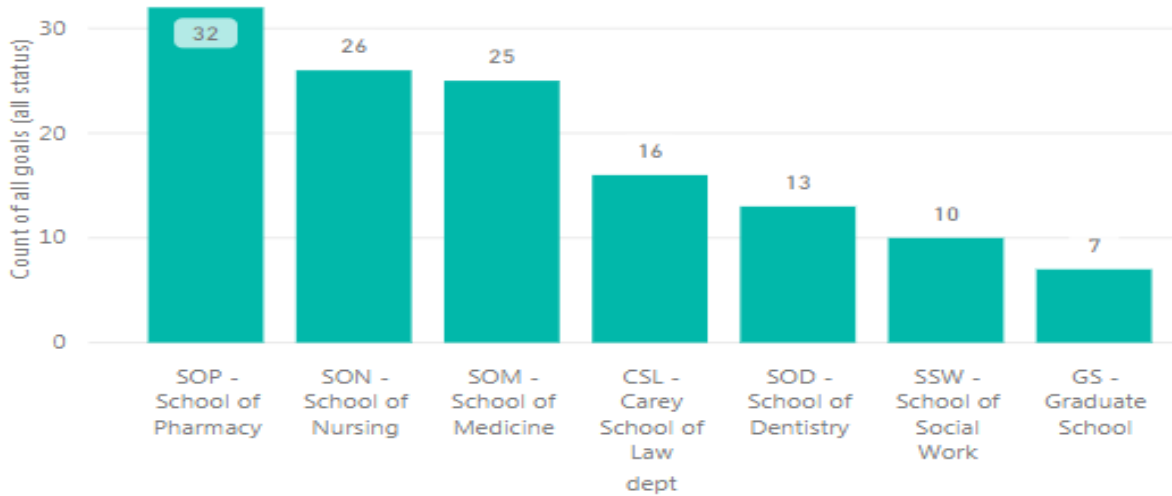


Figure 2. Distribution of the number of goals attempted by the academic units

Completion Status

Each plan administrator was asked to assign one of seven *completion status* options to each goal in their respective unit. As such, on June 30, 2019, the data reflect that approximately 96% of all Plan goals are underway, 73% having made significant progress or higher toward fulfilling the stated goal’s objective, and up 13% from the previous reporting period. Respectively, 84 (28%) of the 306 goals are completed and 34 (11%) are nearing completion. The current data also indicate a significant increase (+40) in the number of goals making significant progress toward achieving their objectives. See Table 2 for a summary of the completion status of all Plan goals compared to the previous reporting period.

Table 2

Goals implementation status through June 30, 2019

Completion Status	Periods through 6/30/18	Period Ending 6/30/19	
		Count	Percent
Completed/Achieved (100%)	86	84	27.5%
Nearing Completion (75%-99%)	26	34	11.1%
Significant Progress (50%-74%)	66	106	34.6%
Substantially Underway (25%-49%)	47	43	14.0%
Preliminarily Underway (1%-24%)	64	26	8.5%
Not Yet Started (0%)	12	6	2.0%
Cancelled	2	7	2.3%
Total	303	306	100.0%

Goals by Completion Date

In submitting goals, each plan administrator was also asked to assign an *anticipated completion date* for each goal in the KMS. Figure 3 summarizes the number of goals according to the anticipated fiscal year of completion indicating that 109 goals were anticipated to be completed by FY19 end. Of the goals in progress and illustrated in Figure 4, 84 have been judged as fulfilled by Plan administrators. Note, however, comparing the current number of completed goals to the previous reporting period shows a decline in the number of completed goals. As noted previously, some units are more closely examining their plans and are revising them to reflect a greater focus on strategic versus operational goals and, therefore, have also made adjustments to goal end dates. Unanticipated limitations in the KMS did not allow for an accurate method to assess the foregoing changes. However, subsequent modifications to the design of the KMS will likely correct future issues in data comparison.

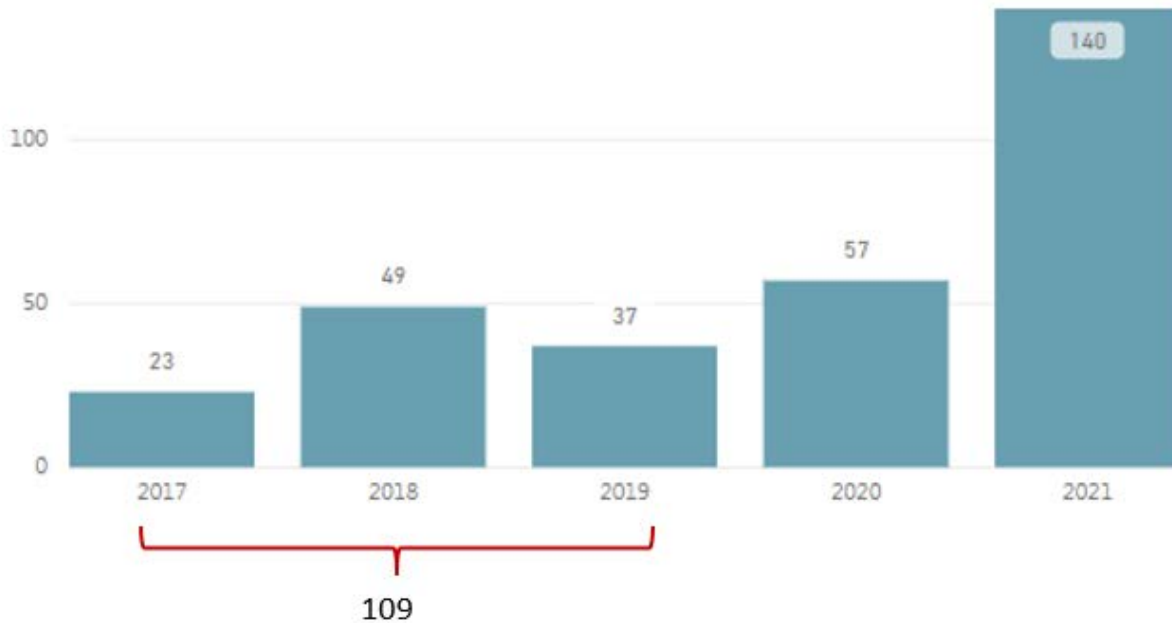


Figure 3. *Distribution of the number of goals anticipated completion date by fiscal year.*

Furthermore, Figure 4 summarizes the number of completed goals by their given anticipated end date. The data reflect that of the 109 goals expected to be fulfilled by the end of FY2019, 60 (55%) goals were completed, and 39 (36%) goals were substantially underway to nearing completion. One can also conclude that 24 (22%) of the goals slated for completion by FY2019 were completed ahead of schedule.



Figure 4. Completed goals by their anticipated fiscal year completion date.

Table 3 illustrates the completion status of all goals across the entire Plan, and Table 3a summarizes similar data but categorized by the themes. The academic units account for 33 of 84 goals completed, 10 of 26 nearing completion, etc. Conversely, the VP-led units account for 51 of 84 goals full achieved, 24 of 34 nearing completion, and so on.

Table 3. *Completion Status Counts by Unit Type through June 30, 2019*

Unit Type	Completed	Nearing Completion	Significant Progress	Substantially Underway	Preliminarily Underway	Not Yet Started	Cancelled	Total
Academic Units	33	10	45	28	11	1	1	129
VP-Led Units	51	24	61	15	15	5	6	177
Total	84	34	106	43	26	6	7	306

Table 3a. *Completion Status Counts by Theme through June 30, 2019*

Theme	Completed	Nearing Completion	Significant Progress	Substantially Underway	Preliminarily Underway	Not Yet Started	Cancelled	Total
1: Health, Justice, & Social Impact	4	5	14	3	1	1	0	28
2: Research and Scholarship	12	5	21	8	1	0	1	48
3: Student Success	14	5	14	15	3	0	2	53
4: Inclusive Excellence	12	4	15	3	7	0	1	42
5: Partnership & Collaboration	13	3	17	7	8	1	2	51
6: Efficiency, Effectiveness, & Assessment	29	12	25	7	6	4	1	84
Total	84	34	106	43	26	6	7	306

In summary, Figures 5, 6, 7, 7a, and 7b illustrate SMART goals by completion status categorized by themes, unit types, and fiscal years through June 30, 2019.



Figure 5. *The actual status of goals with an anticipated completion date through FY2019*



Figure 6. *Distribution of goals with an anticipated completion date through FY2019 by themes*

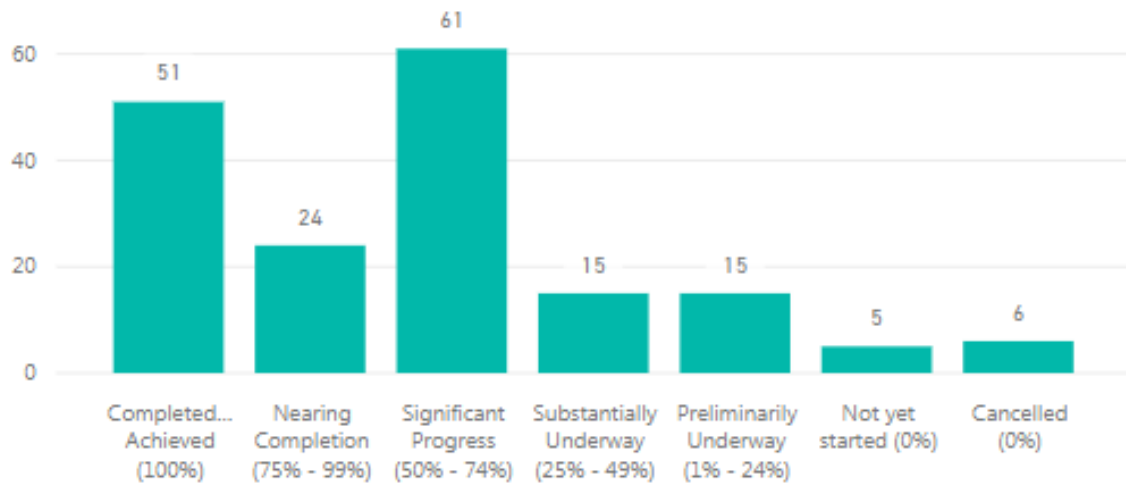


Figure 7. Completion status of goals across the academic units as of June 30, 2019



Figure 7a. Completion status of goals across the VP-led units as of June 30, 2019.

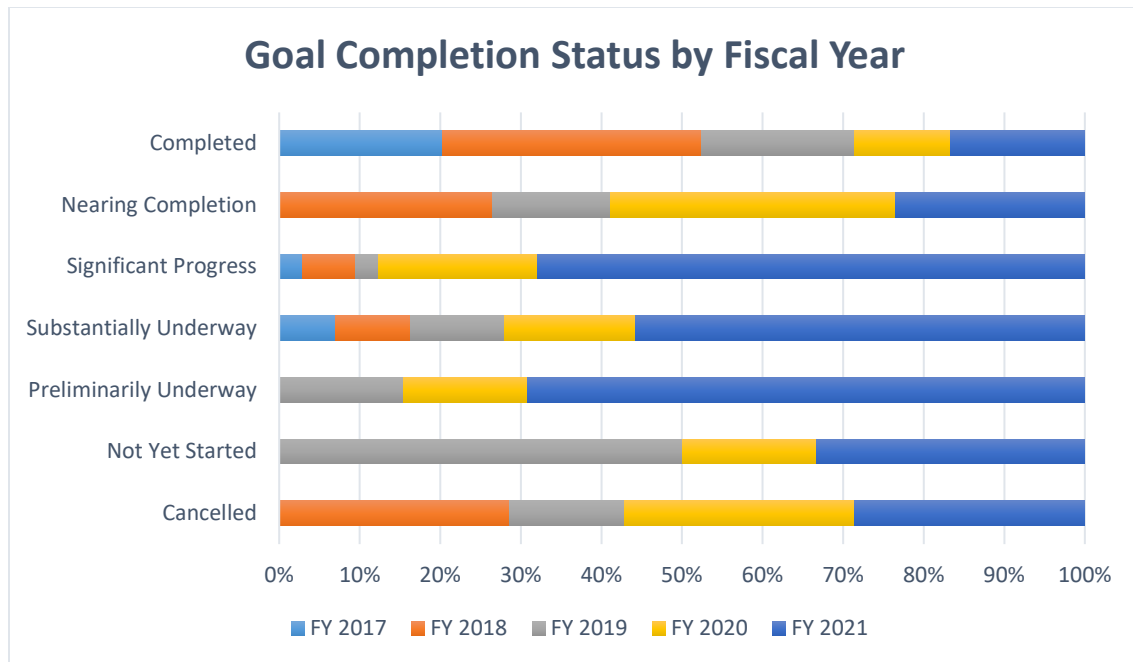


Figure 7b. Actual completion status of all goals by fiscal year.

Goals in Progress

Currently, 293 goals are underway at varying levels of completion. Of the 293 goals in progress, 127 are in the academic units, and the remaining 166 goals are in VP-led units. The distribution of these goals by unit type (i.e., academic unit or VP-led unit) with the anticipated fiscal year of completion is illustrated in Figures 8 and 9, respectively.

Primary Theme	2017	2018	2019	2020	2021	Total
1 - Health, Justice, and Social Impact	2	2		3	9	16
2 - Research and Scholarship	3	5		3	7	18
3 - Student Success	4	7	3	10	16	40
4 - Inclusive Excellence	1	7		1	13	22
5 - Partnership and Collaboration			2	4	10	16
6 - Efficiency, Effectiveness, and Assessment	1	6	4	1	3	15
Total	11	27	9	22	58	127

Figure 8. All academic unit goals by theme and anticipated fiscal year completion date

Primary Theme	2017	2018	2019	2020	2021	Total
1 - Health, Justice, and Social Impact		1	2	3	5	11
2 - Research and Scholarship	2	4	5	4	14	29
3 - Student Success		1	1	3	6	11
4 - Inclusive Excellence	2	1	1	3	12	19
5 - Partnership and Collaboration	3	2	5	11	11	32
6 - Efficiency, Effectiveness, and Assessment	5	11	10	8	30	64
Total	12	20	24	32	78	166

Figure 9. All VP-led unit goals by theme and anticipated fiscal year of the completion date

In-Process Goals by Theme and Strategic Outcomes

Theme 1. Health, Justice, and Social Impact accounts for 27 (9%) of all active SMART goals across all themes. Unit shifts in SMART goals assigned to this theme now reflect that SO 1.3 accounts for the largest number goals attempted with 11 (41%), the focus of which is on UMB’s status as an anchor institution with regard to “finding solutions to local and global health disparities and social injustices” followed closely by SO 1.2 (37%) emphasis on leveraging institutional expertise to tackle the preceding systematic problems. Figure 10 illustrates the active goal distribution by the anticipated fiscal year of completion.

Primary Theme	2017	2018	2019	2020	2021	Total
1 - Health, Justice, and Social Impact	2	3	2	6	14	27
1.1 - A strong relationship with the Baltimore community in which UMB is viewed as a local resource and trusted partner by its residents		1	1			2
1.2 - A focused leveraging of institutional expertise and knowledge to tackle systemic problems impacting local and global communities			1	2	7	10
1.3 - A demonstrated commitment by leadership at every level of the institution that positions UMB as an anchor institution at the forefront of finding solutions to local and global health disparities and social injustices	1	2		3	5	11
1.4 - A University environment that encourages the use of evidence to measure and document impact of UMB's health, legal, social work programs				1	1	2
1.5 - A University culture that values and rewards its faculty, staff, and students for achievements in local and global community engagement	1				1	2
Total	2	3	2	6	14	27

Figure 10. Theme 1 SMART goals by the strategic outcome and anticipated fiscal year completion date

Theme 2. Research and Scholarship contain 47 SMART goals in progress. Non-academic units account for 29 (61%) of all goals in this theme. Priority emphasis is on the fulfillment of SO 2.1 – “Strategic investment that enhances the core research infrastructure allowing UMB to achieve its research goals and compete more successfully for extramural funding” – accounts for 66% of the goals attempted. The next highest undertaking in this theme is SO 2.2 (17%), which addresses attracting and retaining the best talent to accomplish the University’s priorities in research and scholarship. Figure 11 illustrates the distribution of SMART goals across the strategic outcomes by fiscal year of anticipated completion.

Primary Theme	2017	2018	2019	2020	2021	Total
2 - Research and Scholarship	5	9	5	7	21	47
2.1 - Strategic investment that enhances the core research infrastructure allowing UMB to achieve its research goals and compete more successfully for extramural funding	1	5	1	5	10	22
2.2 - An environment that attracts and retains the best educators, scientists, scholars, clinicians, and entrepreneurs across all disciplines	3	3	2	1	4	13
2.3 - Additional interdisciplinary centers of excellence that fully leverage the expertise of the UMB faculty across schools and programs					1	1
2.4 - A productive discovery-to-delivery research model that serves as a catalyst for economic development	1		1		2	4
2.5 - An increase in sponsored research funding that bolsters UMB's standing as a first-class public research university				1	3	4
2.6 - A robust and dedicated research agenda related to UMB's community engagement activities		1	1		1	3
Total	5	9	5	7	21	47

Figure 11. Theme 2 SMART goals by the strategic outcome and anticipated fiscal year completion date

Theme 3. Another noticeable source of focused University activity relates to the advancement of strategic outcomes in Theme 3: Student Success with a total of 51 SMART goals attempted across five strategic outcomes. Academic units continue to account for 40 (78%) of all goals attempted in this theme. During this reporting cycle, SO 3.2 holds the top spot for the top number of goals tried in this theme with 19 active SMART goals underway targeting “policies and practices that encourage and support innovation and experimentation with emerging approaches to teaching and learning.” Fourteen goals relate to SO 3.5, which emphasizes the development of innovative curricular improving students’ access to and knowledge of more significant opportunities within their selected career paths. Figure 12 illustrates the distribution of all active SMART goals across Theme 3.

Primary Theme	2017	2018	2019	2020	2021	Total
3 - Student Success	4	8	4	13	22	51
3.1 - Academic programs and offerings that are affordable and accessible to Maryland's residents of all races, ethnicities, and income levels	1			3	5	9
3.2 - Policies and practices that encourage and support innovation and experimentation with emerging approaches to teaching and learning		5	2	4	8	19
3.3 - A demonstrated commitment to interdisciplinary faculty development to spotlight, celebrate, and scale exemplary pedagogical approaches	1	1		1	1	4
3.4 - Experiential learning opportunities that allow a greater number of students to integrate their education with activities promoting leadership and advocacy skills				4	1	5
3.5 - Innovative curricular and co-curricular initiatives that multiply pathways to diverse careers and leadership opportunities inside and outside of academia	2	2	2	1	7	14
Total	4	8	4	13	22	51

Figure 12. *Theme 3 SMART goals by the strategic outcome and anticipated fiscal year completion date*

Theme 4. Inclusive excellence accounts for 41 (14%) of all active SMART goals across all themes. SO 4.1 accounts for the largest number goals attempted with 21 (51%), a slight increase from the previous reporting period and the focus of which is on the University's engagement with local and global communities to address systemic problems, closely followed by SO 4.4 with 12 (29%). Figure 13 illustrates active SMART goal distribution by the anticipated fiscal year of completion.

Primary Theme	2017	2018	2019	2020	2021	Total
4 - Inclusive Excellence	3	8	1	4	25	41
4.1 - Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers	3	4		2	12	21
4.2 - Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead		1		2	2	5
4.3 - Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students					3	3
4.4 - An inclusive environment that embraces, celebrates, and promotes UMB's diversity		3	1		8	12
Total	3	8	1	4	25	41

Figure 13. Theme 1 SMART goals by the strategic outcome and anticipated fiscal year completion date

Theme 5. Partnership and Collaboration account for 48 (16%) of all active SMART goals across all themes. SO 5.3 accounts for the largest number of goals attempted with 20 (42%). The focus of SO 5.3 is to use UMB’s role as an anchor institution to form sustainable relationships with the surrounding communities to catalyze community empowerment. Figure 14 illustrates the active goal distribution by the anticipated fiscal year of completion.

Primary Theme	2017	2018	2019	2020	2021	Total
5 - Partnership and Collaboration	3	2	7	15	21	48
5.1 - Productive and mutually beneficial relationships with USM institutions, business, government, K – 12 education, arts, and others, to advance Baltimore and Maryland's economic goals			1	6	4	11
5.2 - A strategic partnership with University of Maryland College Park that can be viewed as a regional and national model of collaboration between distinct institutions with complementary missions	2		1	2	3	8
5.3 - An effective partnership, as a Baltimore City anchor institution, with surrounding communities resulting in meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for community empowerment	1	2	4	7	6	20
5.4 - Wide recognition as a thought-leader and state-wide resource on policy and legislative initiatives aimed at improving the health, legal, and social wellbeing of Maryland's residents			1		8	9
Total	3	2	7	15	21	48

Figure 14. Theme 5 SMART goals by strategic outcome and anticipated fiscal year completion date

Theme 6. Efficiency, Effectiveness, and Assessment has, as aforementioned, the most considerable number of in-progress goals with 79 SMART goals. Based on the data, SO 6.2, which concentrates the University’s efforts on utilizing “best business and operating practices to realize greater efficiency and effectiveness,” accounts for 39 (49%) of the goals attempted in this theme. SO 6.1 follows with 20 stated goals. SO 6.1 addresses the utilization of assessment methodology and the use of data to inform decision-making. Figure 15 illustrates the distribution of goals for Theme 6 by the anticipated completion date across all units.

Primary Theme	2017	2018	2019	2020	2021	Total
6 - Efficiency, Effectiveness, and Assessment	6	17	14	9	33	79
6.1 - Schools and administrative units with enhanced measures to evaluate the effectiveness of their programs and that use data to inform improvements	3	6	2	1	8	20
6.2 - A University that is perceived, internally and externally, as an institution that uses best business and operating practices to realize greater efficiency and effectiveness in the stewardship of its resources	3	6	8	3	19	39
6.3 - A philanthropic identity that includes a culture of giving which augments and complements UMB's other resources and supports the strategic needs of the university and its schools		1	1		2	4
6.4 - An institutional effectiveness program that routinely disseminate key organizational data to promote transparency and inform decision making		4	3	5	4	16
Total	6	17	14	9	33	79

Figure 15. *Theme 6 SMART goals by the strategic outcome and anticipated fiscal year of completion*

In summary, the completion status of goals across themes is illustrated in Figure 15a below. As the data reflect in this snapshot, Theme 4 – Inclusive Excellence leads the way with 36% of all its goals completed, followed closely by Theme 2 (Research and Scholarship) and Theme 6 (Efficiency, Effectiveness, and Assessment), each with 33% status equal to “Completed/Milestone Achieved.”

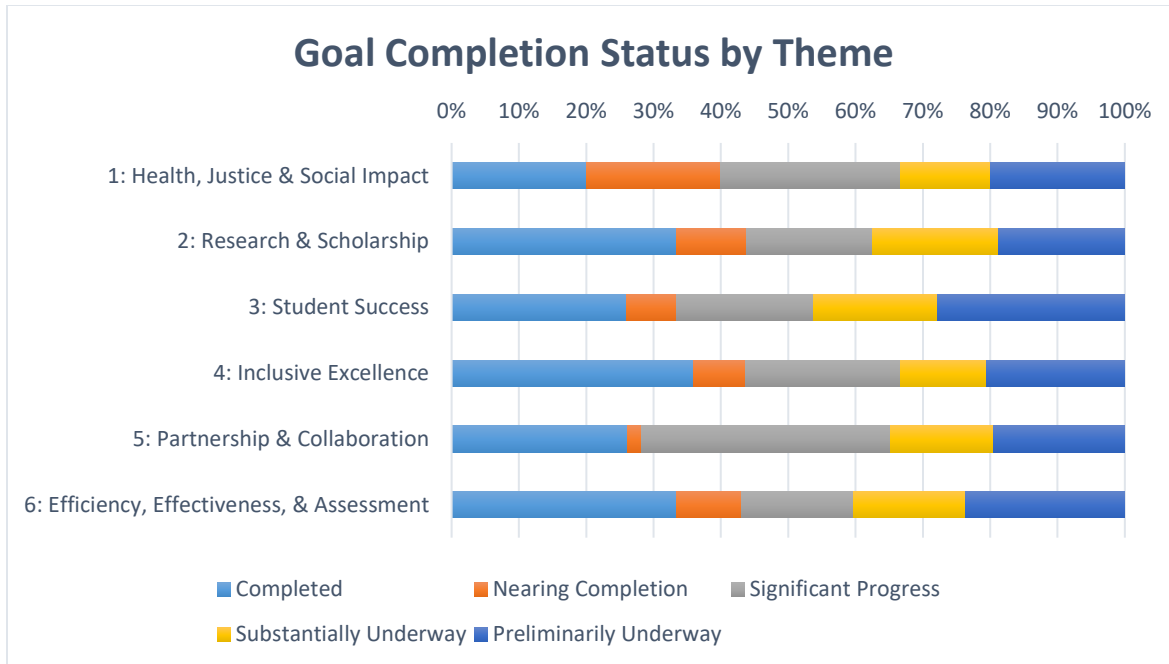


Figure 15a. *Status of goals by theme and completion status by the percentage of total*

Specific Goals and Progress Attained

A sampling of specific goal progress by completion status and the submitting unit is provided below, along with some select statements of progress to date. Note that each goal proceeds with the theme and strategic outcome number for easy reference. (See Appendix for the entire Plan organized by theme and strategic outcomes.)

SMART Goals with the Status of Complete/Milestone Achieved (100%)

Academic Units

- 4.2: Create a setting to foster increased global literacy, connect UMB students with meaningful opportunities abroad, and provide opportunities for students from other countries to interact with UMB by August 2020 (GS).
 - The Graduate School (GS) entered into an MOU with the Chinese University of Political Science for student exchange in the M.S. in Medical Forensics. The GS is developing an exchange program and degree collaboration with Coventry University in the United Kingdom. Additionally, the GS has applied for funding to support the COIL initiative with one or more universities in Japan. The COIL project will result in UMB students having exchange experiences with Japanese students in the

- disciplines of global health and gerontology. The GS has created a certificate program in Intercultural Leadership to help enhance the cultural competency of students, faculty, and staff. The certificate program is awaiting approval by the Maryland Higher Education Commission and will be a collaboration with faculty in the Intercultural Communications department at UMBC.
- The Graduate School (GS) has created a semester-long study abroad experience in Costa Rica, which culminates in a certificate in Global Health Innovation. The study abroad experience may also be selected by students in the M.S. in Health and Social Innovation as an area of concentration. This program is a partnership with the InterAmerican Center for Global Health and the Organization for Tropical Studies. The program will launch in spring 2020.
- 2.2 - Establish plans to retain extramurally funded researchers and scholars by identifying retention strategies used at the SON and in similar schools and proposing two new fiscally viable strategies (SON).
- The School of Nursing (SON) has implemented two relevant and fiscally viable strategies for improving retention of extramurally funded researchers and scholars. First, SON has increased its participation and leadership within the UMB Institute for Clinical and Translational Research (ICTR). The focus allows for the leveraging of funding support and access to significant campuswide resources (e.g., informatics support, biostatistical support); it is also central to fostering a culture of collegiality among researchers both within SON and across campus. A robust and vibrant research culture is important in attracting and retaining funded researchers and scholars. School of Nursing faculty serve as Associate Director, Biostatistics Core; Associate Director, Community and Collaboration Core; Associate Director, Informatics Core; and Core Co-Director, Training and Career Development Core. Second, SON has participated in the joint application by UMB and Johns Hopkins University for the Health Clinical and Translational Science Award (CTSA) from the National Institutes of Health. It is our view that the CTSA will provide important additional opportunities for junior researchers and more established senior researchers to increase clinical and translational research and will foster innovation in research methods, training, and career development. Third, in the summer of 2017, SON's Department of Communications and Marketing, in conjunction with the Office of Research and Scholarship, collaborated on a campaign to raise the profile of research and researchers at the School of Nursing. This "Who Cares? We Care. We Do Research" campaign posted professionally created videos throughout the summer of SON researchers in action and provided information on and links to the campaign and the videos through an array of email, mail, and social media mechanisms. This was another means of highlighting the impact of research conducted by SON faculty.

VP-Led Units

- 5.3 - Secure an adequate facility to house the UMB Community Engagement Center by June 2019 (Administration & Finance or A&F).
 - Building purchase has been secured as of November 2018. Programs for the use of the CEC have been identified. The site for the CEC has been identified, and the purchase price for the building has been set. All due diligence has been completed, and the facility acquisition has been approved by the Board of Regents. Approval by the Board of Public Works has been deferred until a decision is made regarding how the renovation work will occur. Two cost estimates, one from Facilities Management and the other from MEDCO, will be compared, and the next steps developed. The proposed date for occupying the newly acquired CEC facility is spring 2021.

- Collaborate with UMB and UMCP colleagues to develop and implement a mutual IT strategic plan (CITS).
 - The significant accomplishment this past year was the completion of the project to consolidate the Quali Research application for use by both UMB and UMCP. There is now one database instance and common access to the application from both universities. The project achieved a key goal of allowing combined reporting of research proposals and awards generated by both universities. The success of the Quali Research project came on the heels of completing the Identity Management project, which is the technology unification between the two campuses. The technology unification solution allows faculty, staff, students, and other approved users the ability to gain access to IT systems and resources by using their respective university's ID and password. The Seed Grant program application was the first to be added to this technology unification framework.

SMART Goals with the Status of Nearing Completion (75%-99%)

Academic Units

- 3.5: By 2021, establish two new programs and/or certificates in emerging areas of health care (SOP).
 - The increasing demand for current research into the research and evaluation of medical cannabis has resulted in the School of Pharmacy (SOP) offering of a Masters in Medical Cannabis Science and Therapeutics. The curricula received approval for Pharmaceutical Sciences at the Universities at Shady Grove (USG) by its Academic Programs Advisory Committee (APAC) and the USG Governing Council and final approval for the Medical Cannabis program by UM Board of Regents and MHEC and will commence in fall 2019.

- 6.1: Increase bar passage - Increase bar passage rates, so Maryland achieves a first-time passage rate either above 80% or at least 7 points higher than the state average by increasing bar passage assistance (CSL).

Although bar passage in the state of Maryland continues to be an issue overall — the overall pass rate in July 2018 fell below 60%, and the first time pass rate stands at 71% — Maryland Carey Law has improved its performance in connection with the SMART goal. The first-time bar passage rate for Carey Law in 2018 was 80%, meeting the SMART goal target of 80% and 8 percentage points higher than the SMART goal target of being 7 points higher than the state average. It is even more significant that CSL outpaced the state so substantially, given that Carey Law graduates represented a greater percentage of the overall takers in the state than in the past. (This is because, in light of Maryland’s upcoming shift to the Uniform Bar Exam (UBE), many bar takers from regional law schools chose to take the UBE in another jurisdiction.) The laws school’s bar preparation efforts continue to grow and develop. Nearly half of our graduates now enroll in the bar preparation course offered in the spring semester of their final year. The course is infused with bar preparation techniques and drilling on practice questions, including an increasing focus on answering questions tested on the UBE. As a word of caution, the shift to the UBE in July 2020 will present a statistical reset, in some regards. Every statistic CSL has regarding first-time bar passage in Maryland involves a now-defunct exam. While we expect the UBE shift to benefit our students generally, giving them options to achieve passing scores in various jurisdictions, it will take time to determine what additional work we may need to do to adjust to different scoring criteria and judgments by the Maryland Board of Law Examiners.

VP-Led Units

- 2.4: Establish an effective and efficient Conflict-of-Interest (COI) infrastructure that encourages creative research collaborations and entrepreneurial endeavors while maintaining compliance with state and federal COI regulations as well as UMB COI policies (Research and Development).
 - Progress made by ORD’s Center for Clinical Trials and Corporate Contracts (CCT) was achieved by working in parallel with other offices and departments at UMB: Office of Technology Transfer (ORD), School of Medicine’s Faculty Affairs and Professional Development, UMB Conflict of Interest Officer, UMB Office of Accountability and Compliance, and Senior Administrative Leadership of UMB. Infrastructural changes relevant to this goal were implemented by Senior Administrative Leadership to ensure that progressive, creative, and entrepreneurial aspects of UMB’s research enterprise are fully supported by UMB’s COI function. For CCT’s part, we developed new, CCT-specific procedures and processes to optimize CCT’s role in supporting faculty researchers and entrepreneurs who face potential hurdles associated with COI issues. In some cases, our new processes (1) provide faculty with an alternative to full COI Review and Approval and, at the same time, (2) generate additional UMB revenue for “Consulting Services” provided through

- the University (as opposed to private consulting agreements directly between faculty and sponsors).
- Specifically, CCT is currently working with Radiation Oncology and Diagnostic Radiology on a new contractual concept that may address the COI issues associated with large companies (e.g., Varian, Siemens) that play dual research and vendor roles concerning our faculty and departments. CCT is developing a contract template that we hope will enable UMB faculty to travel, participate in company-sponsored symposia and meetings, and present scientific data and information to company personnel, etc., without running afoul of state ethics requirements. We are very close to a final agreement with Siemens for our SOM's Diagnostic Radiology department. The agreement will be reviewed by SOM and UMB COI officers as well as UMB's Procurement AVP.
- 6.4: Advance outreach and relationship building with UMB stakeholders to increase awareness of the Office of Accountability and Compliance (OAC) as a partner in accountability and a resource for compliance needs and deliver educational opportunities that meet both regulatory requirements and community needs. This goal will be measured through the delivery of educational series, participation in outreach events, and in initiatives designed to increase communication (Operations & Planning/Office of Accountability and Compliance).
 - OAC seeks to increase the University's awareness of the expertise and support it can offer. To promote the community's ability to seek assistance (pull), OAC initiated a two-way communication device that allows UMB community members to request consultations and expert assistance. The consultation line has been developed to empower and promote accountability. OAC also has participated in campus events to inform the campus community about the functional units that make up the office and is actively involved in the campus efforts surrounding sexual harassment, including the President's Taskforce on Sexual Harassment. OAC has increased its efforts regarding outreach, especially around the Title IX functions of the office based on current UMB priorities and community interest. Educational efforts in this area have been updated and increased.
 - OAC continues to work on name recognition and is revising its webpage to be more user-friendly and informational for the community.

SMART Goals with the Status of Significant Progress (50%-74%)

Academic Units

- 1.2: Grow our ambulatory care capacity across the region in response to a shift in care delivery to more outpatient and satellite patient care facilities (SOM).

- The telemedicine addiction treatments expanded to include Maryland's Eastern Shore; The Waterloo Crossing in Howard County opened in September 2015. As of December 2018, our monthly volumes have grown to 965 (up from 750 in July 2017) for primary/immediate care visits, and over 1,150 (up from 500 in July 2017) for specialty visits; A new Orthopaedics faculty practice site at Camden Yards opened in March 2016. They have now substantially expanded their services there to include Physical Therapy. Also, the Waterloo Crossing Ambulatory Surgery Center's monthly volume has now reached 60 cases. The new Vascular Lab in the 419 W. Redwood Professional Building opened in 2018. The comprehensive complex disease treatment program at Midtown Campus is currently in the planning stages.
- 4.4: Increase by 2% percent the number of students that indicate that they "very much" agree that the school effectively creates an inclusive and just school community (SSW).
 - Several efforts have been put into place to address creating an inclusive and just school community. Before 2017, the School of Social Work (SSW) began revising the student orientation to include greater student/faculty relationship building; developing and growing the student peer mentoring program; initiating diversity and anti-oppression committee "Chat and Chews"; creating the School of Social Work Responds website to facilitate school-wide communication and social action, and; creating emergent issues work groups (e.g., access to justice, immigration). Additional efforts were introduced during the 2017-2018 academic year, including developing and growing the Admissions and Ambassadorial Program and initiating the Student Affairs "Meet and Greets" to enhance student and engagement and advising.

VP-Led Units

- 2.1: Create a knowledge culture supportive of entrepreneurship and discovery through responsive and anticipative services.
 - The HS/HSL developed an Entrepreneur Toolkit, which undergoes regular review for the benefit of the UMB community. We embrace opportunities providing exposure to technology and entrepreneurs through our “Meet the Makers” luncheon series, by drawing from the wealth of innovators at UMB to share their experiences and insights on emerging technologies in the life sciences. The makers hosted this year addressed the neurobiology of pain modulation and personalized robotic therapy for stroke patients. One of the speakers, Luana Colloca, was featured in the January 2020 *National Geographic*. The library hosted the Data Standards Hackathon-DaSH 8 for the Center for International Blood and Marrow Transplant Research (CIBMTR). The purpose of the hackathon is to encourage collaboration on coding and data standards.
 - The library served as a site for Wikipedia Edit-a-Thon day promoted by the National Network of Libraries of Medicine (NNLM). As the Southeast Regional Medical Library for NNLM, the HS/HSL recruited and trained users to help add citations to existing Wikipedia articles related to health equity. Using NLM resources like PubMed, Wikipedia’s health topic pages were strengthened and users educated at the same time they contributed to improving the quality of this resource.
 - The focus through supporting activities such as these is at the heart of all we do — promoting entrepreneurship, educating about possibilities, providing resources, and generating opportunities for inspiration.

- 4.4: Enhance services delivered to international students and scholars by August 2020. (AA/Academic and Student Affairs).

During summer 2019, a three-week program was piloted that provided access to an online platform for continued English language learning (Voxy). The program was marketed to multilingual postdoctoral fellows. Thirty individuals from nine different language backgrounds participated. The most impact was reported on increase in confidence relating to speaking in formal, academic English (per a pre-/post-test of participants). The findings were presented to the School of Medicine (SOM) Office of Postdoctoral Support, which requested more institution data from Voxy on the success of their language learning platform before presenting this more widely to SOM stakeholders for institutional buy-in. We are currently working on providing long-term access to Voxy under the Graduate School, in collaboration with the University of Maryland, College Park.

- 6.3: Provide a consistent and growing revenue stream by increasing overall fundraising to achieve a \$750 million campaign goal by Dec. 31, 2020 (Philanthropy).
 - Fundraising was down significantly in Fiscal Year 2019 compared to FY18, coming in at \$76.8 million, well below the \$95 million goal. In FY18, three transformational commitments totaled \$43 million; there were none in

FY19. We attribute the decline in donations to staff turnover in the school/unit development offices and to the unfavorable press concerning a few USM institutions and UMMS that have impacted the University of Maryland brand. At this point, UMB has raised \$487 million (65%) toward the \$750 million goal. UMB leadership, therefore, decided that the Catalyst Campaign would be extended for one year and is now scheduled to conclude on Dec. 31, 2021.

SMART Goals with the Status of Substantially Underway (25%-49%)

Academic Units

- 3.1: Ensure radically affordable education by August 2021 through innovative approaches such as a) development of large-scale online classes emulating the Georgia Tech \$7,000 masters in Computer Science; b) a free last course or semester; c) tuition tiered on annual family income; and d) utilization of EdX mini-masters to offset the cost of a full masters from the institution.
 - a) We are in the planning stages to offer an M.S. in Violence and Vulnerability Reduction in collaboration with Coventry University in the United Kingdom and the University of Toronto in Canada. The partners in the degree program are committed to making the degree affordable using flipped classroom pedagogy.
 - b) Currently on hold
 - c) Currently on hold
 - d) Several programs are in the pipeline for mini-master's degrees. The first of these will be in global health, health care informatics.

- 5.4: Expand MSL - Increase enrollment in the residential MSL program to 40 students per year by 2019, with at least five students in each MSL program (CSL).
 - Enrollment in the MSL program continues to fluctuate as we develop this new program. In fall 2017, the Cybersecurity Law and Crisis Management Law specialties were fully transitioned to an online platform. The other three specialties (Health Law, Environmental Law, and Patent Law) remained residential programs at the College Park campus.
 - In May 2019, we graduated 35 MSL students, 20 students from the residential programs, and 15 from the online programs. The data reflect a 36% decline in graduates compared to the 2018 MSL graduating class. However, in fall 2018, we enrolled 17 students in the residential program and 23 students in the online program as well as an online cohort of 14 in spring 2019. We expect the number of graduating students to rise to at least 45 in May 2020. Also, we anticipate

enrolling, in fall 2019, 15 students in the residential program and 20 students in the online program.

- We continue to explore aggressive recruitment and marketing strategies to increase enrollment in the MSL residential and online programs by 2021.

VP-Led Units

- 2.1: Increase the efficiencies of researchers by training 50 faculty and staff in ORD operational areas.
 - Sponsored Programs Administration (SPA) has developed the curriculum for all mandatory courses for our new SPARKs training. These courses will help to educate and train our campus administrative staff about research administration. We have also begun developing the courses that will be considered elective. Once the curriculum is in place, we will begin developing all of the materials as well as how the course is to be taught (webinar, in class, video, etc.).
- 2.2: Develop an implementation strategy for executing the University of Maryland, Baltimore 2016 Facilities Master Plan by July 2018.
 - The framework is in place and is updated annually. Planning cost estimates are available, especially for small projects.
 - The implementation of the 2016 Facilities Master Plan is underway. The Capital Budget reflects the goals of the master plan, including renewing existing facilities, providing additional space for the School of Social Work, and enhancing the Baltimore/Martin Luther King Jr. gateway by creating a new, visible entrance to MSTF. A north campus plan has been developed to address the master plan goal of improving the northern sector of the campus and encouraging more student, faculty, and staff activity in the north. A working group has been formed to develop options for improving Martin Luther King Jr. Boulevard.

SMART Goals with the Status of Preliminarily Underway (1%-24%)

Academic Units

- 6.3: By 2021, establish a School of Pharmacy (SOP) certificate program in “Pharmapreneurship” to prepare scientists and practitioners for innovation (SOP).
 - In preparation for submitting the necessary application to the state system for approval of an SOP Certificate in Pharmapreneurism Studies, a subcommittee of the newly formed Pharmapreneurism Faculty Task Force has initiated the steps required to achieve: 1) a student Pharmapreneurism Club, 2) a forthcoming SOP Pathway within the curriculum, and 3) preparation of state-required application for an approved certificate program in the studies of Pharmapreneurism.

VP-Led Units

- 6.2: Increase exposure to student employment positions for students and interested departments by more than 50% so that information is conveyed, optimal student employment opportunities are showcased as available to enhance exposure, enhance student employment staffing for open positions, and provide equal opportunity for job placement is available for students.

SMART Goals with the Status of Not Yet Started (0%)

Academic Units

- 1.5: Present at least 5 TED Talk-style presentations under UMSOP branding are outlining their innovations (SOP).
 - The SOP's intention to accomplish the first-ever TEDx Talk has been usurped by the University Office of Communications, and the status is yet unknown as to whether the SOP can continue to pursue this goal.

VP-Led Units

- 6.1: Build a comprehensive emergency management program by the standards set forth by the Emergency Management Accreditation Program and achieve accreditation by December 2023 (A&F/Emergency Management).

SMART Goals with the Status of Cancelled (All)

The following goals have been cancelled at the discretion of the respective Plan Administrator.

Academic Units

- Assess the components of a supportive culture for student success through a student questionnaire administered through the School of Nursing (SON) Student Success Center (SON).
 - This goal was originally delayed based on the decision to begin by using a data-based approach relying on recognized and agreed-upon indicators and measures of student success, not through an opinion-based survey of students. Based on further discussion and a review of the literature, we determined that student success represents the desired outcome and includes several indicators, including Student retention (persistence): Continuation of their program of study Educational attainment: Completion of program Academic achievement: Achievement of satisfactory or better levels of performance and avoidance of academic jeopardy/probation. Student advancement: Following completion, student succeeds at occupational and related goals (NCLEX success) and subsequently enrolls in additional education. The decision was made not to pursue a student survey but utilize the data-based approach. Therefore, this goal was cancelled.

- 2.2: Expand child care services available to UMB employees and nearby community members by July 2021 (A&F).
 - A facility program has been developed for a child care center with up to 150 children, site options have been identified, and a cost estimated developed. There are competing priorities for University resources that have slowed completing this goal and the ability to attain it before the conclusion of this Plan.

- 3.5: Provide leadership in the development of a building program and coordinate the ultimate design of an Interprofessional Educational (IPE) facility (A&F).
 - The goal is no longer relevant, with the opportunities being provided by the new Community Engagement Center (CEC). A building is no longer needed, not with the acquisition of the new CEC. There is a need to increase the number of classroom spaces on campus. A building program was developed for IPE based on a series of meetings with representatives from all UMB schools. However, the approach to providing IPE has been modified so that instead of a free-standing facility dedicated to IPE, the IPE program will be offered in existing facilities throughout campus and at the new CEC facility.

- 4.4: Create and implement a sustainable division-wide, as well as unit-specific, diversity event series. The series will include 2-4 events per fiscal with the first series concluding June 2021 (A&F).
 - This goal is being cancelled and combined with the Goal 4.4 A&F Diversity Program. The Diversity Event Series is a component of the Diversity Program and was redundant as a separate goal.

- 5.1: To better support our partner K-12 public schools, UMB will engage with three City schools in West Baltimore to reduce the number of suspensions by 25% by 2020 (CPA/Office of Community Engagement).
 - This goal was determined to be outside of the scope of UMB's authority, and influence on factors that contribute to the problem was determined to be too diffuse. For example, the quality of instruction and leadership within schools, the level of poverty experienced by the school's students, the educational attainment of the students' guardians, and the safety of staff and students before and after school are all factors that impact school performance and student behavior.

- 5.3: To combat the high unemployment rate in West Baltimore, UMB will increase by 10% in targeted positions our employees from neighborhoods in West Baltimore (CPA/Office of Community Engagement).
 - The Office of Community Engagement is in the process of conducting a feasibility analysis of UMB's employment, workforce development practices, and job openings by category to ascertain whether CEC's goal is reasonable and achievable as written.

- 6.2: Develop a comprehensive maintenance schedule of UMB policies to be implemented by the end of the FY2021 Strategic Planning cycle.
 - Please note that the Program Director for the University’s Policy & Procedure office left UMB on Oct. 16, 2019. Furthermore, UMB will follow the USM schedule of policy review. This goal is at this moment cancelled.

Discussion

The office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) has made progress in fostering practical Plan implementation efforts across the University. There are, however, lessons learned in this period that will likely influence the ongoing implementation of this Plan through its conclusion scheduled for June 30, 2021. One particular learning concerns the design of the knowledge management system (KMS). The KMS was set up to track unit goals with a one- to five-year completion period. Goals of less than two years in length are typically expressed as tactics under a larger goal. Goals should be SMART (i.e., specific, measurable, attainable, reasonable, and time-bound). However, the writing of the goals in SMART language seemed to force the unit to constrain, creating many goals absent of strategic impact. Over the past year and with targeted conversations with plan administrators, some units modified existing goals to be more “strategic,” hence, eliminating or combining goals and extending the completion end dates.

The role of leadership in the review of goal progress to advance institutional decision-making continues to emphasize a strategy for collective evaluation and assessment. IESPA will work with senior institutional leadership to develop an active process, along with other assessment activities, to ensure that the data presented in this report becomes a part of our institutional assessment strategy and a significant component of UMB’s continuous improvement program.

In summary, the third reporting process has been a successful one. Approximately 75% of the goals in the Plan are significantly underway, nearing completion, or completed. Moreover, several units are actively managing the Plan. The preceding conclusion is evident in changes to existing goals, and more calls for IESPA assistance in ways to improve the KMS system to reflect the individual unit needs. An ongoing, targeted effort to infuse an institutional culture of planning, execution, and assessment is taking hold at UMB.

Appendix

UMB Strategic Plan: FY2017 – FY2021

Theme 1. HEALTH, JUSTICE, AND SOCIAL IMPACT

***Strategic Objective:** Deepen and expand local and global engagement by providing health, legal, and social work programs, and engaging in research to promote social justice and improve health.*

Strategic Outcomes:

1. A strong relationship with the Baltimore community in which UMB is viewed as a local resource and trusted partner by its residents.
2. A focused leveraging of institutional expertise and knowledge to tackle systemic problems impacting local and global communities.
3. A demonstrated commitment by leadership at every level of the institution that positions UMB as an anchor institution at the forefront of finding solutions to local and global health disparities and social injustices.
4. A University environment that encourages the use of evidence to measure and document the impact of UMB's health, legal, social work programs.
5. A University culture that values and rewards its faculty, staff, and students for achievements in local and global community engagement.

Theme 2. RESEARCH AND SCHOLARSHIP

***Strategic Objective:** Harness the power of research and scholarship to deepen understanding of systems, institutions, and basic and translational sciences in the search for solutions to complex problems impacting individuals, families, and communities.*

Strategic Outcomes:

1. Strategic investment that enhances the core research infrastructure allowing UMB to achieve its research goals and compete more successfully for extramural funding.
2. An environment that attracts and retains the best educators, scientists, scholars, clinicians, and entrepreneurs across all disciplines.
3. Additional interdisciplinary centers of excellence that fully leverage the expertise of the UMB faculty across schools and programs.
4. A productive discovery-to-delivery research model that serves as a catalyst for economic development.
5. An increase in sponsored research funding that bolsters UMB's standing as a first-class public research university.
6. A robust and dedicated research agenda related to UMB's community engagement activities.

Theme 3. STUDENT SUCCESS

Strategic Objective: Design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society.

Strategic Outcomes:

1. Academic programs and offerings that are affordable and accessible to Maryland's residents of all races, ethnicities, and income levels.
2. Policies and practices that encourage and support innovation and experimentation with emerging approaches to teaching and learning.
3. A demonstrated commitment to interdisciplinary faculty development to spotlight, celebrate, and scale exemplary pedagogical approaches.
4. Experiential learning opportunities that allow a greater number of students to integrate their education with activities promoting leadership and advocacy skills.
5. Innovative curricular and co-curricular initiatives that multiply pathways to diverse careers and leadership opportunities inside and outside of academia.

Theme 4. INCLUSIVE EXCELLENCE

Strategic Objective: Foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals.

Strategic Outcomes:

1. Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.
2. Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.
3. Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.
4. An inclusive environment that embraces, celebrates, and promotes UMB's diversity.

5. PARTNERSHIP AND COLLABORATION

Strategic Objective: Collaborate internally and externally to provide impactful education, services and expertise to benefit Maryland and society at large.

Strategic Outcomes:

1. Productive and mutually beneficial relationships with USM institutions, business, government, K-12 education, arts, and others, to advance Baltimore and Maryland's economic goals.

2. A strategic partnership with the University of Maryland, College Park that can be viewed as a regional and national model of collaboration between distinct institutions with complementary missions.
3. An effective partnership, as a Baltimore City anchor institution, with surrounding communities resulting in meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for community empowerment.
4. Wide recognition as a thought leader and state-wide resource on policy and legislative initiatives aimed at improving the health, legal, and social well-being of Maryland's residents.

6. EFFICIENCY, EFFECTIVENESS, AND ASSESSMENT

Strategic Objective: Incentivize efficiency, effectiveness, and evaluation to make more responsible and impactful use of UMB's resources.

Strategic Outcomes:

1. Schools and administrative units with enhanced measures to evaluate the effectiveness of their programs and that use data to inform improvements.
2. A University that is perceived, internally and externally, as an institution that uses best business and operating practices to realize greater efficiency and effectiveness in the stewardship of its resources.
3. A philanthropic identity that includes a culture of giving which augments and complements UMB's other resources and supports the strategic needs of the University and its schools.
4. An institutional effectiveness program that routinely disseminates key organizational data to promote transparency and inform decision-making.