

University of Maine System
Board of Trustees

Ad Hoc Committee on Strategic Planning

April 20, 2022
10:00 am to 11:30 am
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 – 10:00 am to 11:00 am

Tab 1 - Discussion with Huron Consulting Group

Executive Session – 11:00 am to 11:30 am

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 Group

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 April 20th for a discussion on the following items:

- Discuss emerging stakeholder engagement themes and strategic priorities
- Discuss Data Book implications and finalization
- Review next steps in strategic planning timeline

4/13/2022



UMS Strategic Planning

Board of Trustees Ad Hoc Strategic Planning
Committee



APRIL 2022

huronconsultinggroup.com

Agenda

| Topic | Duration |
|---|------------|
| Topic 1: Discuss emerging stakeholder engagement themes and strategic priorities | 30 minutes |
| Topic 2: Discuss Data Book implications and finalization | 25 minutes |
| Topic 3: Review next steps in strategic planning timeline | 5 minutes |
| Executive Session | 30 minutes |

Themes from our last meeting

Community Colleges: Improve pathways to increase transfer students into the system. Understand the potential impact that free community college may have on the state ecosystem of higher education given excess capacity in the marketplace.

Workforce: Need a strategy for overall employer engagement that serves as way to engage and reach the adult market which builds relevancy into programs.

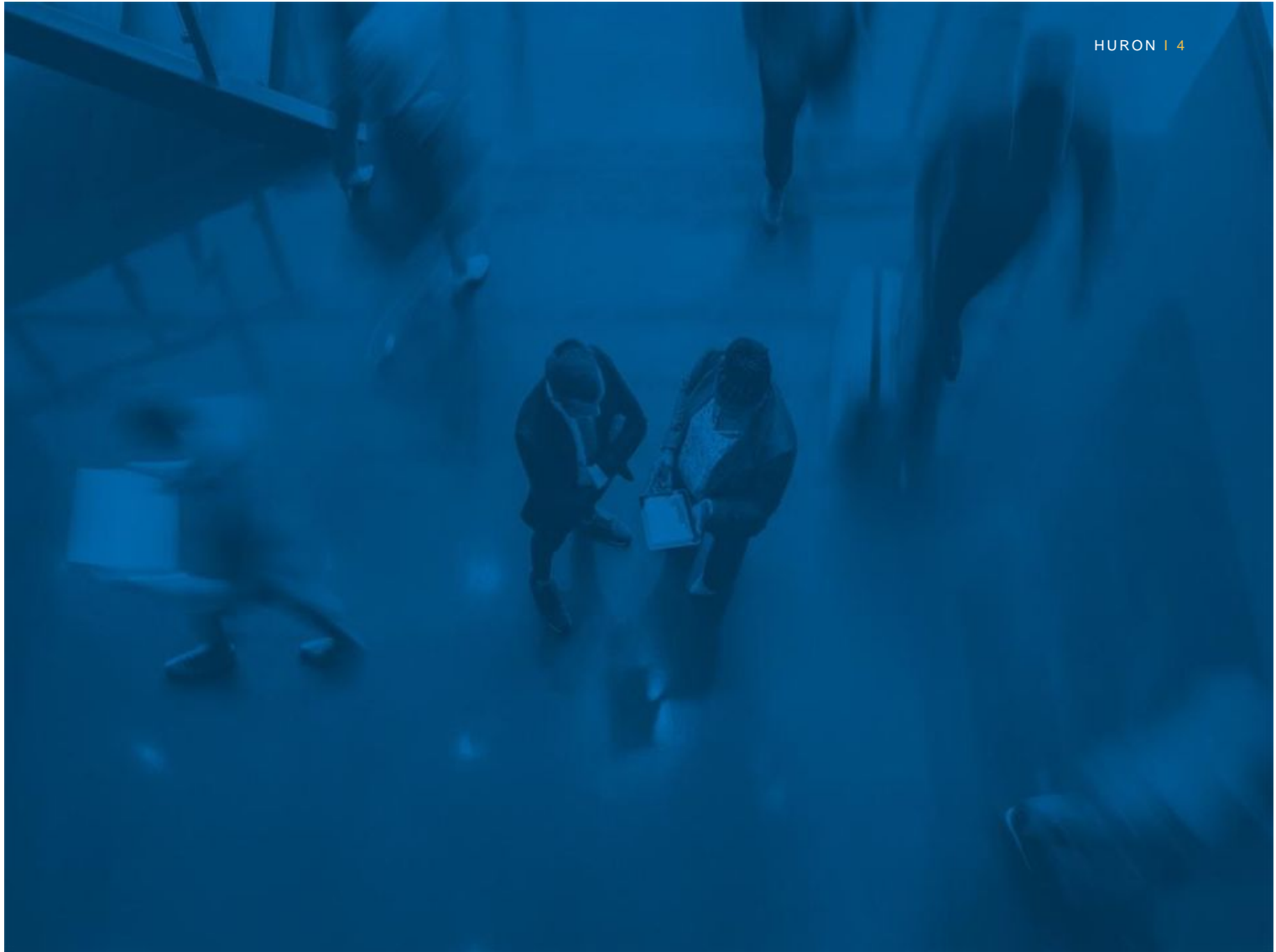
Online/Remote Learning: Need to be present in the online market as part of a holistic plan to be relevant and remain competitive. Determine the right balance for the system and its contemporary delivery of higher education over the next decade.

Homogenization: Need to articulate the strengths of each campus while also determining where campuses can partner to establish the right mix of specialization and collaboration.

Hypothesize a New System Model: Consider different models for the system that might include the differentiation of the R1, USM, and the small campuses to operate cohesively and maximize value of teaching component.

External Engagement: External audiences like out of state students or corporate relations partners need a consistent message and communication from the system. Important to remove structural barriers around information sharing while having a clear, consistent message to key stakeholders.

Topic 1: Discuss emerging stakeholder engagement themes and strategic priorities



Initial Stakeholder Engagement

Today's themes focus on qualitative information gathered during virtual stakeholder engagement.

| Virtual Interviews and Focus Groups Completed | |
|--|--|
| Jeff St. John, UMS Associate Vice Chancellor Accreditation and Strategic Initiatives | UMPI President and Provost, Ray Rice |
| Dan Demeritt, UMS Senior Executive Director of Marketing and Comm | UM/UMM President & UMS Vice Chancellor Innovation, Joan Ferrini-Mundy |
| Ryan Low, UMS Vice Chancellor for Finance and Administration | USM Cabinet |
| Rosa Redonnett, UMS Associate Vice Chancellor Student Success and Credential Attainment | UM/ UMM Cabinet |
| UMFK President, Deb Hedeem | USM President, Glenn Cummings |
| Robert Placido , UMS Vice Chancellor Academic Affairs & Carolyn Dorsey, Associate Vice Chancellor Academic Affairs | UMPI Cabinet |
| UM Farmington President, Edward Serna | UMA Interim President and VP Academic Affairs/Provost, Joseph Szakas |
| UM Augusta Cabinet | UMFK Cabinet |
| UMF Cabinet | UMS Admin/Finance Focus Group (General Counsel, CIO, CHRO, DOE, VC Fin.) |
| School of Law Dean, Leigh Saufley | School of Law Cabinet |

| In-Person Campus Visits (each visit includes a Cabinet meeting and a faculty, staff, and student focus group) |
|--|
| Maine Law- 3/30 |
| UMF- 4/6 |
| UM- 4/12 |
| USM- 4/14 |
| UMA- 4/20 |
| UMM- 4/25 |
| UMFK- 4/26 |
| UMPI- 4/27 |

Representative Strategic Planning Taxonomy

Strategic plans are commonly structured around the following elements, and the content of a plan can be populated by addressing the key questions associated with each element.

| | |
|--|---|
| Mission | <ul style="list-style-type: none"> • What is our broad mission or purpose? |
| Values | <ul style="list-style-type: none"> • What are the values that inform our mission? |
| Vision* | <ul style="list-style-type: none"> • To what end should we direct our efforts and resources? |
| Vertical Strategic Priorities | <ul style="list-style-type: none"> • What discrete and distinct lanes of activity will primarily help us realize our vision? |
| Horizontal Strategic Priorities | <ul style="list-style-type: none"> • What cross-cutting areas of action will infuse multiple verticals and help us realize our vision? |
| Initiatives | <ul style="list-style-type: none"> • What are the key initiatives to realize our vision in this period? |
| Measures | <ul style="list-style-type: none"> • How will we know we are successful? |
| Critical Enablers | <ul style="list-style-type: none"> • What capabilities and resources will be required to support implementation? |

As we continue through the strategic planning process, we will begin to categorize and expand themes to fit these core taxonomy elements.

* Note: This is an optional component of the strategic plan taxonomy.

Themes to Date



Strengths

Discussion Question: How can the System leverage its strengths for future success? What is the right balance of scaling some strengths across the system versus preserving strengths for a specific university?

State of Maine Assets



Composed of distinct geography, resources, and industries, Maine is an ideal location for scholarship, teaching, and research. UMS universities are embedded in local communities and economies across the state provide access to diverse and unparalleled educational experiences.

Signature Attributes



The University of Maine System has distinct offerings including Maine Law, (the only law school in Maine), a degree in aviation, and research in areas like offshore wind that are competitive advantages.

Connectedness



The familiar nature of an interconnected state and student-centric communities allows for direct and relatively easy access to state leaders and small businesses, allowing students and faculty to enhance experiential learning and research opportunities.

Affordability



When asked about strengths of the system, stakeholders consistently pointed to the affordability of an education from a University of Maine institution as a key strength.

Stakeholder Quote: “[The] strengths of the Maine System is Maine.”

Strengths

Discussion Question: How can the System leverage its strengths for future success? What is the right balance of scaling some strengths across the system versus preserving strengths for a specific university?

Research and Development



UMS has a high volume of research in partnership with the state. UM's R1 designation allows for new and wide-ranging research opportunities while supporting the universities acting like local think tanks.

Economic and Cultural Engines



Universities are economic and cultural drivers in their local communities. They enable deep partnerships for economic development, workforce pipelines and community building.

Administrative Integration



UMS has integrated administrative services (e.g., IT, HR, Enrollment). Unified Catalog will expand this integration to academic and student spheres.

Existing Collaborations



Current collaborative efforts in academic disciplines including cybersecurity, nursing, and education, or in endeavors like the Maine Geospatial Institute or the Rural Practice Clinic, act as scalable blueprints for comprehensive, future collaboration across the system.

Stakeholder Quote: “[The] strengths of the Maine System is Maine.”

Challenges

Discussion Question: Stakeholders alluded to various structural impediments that prevent collaboration at UMS. What are these structural or cultural roadblocks that hinder collaboration?

Scale and Scope



UMS evolved over time to serve a geographically large state and is now composed of institutions that are strikingly disproportionate in size, type, and location/distance. As a result, institutions fall to one extreme leading to tensions over division and allocation of resources.

Financial Sustainability



UMS universities rely on system stabilization fund to subsidize operating deficits facing declining enrollments which are a key source of revenue. Many stakeholders desire a system that is financially sustainable.

UMS Brand



External stakeholders lack clarity about the composition of the system, how to access it, its distinct value, and its impact on the state. Internally, the structure and benefits derived from the system are unclear to some.

Demographic Declines



UMS faces a demographic cliff of traditional-aged students which is exacerbated by marketplace competition and declining interest in rural education. A shrinking demography also poses negative implications for state funding as the number of taxpayers decreases.

Internal & External Competition



UMS faces external competition in the marketplace from the community college system and private in-state peers. Internal competition exists as a result of current budget model and funding structures which drives competition for revenue and resources.

Stakeholder Quote: “The current budget model encourages intersystem competition.”

Challenges

Discussion Question: Stakeholders alluded to various structural impediments that prevent collaboration at UMS. What are these structural or cultural roadblocks that hinder collaboration?

Campus Autonomy vs. “One University”



Several universities envision a structure where they have an equal voice and individual autonomy balanced with system-level support. Others indicate that a fully-integrated, centralized structure where everyone focuses on the effective whole will promote future success.

Communication & Trust



Opportunity exists to improve the flow, frequency, and transparency of communications. Stakeholders indicated the removal of silos would enable candid decision-making processes and alleviate ill feelings that exist between campuses.

Culture & Collaboration



Interviewees noted few incentives to collaborate among universities and that a collective “we” approach is not universal, but rather is concentrated in programs or initiatives across the system due to structural disincentives like the current budget model. Related, stakeholders identified competition for resources between universities leading to mistrust.

Stakeholder Quote: “The current budget model encourages intersystem competition.”

Strategic Priorities (1 of 2)

Discussion Question: What initiatives or specific tactics might the system implement under each of these broad focus areas?

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.

Retention, Persistence, Completion



Build a blueprint at the system-level that universities deploy locally to support the specific needs of their students in retention, persistence, and completion. Make strategic investments in areas like student affairs that improve the student experience.

Cost-Efficiency



As UMS flexes to align with supply and demand, the system must develop cost-efficiencies across the system to support future financial sustainability and deliver on its mission.

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).

Workforce Development



Scale existing assets or build new models to meet workforce needs with new partnerships or customizable education for businesses and organizations. Attract and retain new talent and residents to the state.

Stakeholder Quote: "Our system goal should be to provide a postsecondary credential for every Maine citizen."

Strategic Priorities (2 of 2)

Discussion Question: What initiatives or specific tactics might the system implement under each of these broad focus areas?

Cross-Collaboration



Formalize and incentivize channels to collaborate that enable building academic capacity, connection to the research infrastructure, academic portfolio growth, and resource sharing among faculty. UA, including the Unified Catalog, sets the system up for broader collaboration among universities and supports students accessing resources and opportunities seamlessly based on their needs and interests.

Aging Infrastructure



Capital investments to modernize aging plant at smaller universities and develop strategic investments to support fiscal sustainability.

Leverage Unique Assets of Maine



With cross-campus collaboration as the vehicle, develop system-wide traveling degree, academic, or experiential learning opportunities for students to benefit from the unique strengths of UMS universities and their distinct geographic locations with programs in tourism, education, nursing, environmental sustainability, and/or rural education.

Academic Innovation built for future students



Reinvent the semester model with shorter academic terms, deliver programs in parallel with the seasonality of the state's economies, or explore different delivery models to meet needs of the "post-traditional" student. Build academic pathways that increase the flow of undergraduates to graduate programs.

Stakeholder Quote : "The system's priority should be to meet the needs of Maine by producing graduates that will meet the workforce needs of the state."

Role of System Office

Discussion Question: What is the role of the system office? Who is responsible for what and how does the governing body of the system work with the universities? How does the role of the system office change with Unified Accreditation?

Governance and Shared Resources



System supports universities through transparent governance and prioritization of aggregate resources and management of universal and cost-effective shared services, policies, and procedures that are consistent across all institutions.

State Advocacy for Higher Education



The System should advocate with a unified voice for equitable state investment in higher education for financial sustainability and affordable postsecondary education by demonstrating the ROI of the university system for the state by meeting workforce needs.

Statewide Objectives achieved with Local Solutions



System should focus on statewide objectives by incentivizing collaboration while enabling universities to deploy local, tailored strategies that connect to the overarching System goals.

In a future Committee meeting, we will dedicate time to discussing Appendix Slide “Potential Roles of the System Office” in context of these themes in more detail. We will ask the group to reflect on the current role and structure of the system office and the potential future role that it could play in advancing the system’s objectives.

Stakeholder Quote: : “[The] System functions well when they decide to tackle a big problem together.”

Campus Visit Feedback Thus Far

At the time of release of this document, Huron had obtained feedback from two institutions. Our high-level take-aways are included below:

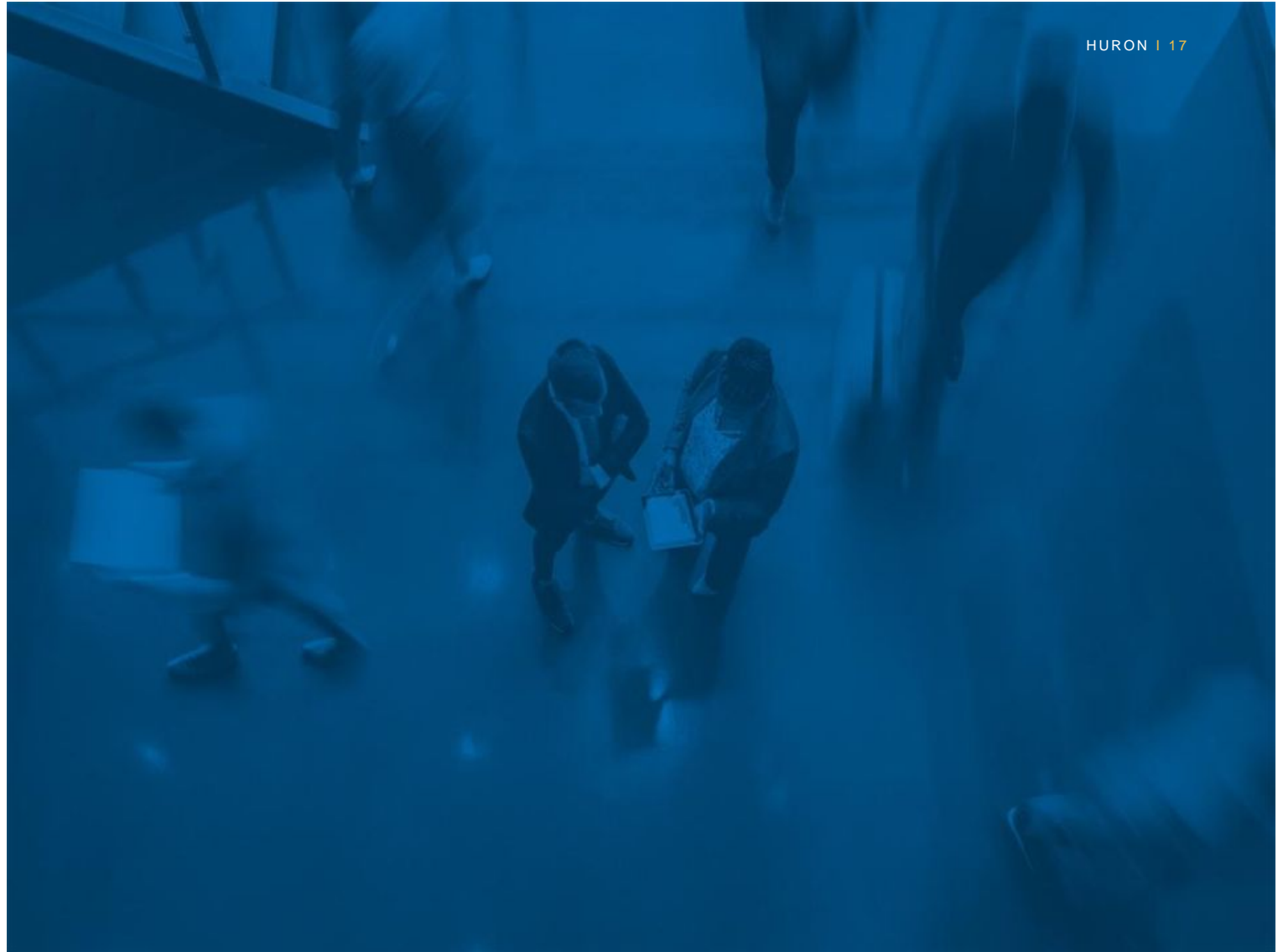


- Aspiration for system to be leader in **environmental education**, eco-tourism, sustainability
- Potential for centralized Advancement and Marketing & Communications functions across the System
- Student desire for more **experiential learning opportunities** (e.g. Transactional Law Clinic and Rural Practice Clinic)
- Desire for a **formalized inter-system collaboration** framework supported by a viable revenue sharing model
- System should be integrated with differentiated universities that are **strategically complementary**
- Maintain position as **economic and workforce partner** in the state by adapting to local market needs

Discussion Questions

1. How can the System leverage its strengths for future success? What is the **right balance of scaling some strengths** across the system versus **preserving strengths for a specific university**?
2. Stakeholders alluded to various **structural impediments** that prevent collaboration at UMS. What are these structural or cultural roadblocks that hinder collaboration?
3. What **initiatives or specific tactics** might the system implement under each of these broad focus areas?
4. What is the **role of the system office**? Who is responsible for what and how does the **governing body of the system work with the universities**? How does the role of the system office **change with Unified Accreditation**?
5. What new innovations (e.g. **System-level CEO advisory group for the Chancellor**) could be put in place to a) support and guide UMS in setting and achieving priority outcomes and b) ensure needs of Maine's employers are continuously brought to the table?


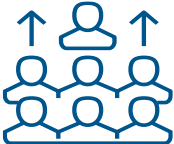
Topic 2: Discuss
Data Book
implications and
finalization





Data Book: Updates and Next Steps

- The following updates have been made to the Data Book after receiving your feedback in our last meeting:
 - Slide 8 – UMS Enrollment: Ethnicity, Gender, First-Generation
 - Slides 12 & 13 - Adult Learners
 - Slide 15 – Student Completion Demographics
 - Slide 16 – Student Success: Community College Transfer Students
 - Slide 17 – Student Migration Post-Graduation
 - Slide 20 – UMS Degree: Cost per Credit Hour
 - Slide 30 – Faculty and Staff Profile
 - Slide 31 – Employee Demographics
 - Slide 38 & 39 – Capital Investments and Aging Infrastructure
- Upon receipt of your feedback in our meeting today, we hope to finalize and publish the Data Book. The ‘UMS Implications’ from each analysis will be used as we compile our strategic planning options.
- During our meeting today, we will center our conversation on four relevant topics that have been emphasized as important to Board Committee members: **community college relationships, student migration, return on UMS education, and state appropriations.**

Data Book: Data Point, Implication and Discussion

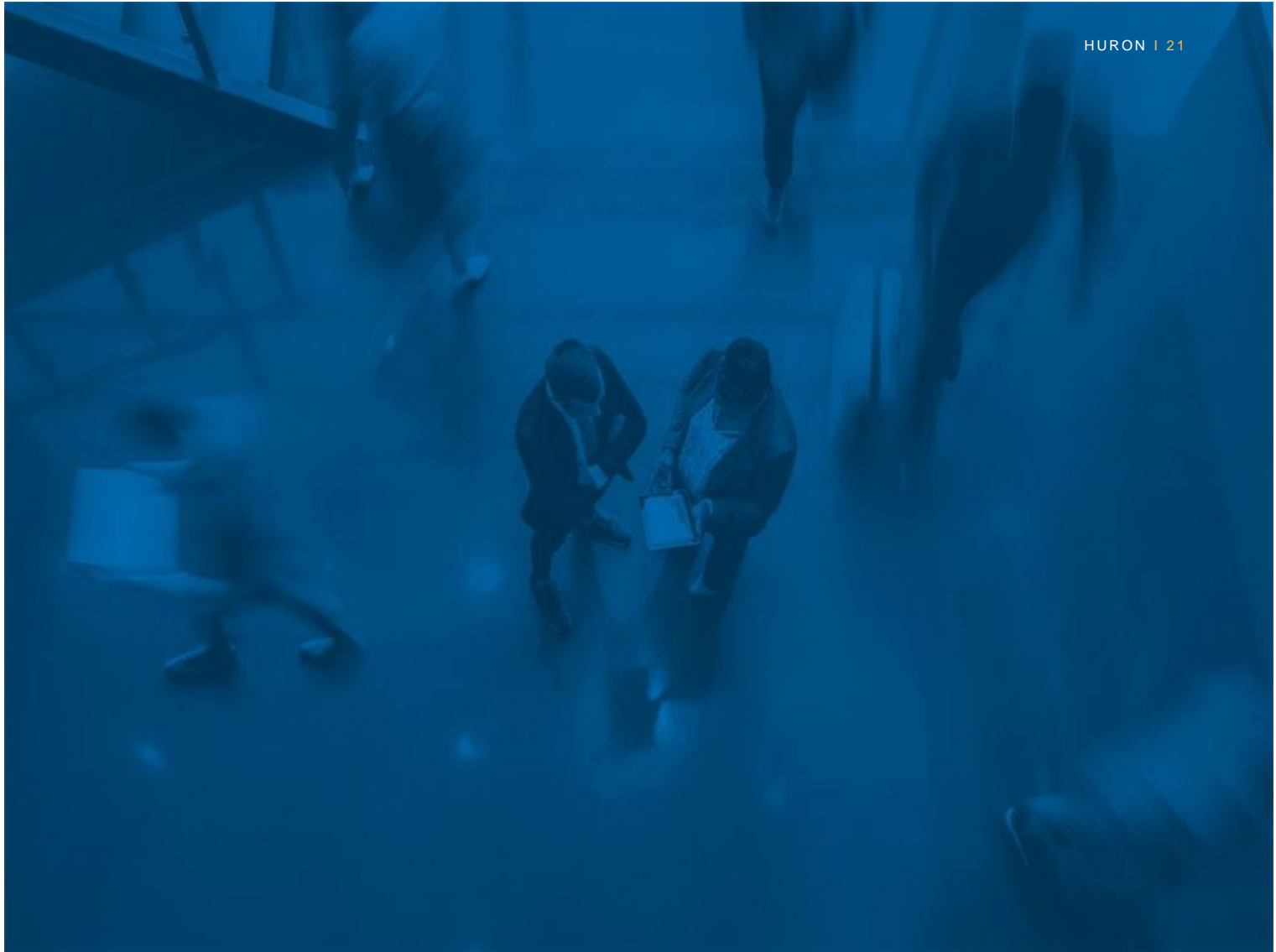
| Category | Data Point | Implication | Discussion Question |
|---|--|---|---|
| Community College  | <p>National Benchmark for first-time, full-time degree or certificate-seeking community college students who transfer to a 4-year institution is 31%. The average transfer rate for Maine Community College system is 21%. In Fall 2020, of the MCCS graduates who continued their education, 13% enrolled at a UMS university.</p> <p>[Slide 16 of Data Book]</p> | <p>Data suggests that a relatively small population of MCCS students are transferring to UMS. That said, a growing number of employers are comfortable seeking employees with less than a Bachelor's who have the right skills.</p> <p>UMS and MCCS should leverage their existing partnership by refining articulation agreements in parallel with the Unified Catalog effort to enhance transfer pathways and increase the number of transfer students from an MCCS institution to UMS.</p> | <p>How might UMS Executive Leadership and Board work more closely with MCCS Executive Leadership and Board to increase the number of students that transfer from MCCS to UMS?</p> |
| Student Migration  | <p>Maine retains between 30-40% of its postsecondary graduates (which includes in-state and out-of-state students).</p> <p>State university graduates generally stay within state lines with an average distance of 330 miles from their alma mater, and 40% are within 50 miles of the university.</p> <p>[Slide 17 of Data Book]</p> | <p>UMS, in collaboration with partners, has the opportunity to reduce "brain drain" through continued economic and workforce development initiatives.</p> | <p>How can UMS collaborate with the State, key industries and others to attract and retain a growing and talented workforce?</p> |

Data Book: Data Point, Implication and Discussion

| Category | Data Point | Implication | Discussion Question |
|--|--|--|---|
| <p>Return on UMS education</p>  | <p>UMS universities offer a fair ROI based on their 40-year Net Present Value ranging between \$582K-\$1.34M which aligns with the median NPV for public college bachelor degrees of \$765,000.</p> <p>Both the Maine Community College System and Husson University deliver a higher ROI for students based on 40-year NPV, than do UMPI, UMA, UMF, UMFK, and UMM. [Slide 27 of Data Book]</p> | <p>To remain competitive, UMS must maintain its affordability, while increasing its ROI, by focusing on student outcomes including time to graduation and career placement.</p> | <p>How might UMS maintain a balance between continuing to support local industries (which may yield a low return on investment for graduates), while encouraging more highly paid jobs in the state?</p> |
| <p>State Appropriations</p>  | <p>Maine's state appropriations over time compared to peers is relatively stable. That said, the impact of inflation erodes purchasing power and increases the likelihood of incurring greater costs as other revenue sources decline.</p> <p>Peers like RI and NH showed a positive change of 32.3% and 46.5% increase, respectively, in their appropriations in the last 5 years. Whereas CT declined by 1%. [Slide 36 of Data Book]</p> | <p>The modest increases in state funding coupled with the negative impacts of inflation add constraints to UMS achieving its mission of providing affordable education. UMS will need to make strategic choices to avoid burdening students with additional costs.</p> | <p>How might the Chancellor engage the State throughout this strategic planning process? What indicators can be shared to illustrate that an investment in education at UMS is an investment in the state as a whole?</p> |

Reflections in response to these Discussions Questions to be continued in Executive Session

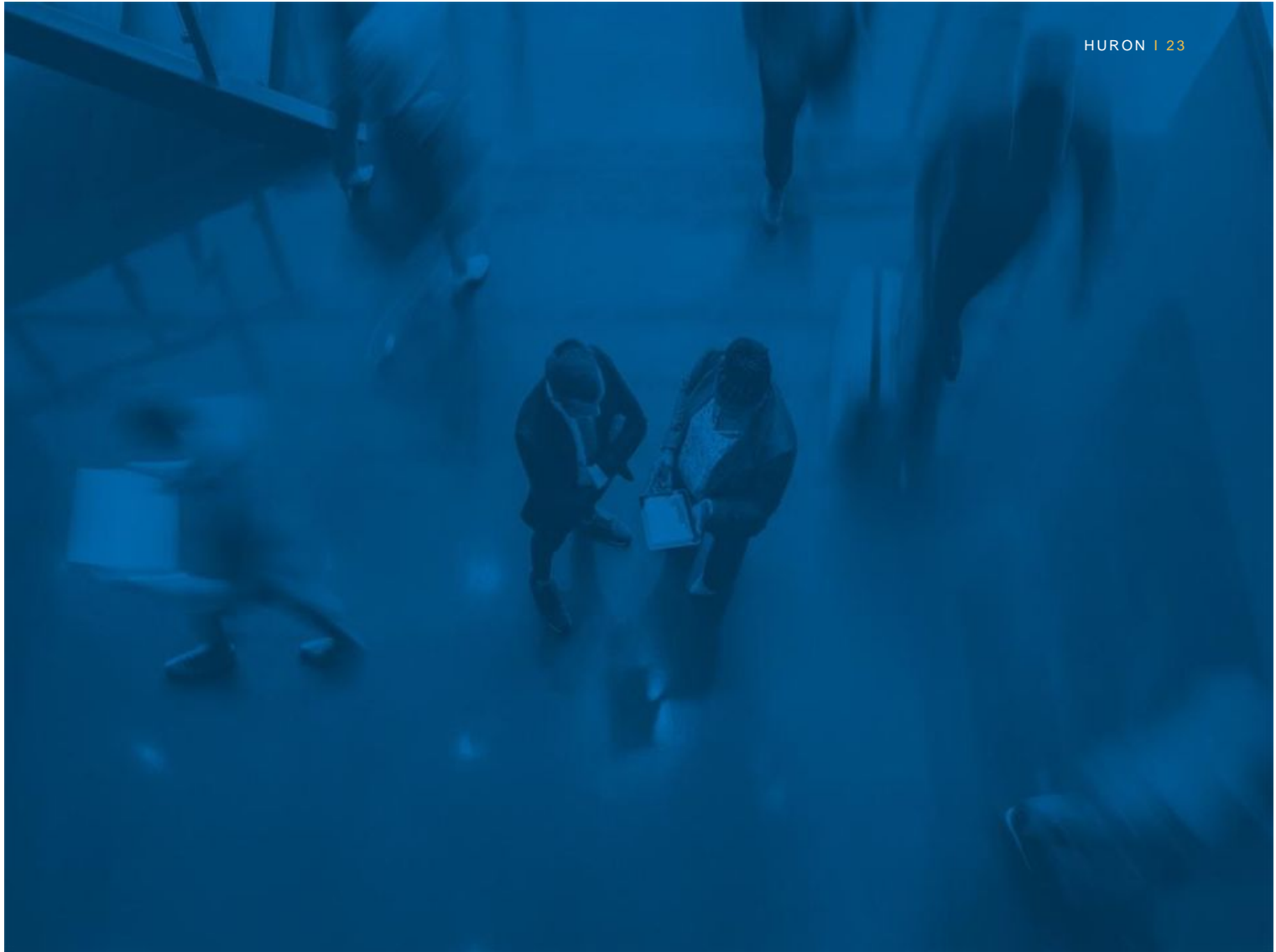
Topic 3: Review Next Steps in Strategic Planning Timeline



Next Steps

- Chancellor Spring Visits occur from **March 30th- April 26th**. Huron is facilitating a staff focus group, faculty focus group and student focus group at each university.
- Our May Ad-Hoc Board Meeting will occur the **third week of May**. During this meeting, we plan to preview with you the document that will be shared with the Board the following week.
- The Full Board Meeting is scheduled for **Monday, May 23rd**. During this meeting, we will share with the Board our themes to date and will present early alignment between the unified accreditation process and the strategic planning process.
- During the month of July, we plan to synthesize campus visit and Board feedback prior to a **prioritization Board Ad-hoc Committee workshop meeting in July**.

Appendix



Guiding Principles for Strategic Planning Process

The following principles 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 and R&D market
4. Be **candid** and willing to make **bold decisions** that are **based in objective data** which **balance the current and future interests** of our students, faculty, and staff in a cost-effective manner
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 organizational infrastructure** through a lens of **efficiency, accessibility, and modernization** that preserves our history while supporting future strategic initiatives
8. Seek **input from a diverse and broad set** of UMS stakeholders
9. Foster a **culture of innovation and collaboration and communicate transparently** about the strategic planning process

Role of the System Office

System offices across the nation provide the following services to their constituent universities. As Maine progresses through the strategic planning process, it will be important to define the roles and responsibilities of the system office.

R&D FOR CHANGE INITIATIVES

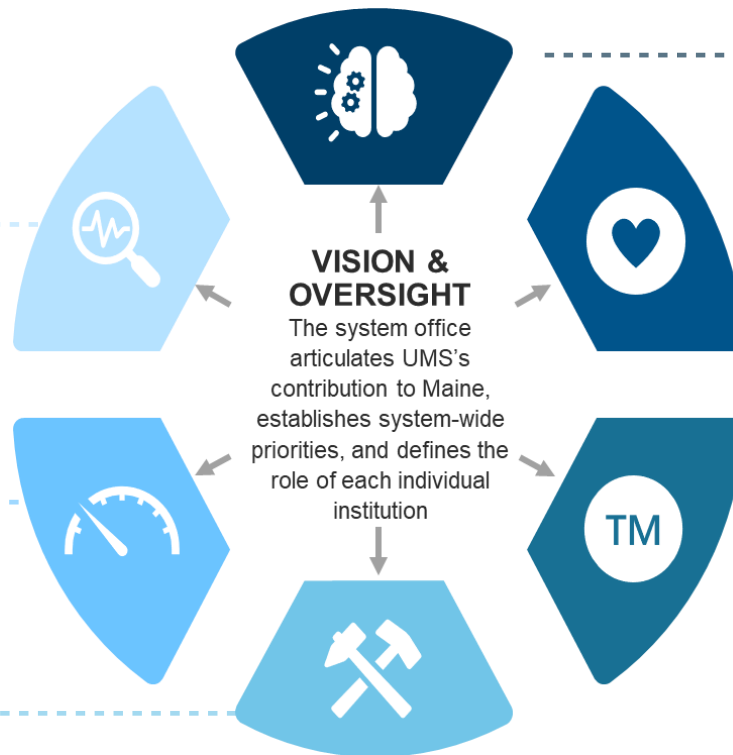
The system office supports and invests in innovative projects (e.g., corporate engagement, economic development)

MEASUREMENT

The system office defines and measures impact (e.g., KPI's, trend analysis, student outcomes, economic impact)

SHARED TOOLS & POLICIES

The system office provides centralized services and policies (e.g. IT, HR, institutional research)



THOUGHT PARTNER

The system office maintains a pulse on the larger environment facilitates collaboration between individual institutions

SHARED VALUES & PRINCIPLES

The system office defines system-wide values and principles (e.g., 'systemness,' personalized learning, credential attainment etc.)

PROMOTION & BRANDING

The system office promotes the system as a whole (e.g., success stories, fundraising, a unified brand, advocacy to the legislature)

Potential Summary: BOT is responsible for Policies; System Office manages the practices and procedures.

Data Book Implications (new from our last meeting)

- **Enrollment Demographics:** UMS must continue to engage and enroll its diverse populations, especially males, as females enroll at a higher rate.
- **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.
- **Completion Demographics:** UMS must focus on retention, persistence, and completion across all demographic groups. Some groups, like males or non-white students, require more tailored support to succeed at rates comparable to other peer groups.
- **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.
- **Community College Transfers:** UMS and MCCS should leverage their existing partnership by refining articulation agreements in parallel with the Unified Catalog to enhance transfer pathways and increase the number of transfer students from an MCCS institution to UMS.
- **Student Migration:** UMS has the opportunity to reduce “brain drain” through continued economic and workforce development initiatives particularly through R&D initiatives.
- **Cost per Credit Hour:** To continue to deliver on its mission of affordability, UMS must leverage its systemwide resources to deliver its academic portfolio in a cost-effective way.
- **Faculty and Staff Profile:** In the future, UMS will need to align its faculty and staff levels with fluctuations in enrollment while and actively work to diversify its workforce to build on systemwide diversity, equity, and inclusion initiatives.
- **Employee Demographics:** UMS will need to leverage its ability to attract diverse talent to the university system and the state to support its broader DEI initiatives.

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