

University of Maine System
Board of Trustees

Ad Hoc Committee on Strategic Planning

March 21, 2022
1:00 pm to 2:30 pm
Zoom Meeting – No Physical Location Available

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

AGENDA

Public Meeting – 1:00 pm to 2:00 pm

Tab 1 - [Discussion with Huron Consulting Services Team](#)

Executive Session – 2:00 pm to 2:30 pm

The Ad Hoc Committee on Strategic Planning will enter Executive Session under the provisions of: 1 MRSA Section 405 6-A and C.

Action items within the Committee purview are noted in green.

Items for Committee decisions and recommendations are noted in red.

Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Discussion with Huron Consulting Services Team

INITIATED BY: James Erwin, Chair of Ad Hoc Committee on Strategic Planning

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

n/a

BACKGROUND:

Huron Consulting Services Team will join the Ad Hoc Committee on Strategic Planning meeting on March 21st for a discussion on the following items:

- Revisit updated Guiding Principles and Data Book and discuss emerging implications for the strategic plan
- Hear from Huron enrollment subject matter experts, Steven Hahn and Rob Bielby, and discuss enrollment strategic priority areas for UMS as a result

3/15/2022



UMS Strategic Planning

Board of Trustees Ad Hoc Strategic Planning
Committee



MARCH 2022

huronconsultinggroup.com

Agenda

Topic	Duration
Topic 1: Revisit updated Guiding Principles and Data Book and discuss emerging implications for the strategic plan	30 minutes
Topic 2: Hear from Huron enrollment subject matter experts, Steve Hahn and Rob Bielby, and discuss enrollment strategic priority areas for UMS as a result	30 minutes
Executive Session	30 minutes

Note: The Appendix of this meeting facilitation document contains themes from initial stakeholder engagement. By our April Board Ad hoc Strategic Planning Committee, we will have nearly completed our stakeholder engagement and plan to share more robust themes at that juncture.

Topic 1:

Revisit updated
Guiding Principles
and Data Book and
discuss emerging
implications for the
strategic plan

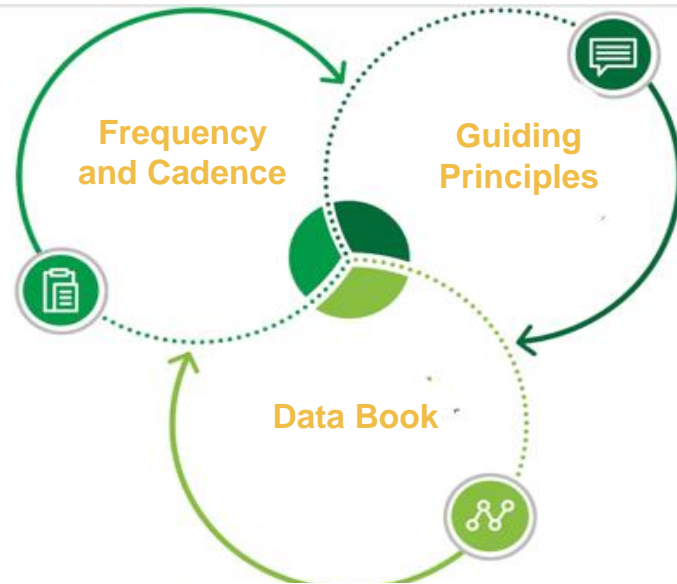


Communication Strategy

Our Philosophy: Effective strategy communication is an ongoing process that should be embedded in formal and informal interactions and should continue beyond the end of the strategic planning process

Frequency and Cadence

Regular email communications sent by the Chancellor and followed by communications from each President. Communications will direct stakeholders to the Strategic Planning website for additional information.



Guiding Principles

Principles will be created for both the *planning process* and *implementation* of the strategic plan. These principles/key messages are intended to be talking points embedded in formal and informal interactions and spearheaded by leaders.

Area for Input during today's meeting

Data Book: Set of analyses shared with stakeholders to ground conversations about the future in a fact-based fashion

Guiding Principles for Strategic Planning Process

The following principles (formerly “key messages”) should be used when discussing the strategic plan in recurring meetings and other key moments where diverse members of the community are convened.

1. Be **student-centric** and further the System’s missions of teaching, learning, service, and research
2. Express values of **sustainability, quality, affordability, relevancy, and diversity, equity, and inclusion** in all we do
3. Align with the **State of Maine’s needs and priorities** in system opportunity identification, prioritization, and implementation. Base decisions on facts and projections of the higher education market
4. Be **bold and willing to make tough decisions** in order to invest in initiatives that will ensure long term success while also **phasing out or stopping efforts that no longer serve the needs** of our students and our State
5. Declare a System vision that **heightens each university’s strengths** while maximizing opportunities for **collaboration** toward a cohesive whole
6. Leverage unified accreditation as a **tool** for achieving systemwide benefits and adhere to the UA guiding principles
7. **Address aging facilities and infrastructure** through a lens of efficiency, modernization, and accessibility
8. Seek **input from a diverse and broad set** of UMS stakeholders and **communicate transparently** about the strategic planning process
9. Foster a **culture of innovation and collaboration**

Data Book Contents

To develop a robust understanding of the current UMS ecosystem, some topics demand broader analysis to understand their full complexity and relationship to and within the System (e.g. student enrollment, labor market and financial health).

Enrollment and Demographics

- Maine high-school graduates pie chart, broken down by future pathway
- UMS Enrollment by university over time
- UMS Aggregate Enrollment broken down by in-state / out-of-state and residential/commuter/online
- Adult Learner Opportunity and Overview

Academics and Student Success

- US, Northeast and Maine Completion Rates over time
- Academic Portfolio across the System, Undergraduate and Graduate

Economic Development and Research

- Maine's Current and Future Industries
- Maine Occupations for Bachelors, Graduate, and Non-Degrees
- Household Income by Maine County
- UMS Research funding over time

Financials and Personnel

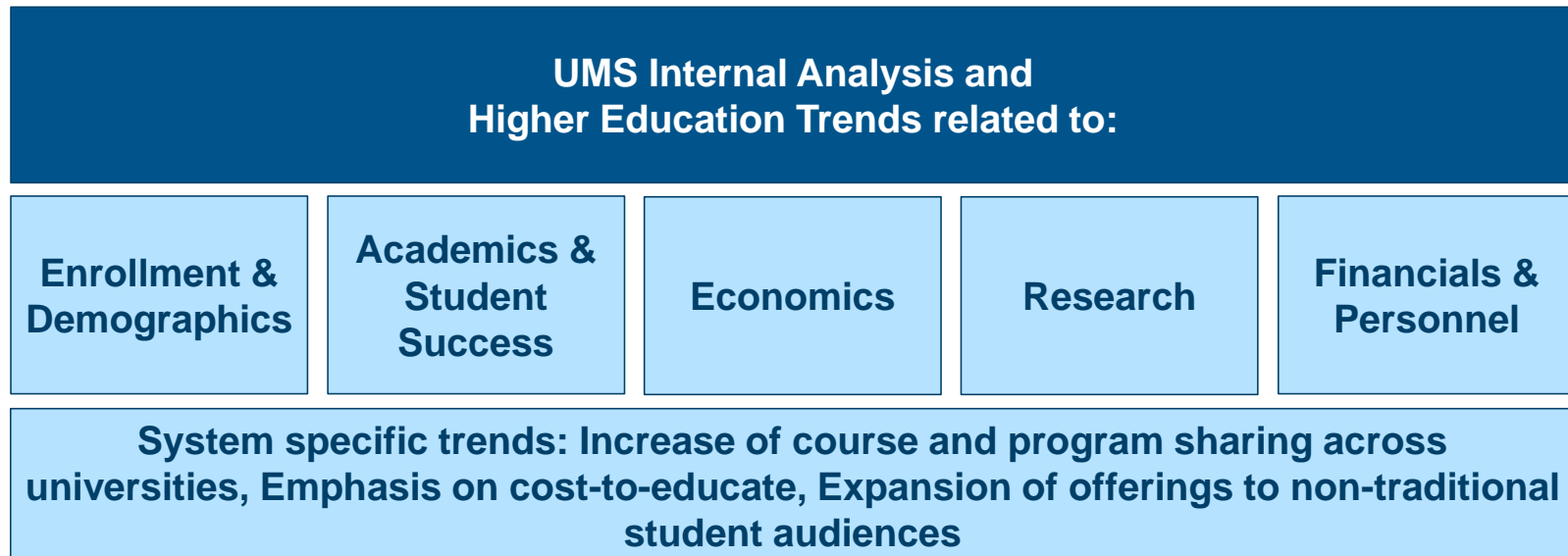
- Composite Financial Index Comparison
- Staff & Employees by university over time
- Revenues and expenses over time
- State appropriations over time
- Tuition trends over time
- Capital expenditures and deferred maintenance

Higher Education Market Trends and System Benchmarking

- US, Northeast and Maine Current and Future Demographic Trends
- Access and Affordability trends
- Digital transformation for teaching and learning trends
- Lifelong learning and "Non-traditional" student
- Corporate Partners and Workforce Development
- R&D Priority Areas
- System case studies: UC, SUNY, UW

Data Book Framework

The UMS Data Book is designed as a tool to establish a baseline of commonly held knowledge about UMS to support the strategic planning process. It will act as a reference document to facilitate discussion and planning activities.



Data Book Emerging Implications (1 of 2)

- **Anticipated Demographic Trends:** Following a peak in 2025, the number of high school graduates in Maine is projected to decline from 2025-2035 and will fall below 2015 levels. UMS should be prepared to flex over the next decade to meet changing supply and demand.
- **Maine High School Graduate Future Pathways:** With Maine high school graduates projected to decline between 2025-2035, growth will require a) activating students who currently do not enroll, b) capturing market share from out-of-state competitors, c) capturing market share from Maine privates, d) improving pathways from 2-year institutions to a UMS university, and/or e) improving retention and completion outcomes
- **UMS Enrollment by University:** UMS continues to experience a decline in fall enrollment like many institutions in the northeast. To maintain the mission of serving residents of Maine and their local communities, collaboration in the spirit of sustainability is critical.
- **Adult Learner Opportunity:** In most recent year that data was collected (2018), of the adults who have some college or less in the state, UMS enrolled 9,270 or 1.6%, indicating an opportunity in the market for adult learners as well as an opportunity to advance an important State goal. UMS should build capacity and wrap around services for the complex needs of adult learners in order to increase market share to support statewide attainment goals, community goals, and workforce needs.
- **Online, Commuter, Residential:** Students are utilizing the increased availability of distance modalities. UMS has opportunity to capitalize on its distance and online learning infrastructures in order to increase its reach and prioritize how students want to earn their credential or degree.
- **Student Success:** Across all age groups, the national six-year average completion rate was 69%, for Northeast peers it was 61.3% and for Maine it was 59.2%. There is opportunity for UMS to improve completion rates across all age groups, both for student and financial benefit.
- **Academic Portfolio:** UMS has a broad portfolio of academic offerings to serve its residents. UMS will need to leverage academic offerings to prepare its students for future workforce demands. At the undergraduate level, the system will need to balance undergraduate demand in foundational areas like humanities while maximizing areas of growth like computer science to meet workforce and state economic development needs. At the graduate level, UMS has experienced significant growth in graduate degrees in the areas of business and computer science, both of which align to growing industries in Maine.

Data Book Emerging Implications (1 of 2)

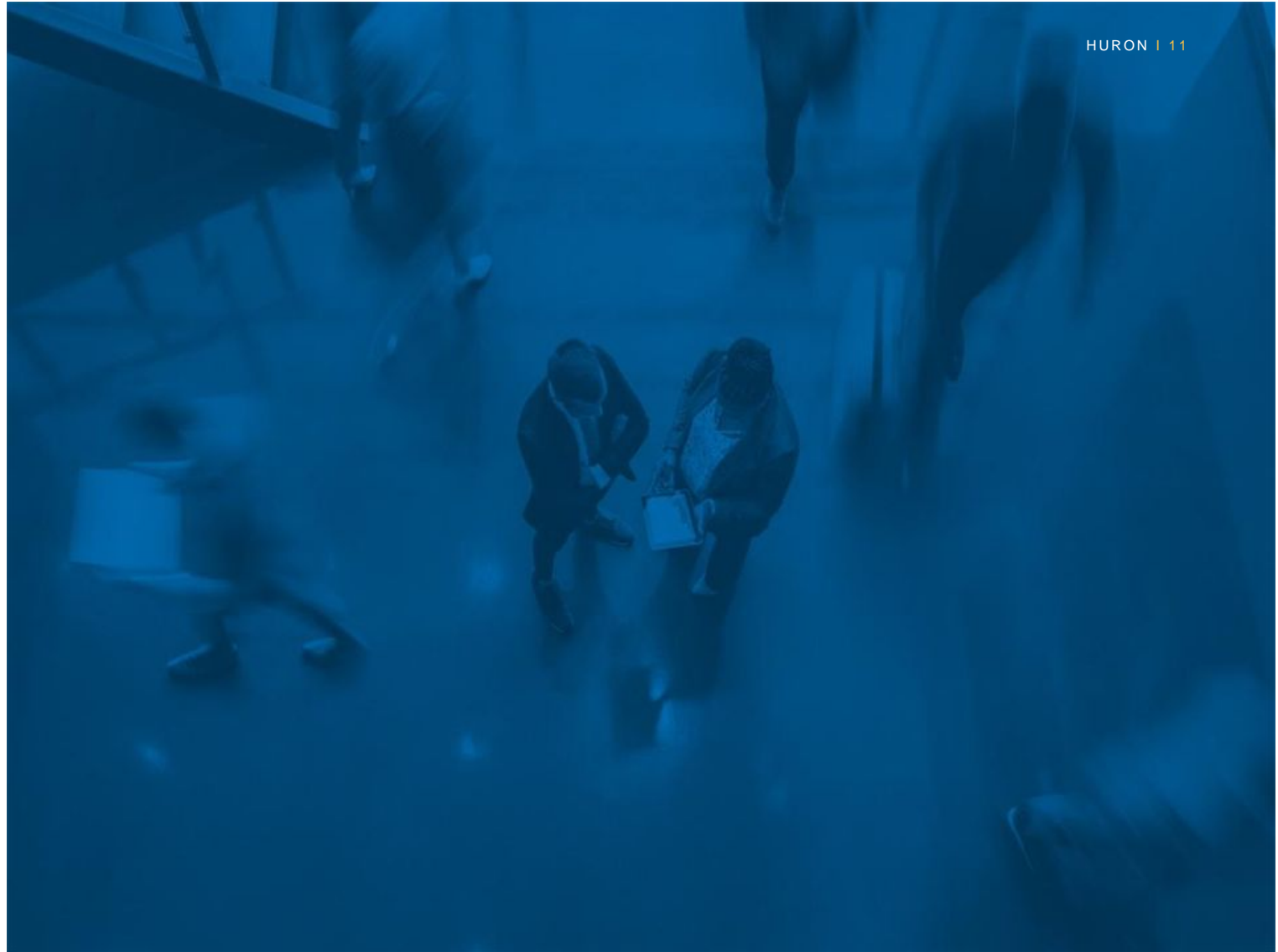
- **Research Funding:** UMS has a strong research footprint and a successful record of securing funding; the system received \$424 million in research funding from both public and private funders in FY21. This places UMS in the top 20% for research expenditures by NSF HERD ranking. UMS should leverage the UM's R1 designation for the support of traditional and applied research growth and excellence.
- **Maine's Economic Outlook:** Between 2021-2030, job growth in Maine is forecasted to be flat at .2%, growing modestly from 692,835 to 694,020 total jobs. Compared to national job growth projected at 6.7% over the same period, Maine's projected job growth lags significantly. That said, UMS can shape Maine's future economy by investing in initiatives to drive new job and industry growth while producing a credentialed workforce to meet those needs.
- **Financial Health and Return on Net Assets:** Over the past 6 consecutive years, UMS has not achieved the "low benchmark" higher education threshold for financial sustainability. In addition, the rate of return on total net assets over time examines whether an institution's financial condition is improving over prior year by measuring total economic return. For the past 8 consecutive years, UMS' ratio has been well below the industry benchmark. UMS' strategic plan must be guided by an aspiration of financial sustainability.
- **Faculty and Staff:** Over the past 10 years, UMS faculty has decreased 8% across the system while staff has increased 1.5% while enrollment has declined 11%. Faculty declines have been somewhat parallel to enrollment declines. Staff, on the other hand, have increased marginally over time. As part of the planning process UMS will want to be deliberate in ensuring appropriate staffing levels for faculty and staff
- **Capital Expenditures and Aging Infrastructure:** Lower ratios of capital expenditures to operating expenses suggest that UMS needs to examine where they can make capital investments to improve aging infrastructure and facilities across the system.

Discussion Questions

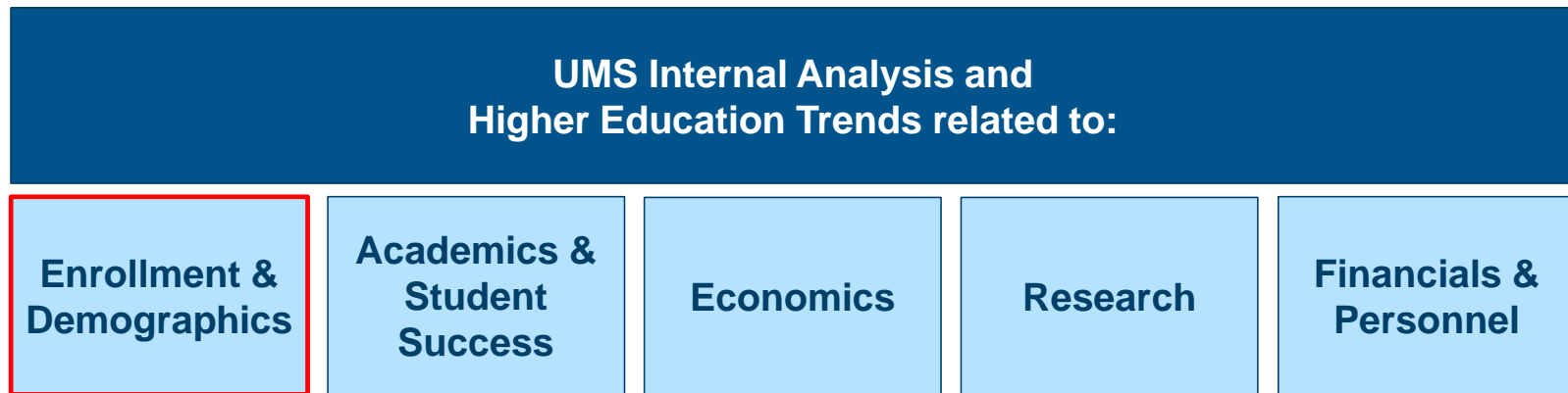
1. The Guiding Principles (formerly Key Messages) have been revised based on input received in our last Committee meeting and input received from both the Presidents Council and the Strategic Planning Working Group. What final revisions or edits do you recommend be made to these principles?
2. Each slide of the Data Book (formerly Information Resources) contains an “Implications for UMS” takeaway box. The key takeaways, from Huron’s perspective, are also highlighted on the previous slides.
 - Do our proposed takeaways reflect what you regard as the most critical implications?
 - Should any of the data points or takeaways be re-framed to better clarify the message?
 - Which of these “implications” or problem/opportunity statements should be key strategic priorities for the next UMS strategic plan?

Topic 2:

Hear from Enrollment SMEs and discuss enrollment strategic priority areas for UMS as a result



Data Book Framework



For today's meeting, we have invited Huron SMEs in Enrollment to share market context and provide expertise for Maine. In future Committee meetings, we will focus on others areas.

Enrollment Subject Matter Experts Insights and Guidance for Maine



Steve Hahn is a Senior Director in the Student Lifecycle Solutions practice. He is passionate about improving access to higher education, making college more affordable for all students, helping clients achieve their enrollment goals, leading institutional change, and innovating around the student experience. Steve has been a university leader working at the intersection of graduate/undergraduate admissions, academic services, information technology, financial aid and enrollment management for over 20 years.



Rob Bielby is a Managing Director at Huron. He brings 10 years of experience in higher education and analytics as he leads colleges and universities through transformation in their enrollment strategy, recruitment campaigns, student-retention solutions, and financial aid policies. Prior to joining Huron, Rob served as executive vice president of client success at Whiteboard Higher Education, which was acquired by Huron in 2021. He also held business development and analytics roles at Gongos Inc., a business strategy consultancy, and various analyst roles at higher education and research institutions.

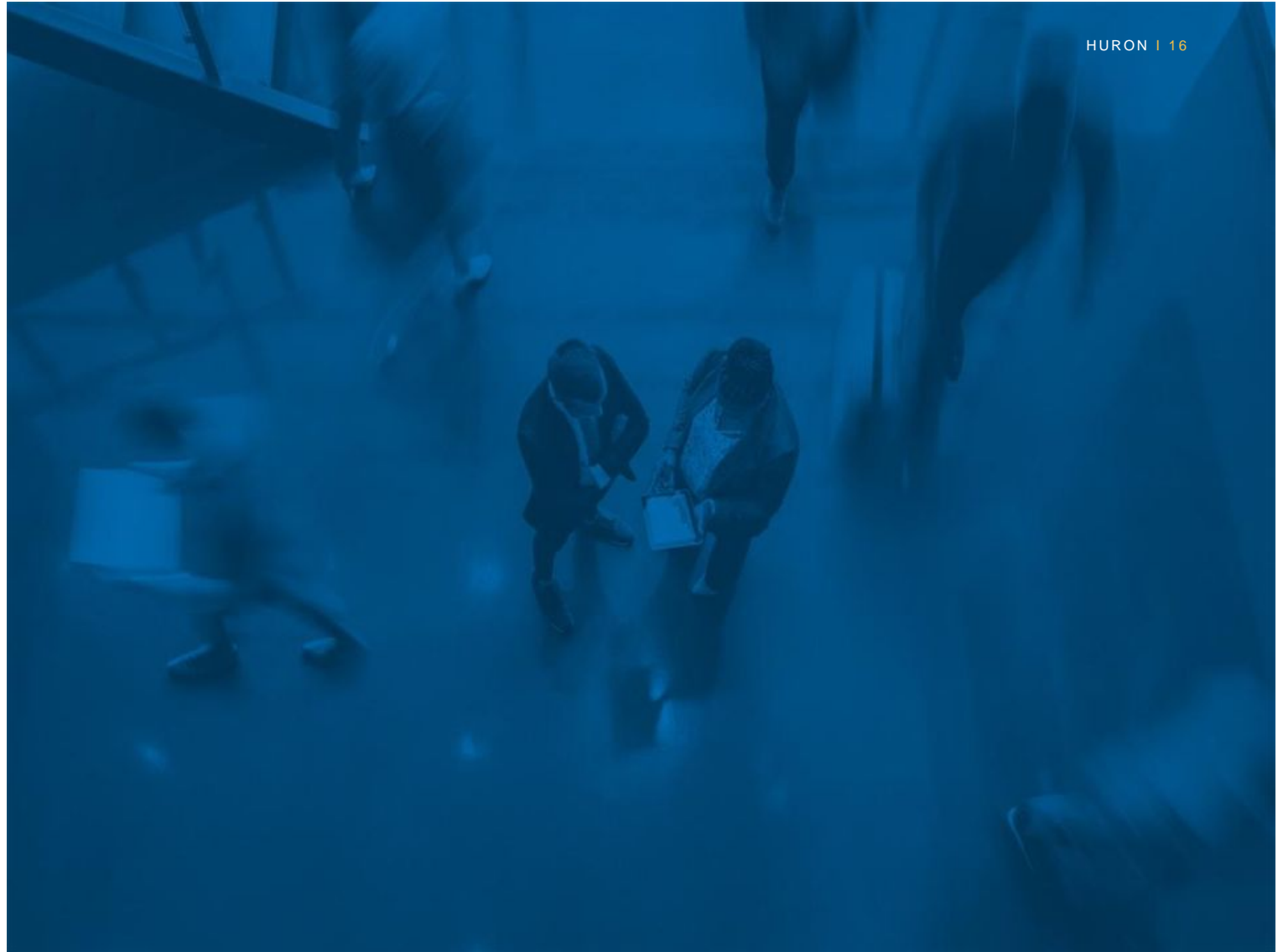
Data Book Emerging Implications: Enrollment

- **Anticipated Demographic Trends:** Following a peak in 2025, the number of high school graduates in Maine is projected to decline from 2025-2035 and will fall below 2015 levels. UMS should be prepared to flex over the next decade to meet changing supply and demand.
- **Maine High School Graduate Future Pathways:** With Maine high school graduates projected to decline between 2025-2035, growth will require a) activating students who currently do not enroll, b) capturing market share from out-of-state competitors, c) capturing market share from Maine privates, d) improving pathways from 2-year institutions to a UMS university, and/or e) improving retention and completion outcomes
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Discussion Questions

1. With Maine high school graduates projected to decline between 2025-2035, enrollment growth for traditional-aged students may or may not be a realistic strategic priority. Growth will require one of the following. Which of these growth strategies should UMS emphasize? Which should be emphasized at each university?
 - a) activating students who currently do not enroll,
 - b) capturing market share from out-of-state competitors,
 - c) capturing market share from Maine privates,
 - d) improving pathways from 2-year institutions to a UMS university, and/or
 - e) improving retention and completion outcomes.
2. The adult learner market has been stressed in stakeholder interviews as a growth area for Maine. There are current efforts at UMA, UMPI, UM Distance Learning and others that are focusing on these students. To what extent should UMS focus on this audience in their strategic plan? How might UMS leverage existing capabilities or build new capabilities to capture these students?
3. UMS universities contain many different student profiles. For example, UMA's student body is 72% online, 26% commuter, and 2% residential; UM's student body is 15% online, 55% commuter and 29% residential; UMF's student body is 12% online, 46% commuter and 42% residential. How might the system adapt its academic program modalities and wrap around services to support different types of learners across the system?

**Appendix: Themes
from Stakeholder
Engagement**



Initial Stakeholder Engagement

Interviews and Focus Groups Completed
Jeff St. John, UMS Associate Vice Chancellor Accreditation and Strategic Initiatives
Dan Demeritt, UMS Senior Executive Director of Marketing and Comm
Ryan Low, UMS Vice Chancellor for Finance and Administration
Rosa Redonnett, UMS Associate Vice Chancellor Student Success and Credential Attainment
UM Fort Kent President, Deb Hedeem
Robert Placido , UMS Vice Chancellor Academic Affairs & Carolyn Dorsey, Associate Vice Chancellor Academic Affairs
UM Farmington President, Edward Serna
UM Augusta Cabinet
UM Farmington Cabinet
UM School of Law Dean, Leigh Saufley
UM Presque Isle President and Provost, Ray Rice

Interviews and Focus Groups Upcoming
UM Presque Isle Cabinet
U Southern Maine Cabinet
U Southern Maine President, Glenn Cummings
UMaine/UM Machias Cabinet
UM/UMM President & UMS Vice Chancellor Innovation, Joan Ferrini-Mundy
UM Augusta Interim President and VP Academic Affairs/Provost, Joseph Szakas
UM Fort Kent Cabinet
UMS Admin/Finance Focus Group (General Counsel, CIO, CHRO, DOE, VC Fin.)
UM School of Law Cabinet

In addition, we will be attending the Chancellor's Spring campus visits. We plan to conduct a faculty, staff, and student focus group on each campus. During our April Board Strategic Planning Committee meeting, we plan to share more robust version of our stakeholder engagement themes and engage in a dialogue around emerging themes.

Initial Stakeholder Engagement Themes

Initial themes reveal areas of **strength and challenges** at the System and campus levels.

Core Priorities of UMS

Many stakeholders agree that the System should be focused on statewide goals (e.g. credential attainment), removing barriers to and incentivizing collaboration between universities, enabling resource efficiency, and elevating centers of excellence for each university.

Culture & Structure

Interviewees noted few incentives to collaborate among universities and that a “collective approach” is not intrinsic in the culture especially given the current structure to compete for revenue or resources. Stakeholders noted a power imbalance between the universities leading to distrust among peers.

Strengths of UMS

UMS is composed of distinct universities that are economic, cultural, and innovation drivers in their regions. The state’s varied geography and resources support diverse and unparalleled educational experiences.

Challenges of UMS

Stakeholders shared that UMS has the opportunity to tell the story of the distinct value that each university brings to the state and their respective regions. There is an opportunity to tell the UMS story and value more effectively to residents and potential students.

Unified Accreditation

Unified Accreditation can be utilized as a tool to support university and student success. One example is leveraging a resource like the Unified Catalog to allow students to move more freely through the System and benefit from consistency in academic programs and policies across the universities.

Summary

- The **core priorities** of the System should focus on statewide initiatives and institutional success through collaboration and efficiency.
- UMS **strengths** are varied and offer **distinctive** educational experiences.
- UMS universities face a branding challenge in conveying their identity and story.
- Current **culture and structure** act as **barriers** to collaboration and mutual success.
- **Unified Accreditation** is a **tool** that should be leveraged to align and collaborate.

Initial Stakeholder Engagement Themes

Several themes are emerging as **strategic priorities for the future** of UMS.

Adult Market

Many believe that UMS is missing an opportunity to tap more deeply into the adult market. This can be done by scaling existing assets and programs (e.g., UMA and 8 Centers that exist across the state and the UMPI YourPace program).

Leverage Unique Assets of Maine

With cross-campus collaboration as the vehicle, develop a system-wide traveling degree, academic, or experiential learning opportunity for students to benefit from the unique strengths of UMS universities and their distinct geographic locations with programs like tourism, education, nursing, or an honors program.

Retention

UMS has significant opportunity to improve retention and completion outcomes across all groups. Investments in enrolled students will support a more sustainable environment and be less costly than recruiting new students by comparison.

Research & Economic Development

Leverage the recent R1 designation of UM to deploy greater resources within the system to support R&D that will elevate research across the system with direct impact on the future of Maine's economic and workforce development priorities.

Education Model built for “post-traditional” students

Radically rethink an educational delivery model for regional campuses that embraces 8-week course modules, more flexible stop-out/re-enrollment policies to accelerate student progression. UMPI and UMFK are leader in accelerated course delivery.

Summary

- The **adult market** shows significant opportunity to help Maine reach attainment and workforce goals.
- **Retaining** students will improve completion outcomes and be less costly over time.
- New **academic models** will set UMS apart from other systems.
- **Maine's unique attributes** allow for a diversity of educational experiences.
- Investment in **Research** initiatives across the system will support innovation and economic priorities in the state.