

Board of Trustees  
**Strategic Planning Committee**

March 9, 2023 at 8:00 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**

Tab 1 – Initial Feedback on the First Draft of the Strategic Plan

Tab 2 – Presentation on the Proposed Implementation Plan/Process

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:** Initial Feedback from First Draft of the Strategic Plan

**INITIATED BY:** Emily Cain, Chair

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

n/a

**BACKGROUND:**

On February 28, 2023 the first draft of the University of Maine System Strategic Plan was available for review and feedback. Feedback from all stakeholder groups is strongly encouraged.

During the March 9, 2023 Strategic Planning Committee meeting, Vice Chancellors St. John and Dorsey will provide the initial feedback received for the first draft of the Strategic Plan.

3/1/23

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Initial Discussion on Strategic Planning Metrics for the  
Board of Trustees Strategic Planning Committee

**INITIATED BY:** Emily Cain, Chair

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

n/a

**BACKGROUND:**

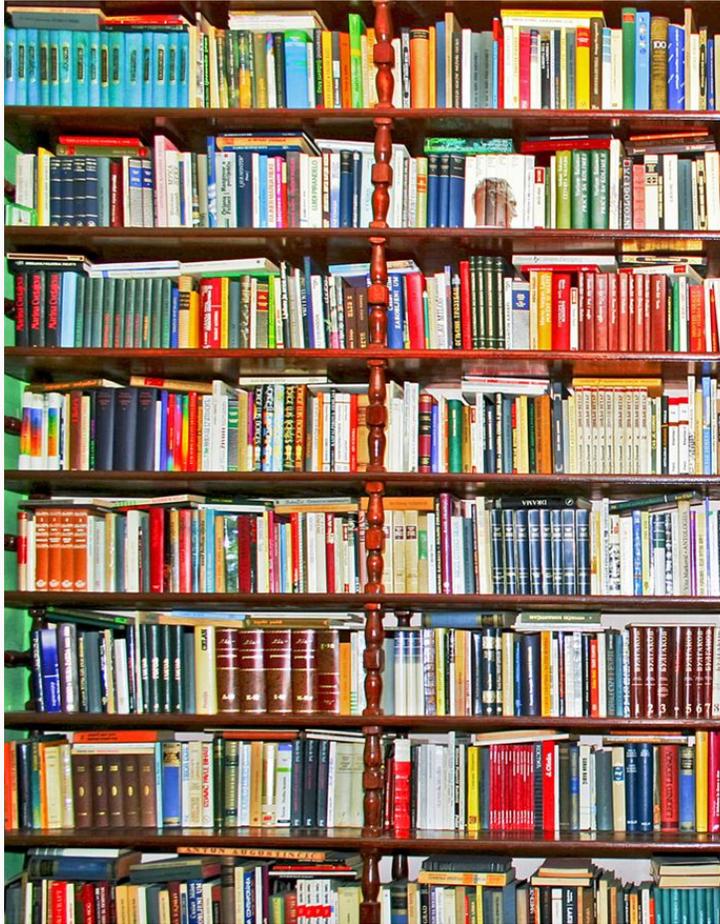
At the March 9, 2023 Strategic Planning Committee meeting, Vice Chancellor for Academic & Student Affairs Jeff St. John, Vice Chancellor for Strategic Initiatives Carolyn Dorsey, and Director of Organizational Effectiveness Kim-Marie Jenkins will provide a presentation on the proposed implementation plan and process for the University of Maine System Strategic Plan.



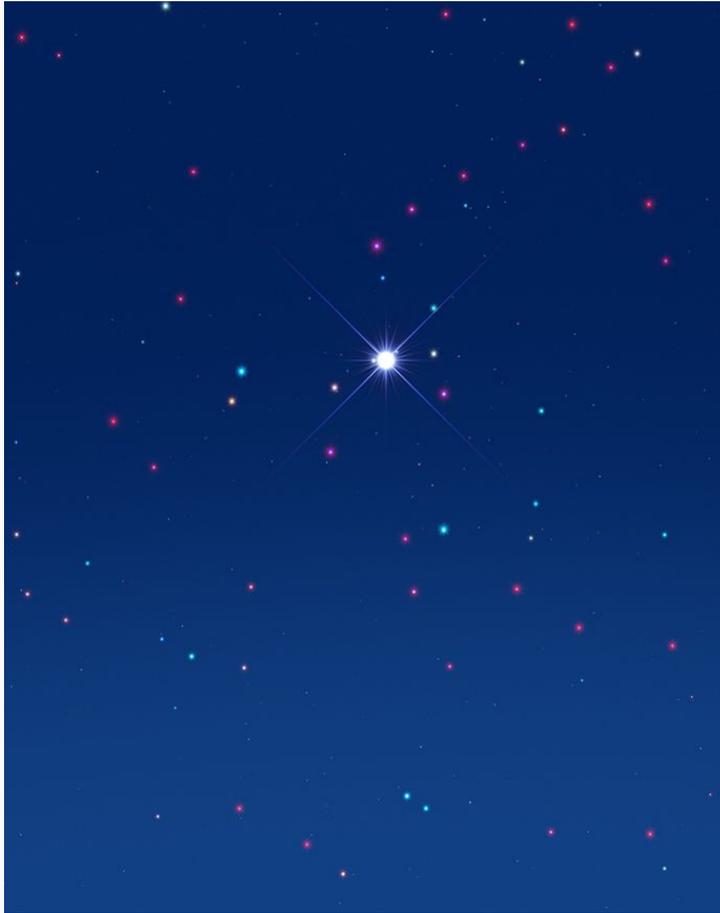
# Balanced Scorecard

and its use in strategic planning for the  
University of Maine System

March 2023



# What we don't want



# What we do want

# It should be simple

- communicate constantly
- re-allocate resources
- align performance metrics with outcomes



# What is a Balanced Scorecard?

Holistic strategic planning and management system +

01

communicate what we are trying to accomplish

02

align the day-to-day work with strategy

03

stay focused and prioritize

04

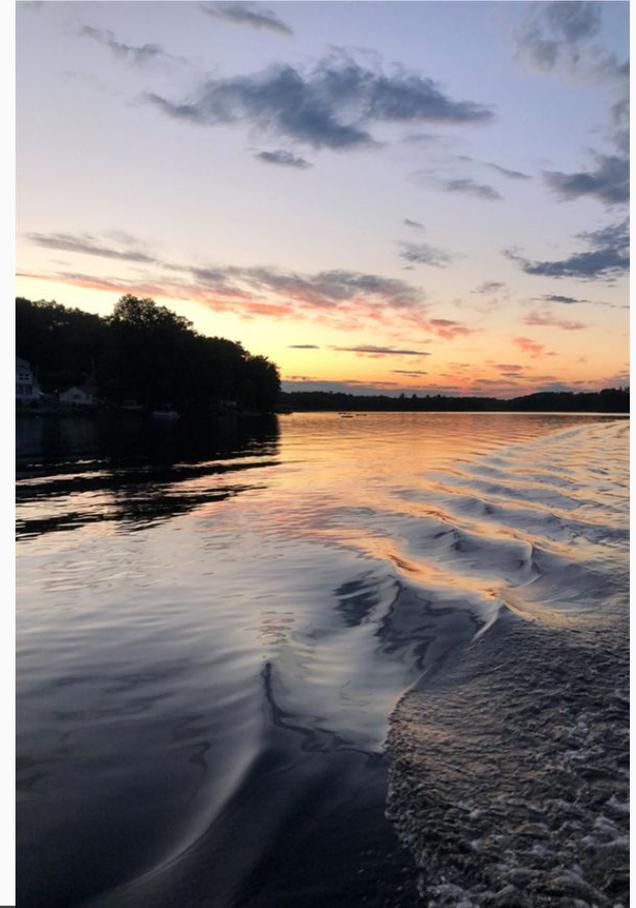
make data-informed decisions

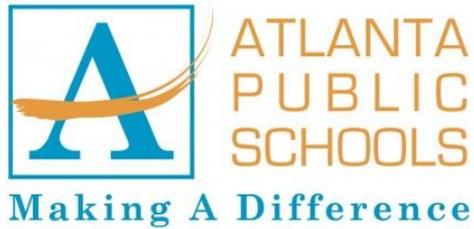
05

provide line of sight and visible connections

06

translates strategic objectives into performance indicators





## The Balanced Scorecard

### Beyond Reports and Rankings

More commonly used in the commercial sector, this approach to strategic assessment can be adapted to higher education.

by Alice C. Stewart and Julie Carpenter-Hubin

Since the 1990s, accountability in higher education has become a challenging issue for higher education. Increasingly, institutions of higher learning have been required to provide performance indicators—empirical evidence of their value—to state, alumni, prospective student, and other external stakeholders. State commissioners of higher education and boards of regents have, in numerous states, developed “report cards” that grade colleges and universities according to their level of performance in a variety of categories. Surveys in the popular press and on the Internet rank institutions according to their retention and graduation rates, resources, academic reputation, and more.

Though substantial energy and effort have been expended to collect, organize, and present performance information, few would argue that the emphasis on the various report cards and surveys has dramatically changed the operational performance of most major universities. Commenting on the inadequacy of performance indicators for higher education, H.R. Kells (1990) warns of the following:

**Alice C. Stewart** is director of strategic analysis and planning and assistant professor of strategic management at The Ohio State University. Her work has been presented at the National Academy of Management and the Strategic Management Society and has been published in such outlets as the *Journal of Business Venturing* and *Advances in International Comparative Management*.

**Julie Carpenter-Hubin** is strategic initia-

“ Unless performance indicators are linked to the drivers of institutional effectiveness in a meaningful way, the desired improvements in service, productivity, and impact are unlikely to occur. Stewart and Carpernter-Hubin, p. 38 ”

## Harvard Business Review

Balanced Scorecard

### The Balanced Scorecard—Measures that Drive Performance

by Robert S. Kaplan and David P. Norton

From the Magazine (January-February 1992)

What you measure is what you get. Senior executives understand that their organization's measurement system strongly affects the behavior of managers and employees. Executives also understand that traditional financial accounting measures like return-on-investment and earnings-per-share can give misleading signals for continuous improvement and innovation—activities today's competitive environment demands. The traditional financial performance measures worked well for the industrial era, but they are out of step with the skills and competencies companies are trying to master today.

As managers and academic researchers have tried to remedy the inadequacies of current performance measurement systems, some have focused on making financial measures more relevant. Others have said, “Forget the financial measures. Improve operational measures like cycle time and defect rates; the financial results will follow.” But managers should not have to choose between financial and operational measures. In observing and working with many companies, we have found that senior executives do not rely on one set of measures to the exclusion of the other. They realize that no single measure can provide a clear

## Applying the Balanced Scorecard to Education

DEMETRIUS KARATHANOS  
PATRICIA KARATHANOS  
Southeast Missouri State University  
Cape Girardeau, Missouri

The concept of the balanced scorecard (BSC) was first introduced by Robert S. Kaplan and David P. Norton (1992) in their now widely cited *Harvard Business Review* article, “The Balanced Scorecard—Measures that Drive Performance.” The widespread adoption and use of the BSC is well documented. For example, Kaplan and Norton (2001) reported that by 2001 about 50% of the Fortune 1000 companies in North America and 40% to 45% of companies in Europe were using the BSC.

The basic premise of the BSC is that financial results alone cannot capture value-creating activities (Kaplan & Norton, 2001). In other words, financial measures are lagging indicators and, as such, are not effective in identifying the drivers or activities that affect financial results. Kaplan and Norton (1992) suggested that organizations, while using financial measures, should develop a comprehensive set of additional measures to use as leading indicators, or predictors, of financial performance. They suggested that measures should be developed that address four perspectives:

1. The financial perspective. Measures in this perspective should answer the question, “How should we appear to our shareholders?”

2. The customer perspective. These measures should answer the question,

**ABSTRACT.** Although the application of the balanced scorecard (BSC) in the business sector is well documented, very little research has been reported regarding the adaptation or application of the BSC in the education sector. In this article, the authors (a) describe how the Baldrige Education Criteria for Performance Excellence has adapted the concept of the BSC to education and (b) discuss significant differences as well as similarities between the BSC for business and the BSC for education. The authors also present examples of the BSC of three Baldrige Education Award recipients.

“How should we appear to our customers?”

3. Internal business processes perspective. Measures in this perspective should answer the question, “What processes must we excel at?”

4. Learning and growth perspective. These measures should answer the question, “How can we sustain our ability to change and improve?”

A critical factor for an effective BSC is the alignment of all the measures in the four perspectives with the company's vision and strategic objectives. The BSC allows managers to track short-term financial results while simultaneously monitoring their progress in building the capabilities and acquiring the intangible assets that generate growth for future

financial performance (Kaplan & Norton, 1996). Thus, the BSC enables managers to monitor and adjust the implementation of their strategies and to make fundamental changes in them.

### The Baldrige National Quality Program: An Overview

The Baldrige National Quality Program is the vehicle of implementation of *The Malcolm Baldrige National Quality Improvement Act of 1987-Public Law 100-107*. This law was enacted on the basis of a set of “findings,” one of which was that

“The leadership of the United States in product and process quality has been challenged strongly (and sometimes successfully) by foreign competition, and our Nation's productivity growth has improved less than our competitors' over the last two decades.” (Baldrige National Quality Program, 2003a, p. 61)

The primary objective of the Baldrige Program is to help American businesses improve their competitiveness in the global market. Businesses can improve their competitiveness by identifying role-model organizations, recognizing them, and disseminating their best practices throughout the United States.

The Baldrige Program is widely recognized as a very significant factor in strengthening U.S. competitiveness in the

## Application of the Balanced Scorecard in Higher Education Opportunities and Challenges

An evaluation of balance scorecard implementation at the College of St. Scholastica.

by Cindy Brown

### Introduction

In the 1990s a new way of evaluating performance improvement in the business industry was introduced. The balanced scorecard (BSC) emerged as a conceptual framework for organizations to use in translating their strategic objectives into a set of performance indicators. Rather than focusing on operational performance and the use of quantitative financial measures, the BSC approach links the organization's strategy to measurable goals and objectives in four perspectives: financial, customer, internal process, and learning and growth (Niven, 2003).

The purpose of this article is to evaluate the use of the BSC in the nonprofit sector, specifically at an institution of higher education. Case studies in higher education and personal perspectives are presented, and the opportunities for and challenges of implementing the BSC framework in higher education are discussed.

### Balanced Scorecard Principles

Achievement of equilibrium is at the core of the BSC system. Balance must be attained among factors in three areas of performance measurement: financial and nonfinancial indicators, internal and external constituents, and lag and

“ While the BSC cannot guarantee a formula for accurate decision making, it does provide higher education with an integrated perspective on goals, targets, and measures of progress. Stewart and Carpenter-Hubin p. 40 ”

Sample

<b>Mission</b>	XXXXXXXX XXXXX XXXX XXX XXXXX XXXXX XXXX XXXXX XXX				
<b>Vision</b>	XXX XXXXX XXXXXXX XXX XXXXX XXXXX XXXX XXXXX XXX				
<b>Core Commitments</b>	xxlksjding	xxlksjding	xxlksjding	xxlksjding	xxlksjding
<b>Actions</b>			<b>Goals</b>		<b>Projects</b>
			<b>KPIs</b>	<b>Targets</b>	
<b>Financial</b>			XXXX	 	<b>Initiatives</b> XXXX
					
<b>Customer</b>			XXXX	  	
					
<b>Internal processes</b>			XXXX	  	
					
<b>Organizational capacity</b>			XXXX	  	
					
<b>Values</b>	XXXXX * XXXXX * XXXXX				

**External:** Community impact and customer perspectives

**Internal:** Internal process and people and culture perspectives

**Financial and non-financial**

**Lagging indicators** are the past performance measures, like revenue or customer satisfaction

**Leading indicators** are the performance drivers that lead to the achievement of the lag indicators



Sample

## Balanced Scorecard Basics: Four Perspectives

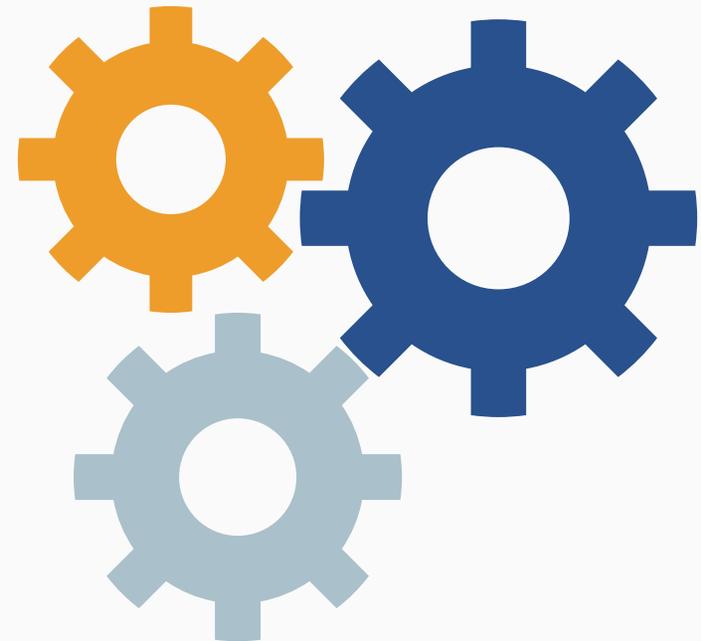
<b>Financial stewardship / stakeholder</b>	➔	Financial performance Effective resource use
<b>Customer</b>	➔	Customer-identified value Satisfaction
<b>Internal processes</b>	➔	Efficiency Quality
<b>Learning and growth / innovation</b>	➔	Engagement Infrastructure Culture

# 2

## Balanced Scorecard Basics: Actions

Actions you implement in order to see improvement in your strategies (core commitments)

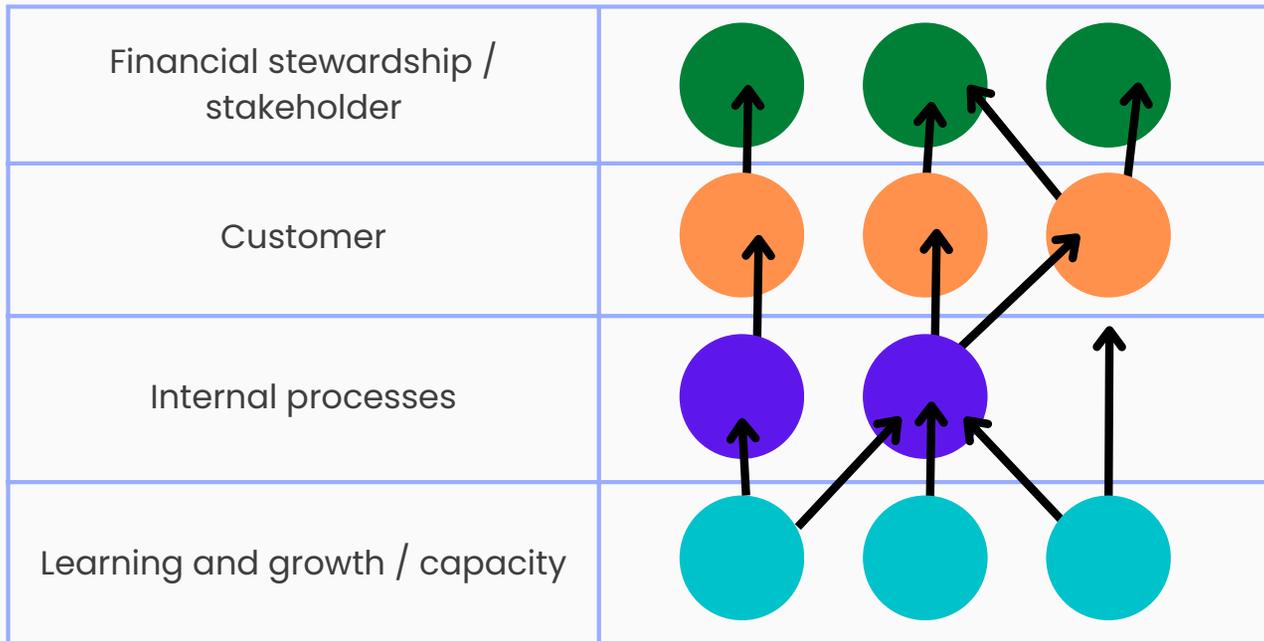
They turn abstract concepts into actionable steps





## Balanced Scorecard Basics: Strategy Map

Sample





## Balanced Scorecard Basics: Goals

Sample

KPIs	Targets
<ul style="list-style-type: none"> <li>• net profit</li> <li>• operating costs</li> <li>• yield in target markets</li> </ul>	<ul style="list-style-type: none"> <li>• increase 5% per year</li> <li>• decrease 4% per year</li> <li>• increase 3% per year</li> </ul>
<ul style="list-style-type: none"> <li>• student satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• increase 5% per year</li> </ul>
<ul style="list-style-type: none"> <li>• time to market</li> <li>• streamline processes</li> </ul>	<ul style="list-style-type: none"> <li>• decrease 25% first year</li> <li>• improve 13% first each semester</li> </ul>
<ul style="list-style-type: none"> <li>• professional development plans</li> <li>• employee training</li> </ul>	<ul style="list-style-type: none"> <li>• 15% adoption first year</li> <li>• 100% required training complete</li> </ul>



## Balanced Scorecard Basics: Strategic Initiatives

Sample

Initiatives
<ul style="list-style-type: none"><li>• simplify billing procedures</li><li>• create program to attract online learners</li><li>• implement new accounting system</li></ul>

# 6

Sample

## Balanced Scorecard Basics: Cascading

		Core Commitment 1: The University of Maine System will serve the State of Maine, its constituents, and its economy through world-class research, teaching, and service to build new knowledge, create new technologies, and prepare students to find solutions to challenges in Maine and beyond.	Core Commitment 2: The University of Maine System will advance a financially sustainable and responsible academic and infrastructure portfolio at every University and our Law School supported through innovative programming and strategic collaborations.	Core Commitment 3: The University of Maine System will be a destination for public higher education and a respected, engaging, and rewarding place to work.	Core Commitment 4: The University of Maine System will create a sense of belonging for our students, faculty, and staff through formal and applied commitments to justice, equity, diversity, and inclusion, including opportunities for learning presented through multiple modalities, such as experiential and online learning.	Core Commitment 5: The University of Maine System will strengthen the ability of our Universities and Law School to collaborate and flourish through the advantages afforded by unified accreditation.
		Learner	Financial	Internal Process	Innovation and Growth	
UMS Core Commitments	University	<ul style="list-style-type: none"> <li>CC1: Identify and invest in programs that will serve the state's changing needs</li> <li>CC4: Develop first-in-class programs to attract diverse faculty and students</li> </ul>	<ul style="list-style-type: none"> <li>CC2: Balance investing in new facilities and caring for older infrastructure</li> <li>CC5: Leverage the strengths of sibling universities when appropriate to shore programs</li> </ul>	<ul style="list-style-type: none"> <li>CC4b: Create and offer inclusive and accessible modalities</li> <li>CC3: Streamline priority processes to create seamless experiences for faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>CC3: The University is a destination for first-in-class students, staff, and faculty</li> <li>CC4: Foster a welcoming and inclusive community where every viewpoint and every person is respected and diversity is embraced</li> </ul>	
	College	<ul style="list-style-type: none"> <li>CC1a: Offer a range of educational programs including noncredit, professional development programs, badges and other microcredentials by fostering collaborations between departments/colleges</li> <li>CC4b: Create and offer inclusive and accessible modalities</li> </ul>	<ul style="list-style-type: none"> <li>CC2a: Create a sustainable schedule that balances teaching, research, and scholarship.</li> <li>CC2b: Identify strategies to increase revenue by aligning academic pathways with the skills needed in Maine's workforce and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>CC5a: Create nimble academic collaborations, cross-disciplinary courses, and cross-campus planning</li> <li>CC2c: Align and simplify processes to maximize resources</li> </ul>	<ul style="list-style-type: none"> <li>CC3a: Move new products from concept to commercialization, growing economic sectors and creating new markets in Maine and beyond</li> <li>CC4a: Develop programs that celebrate the backgrounds, experiences, and cultural distinctions of</li> </ul>	
	Departmental	<ul style="list-style-type: none"> <li>CC1a: Support faculty and foster collaborations that advance interdisciplinary programs</li> <li>CC4b: Ensure courses are offered in accessible modalities and formats and at flexible times for students</li> </ul>	<ul style="list-style-type: none"> <li>CC2a: Rotate sabbatical requests to ensure access to faculty in the classroom</li> <li>CC2b: Include marketing and awareness opportunities (e.g. visits to area high schools) as a service option</li> </ul>	<ul style="list-style-type: none"> <li>CC5a: Analyze and deliver technology solutions provided by unified accreditation that promote efficiency and improve internal controls</li> <li>CC2c: Manage systems for identifying and pairing students with appropriate resources and services</li> </ul>	<ul style="list-style-type: none"> <li>CC3a: Collaborate with stakeholders and take advantage of individual and collective strengths of programs to attract and retain students and employees.</li> <li>CC4a: Sustain and embrace employee training and development and a culture of continuous improvement</li> </ul>	
	Individual	<ul style="list-style-type: none"> <li>CC1a: Apply for grant to study interdisciplinary partnerships</li> <li>CC1b: Collaborate with individuals from other departments to create new and interdisciplinary programs</li> <li>CC4b: Survey all majors to identify modality and schedule preferences</li> </ul>	<ul style="list-style-type: none"> <li>CC2a: Work with colleagues to develop efficient standard processes that have proven successful in other areas/departments</li> <li>CC2b: Maximize existing resources by learning from and collaborating more deliberately with colleagues across the system</li> </ul>	<ul style="list-style-type: none"> <li>CC5a: Seek opportunities awarded unified accreditation and new system partnerships to collaborate in new and innovative ways</li> <li>CC2c: Examine and align processes to ensure</li> </ul>	<ul style="list-style-type: none"> <li>CC3a: Use our knowledge and expertise to solve pressing community and societal problems through research, development and engagement.</li> <li>CC4a: Seek out and participate in professional development opportunities offered both internally and externally.</li> </ul>	

# when in balance...

strategy happens with staff

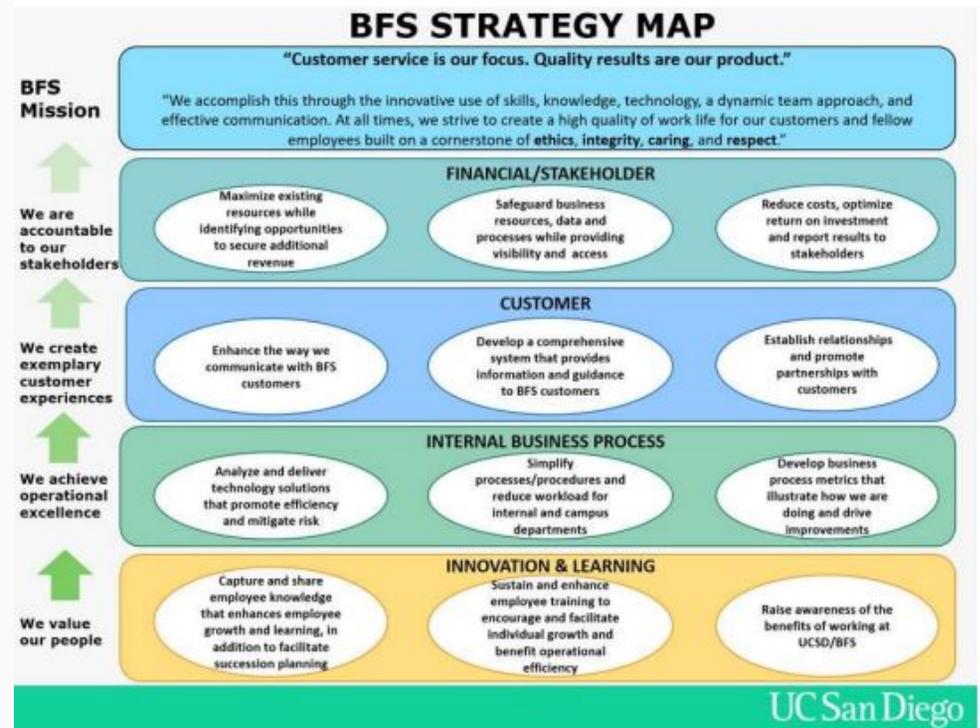
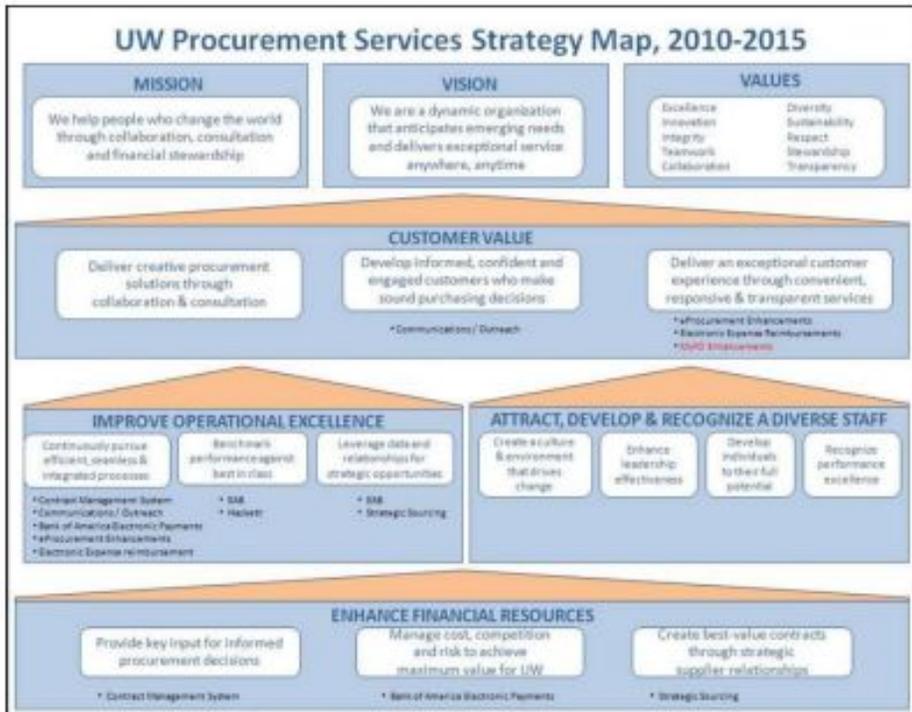
everyone can tell the story

the organization is aligned

staff know where they fit into the  
bigger picture



# Examples

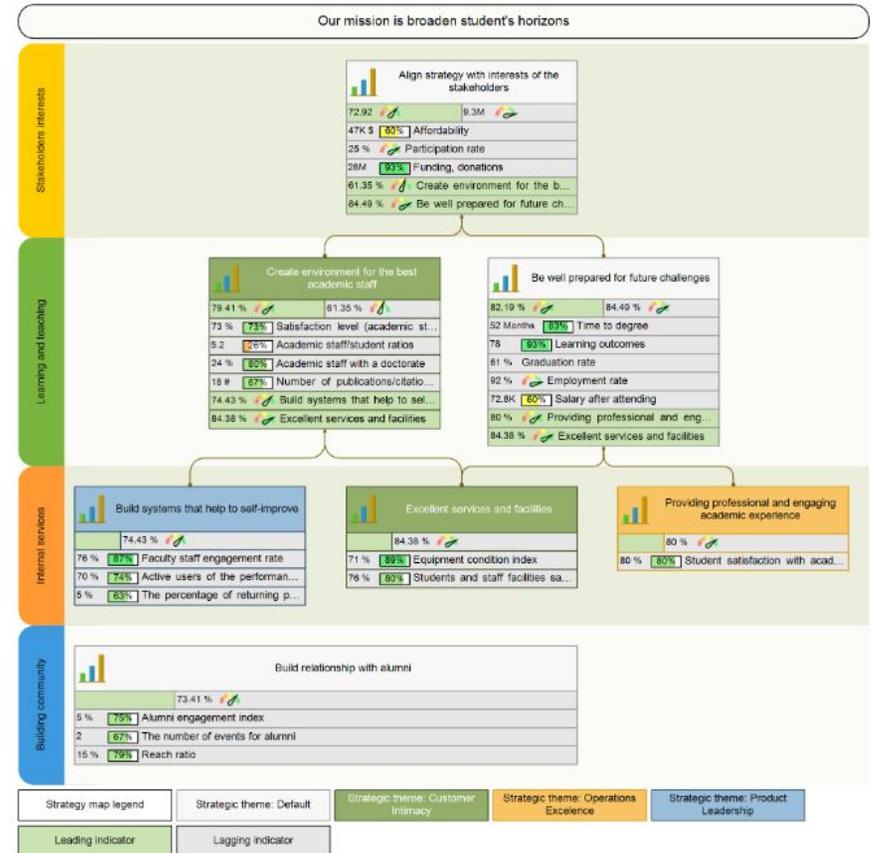


### CPDC Balanced Scorecard 2020-21

1/18/2021  
**DRAFT**

<b>Mission</b>	<p>To provide stewardship and carry out the authority of the Board of Trustees in the physical development, sustainable construction, and operation of CSU campuses and any buildings, facilities, and improvements connected with the CSU.</p> <p>CPDC provides campuses the <b>tools, programs and platforms</b> that enable them to achieve continuous improvement in campus development.</p>																																																			
<b>Goals</b>	<p><b>Staff</b></p>  <p>Espousing values of fairness, cooperation, professionalism</p> <p>• Being recognized across systemwide PDC &amp; O for development of people</p> <p>• Empowering and recognizing employees for implementing continuous improvement</p>	<p><b>Customer</b></p>  <p>Being trusted strategic partners to campuses</p> <p>• Expertly navigating financial and legislative challenges on behalf of campuses</p> <p>• Making campuses' jobs easier</p>	<p><b>Process</b></p>  <p>Championing process improvement and facilitating implementation</p> <p>• Maintaining process integrity and adherence</p>	<p><b>Financial</b></p>  <p>Effectively obtaining capital funding to support campuses</p> <p>• Being transparent and trusted financial stewards</p>																																																
<b>Key Objectives</b>	<ul style="list-style-type: none"> <li>• 3 E's – Education, Exposure, Experience in career development and succession planning</li> <li>• Staff empowerment, recognition, and engagement in process improvement</li> <li>• Leadership development</li> <li>• Chancellors Office rejuvenation</li> </ul>	<ul style="list-style-type: none"> <li>• Capital planning database (PM Web)</li> <li>• CPDC web site</li> <li>• Energy Information System</li> <li>• High touch communication (huddles, affinity group meetings, conference)</li> <li>• Key frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Safety program implementation</li> <li>• Simplify project review process</li> <li>• Community Choice Energy</li> <li>• Simplify permitting process</li> <li>• Contract management &amp; procurement simplification (MEA's, JOC's)</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for budget and legislation</li> <li>• Support Public Private Partnerships</li> <li>• Energy &amp; utility cost stewardship</li> <li>• Insurance program (OCIP, BRIP) refinement</li> <li>• Tracking completed project cost</li> </ul>																																																
<b>Key Metrics</b>	<p>Staff at Work Mean Score (52 questions)</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>4.00</td> </tr> <tr> <td>2018</td> <td>3.88</td> </tr> <tr> <td>2019</td> <td>4.05</td> </tr> </tbody> </table>	Year	Mean Score	2017	4.00	2018	3.88	2019	4.05	<p>Customer Service Survey Average of all CPDC Goals</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>4.06</td> </tr> <tr> <td>2018</td> <td>4.07</td> </tr> <tr> <td>2019</td> <td>4.2</td> </tr> </tbody> </table>	Year	Average Score	2017	4.06	2018	4.07	2019	4.2	<p>Job Order Usage</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Usage</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>~100</td> </tr> <tr> <td>2018</td> <td>~200</td> </tr> <tr> <td>2019</td> <td>~300</td> </tr> </tbody> </table>	Year	Usage	2017	~100	2018	~200	2019	~300	<p>Capital Program Funding (billions)</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Academic Project</th> <th>Self-Support</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>~100</td> <td>~100</td> </tr> <tr> <td>2015</td> <td>~200</td> <td>~100</td> </tr> <tr> <td>2016</td> <td>~300</td> <td>~100</td> </tr> <tr> <td>2017</td> <td>~400</td> <td>~100</td> </tr> <tr> <td>2018</td> <td>~500</td> <td>~100</td> </tr> <tr> <td>2019</td> <td>~600</td> <td>~100</td> </tr> <tr> <td>2020</td> <td>~700</td> <td>~100</td> </tr> </tbody> </table>	Year	Academic Project	Self-Support	2014	~100	~100	2015	~200	~100	2016	~300	~100	2017	~400	~100	2018	~500	~100	2019	~600	~100	2020	~700	~100
Year	Mean Score																																																			
2017	4.00																																																			
2018	3.88																																																			
2019	4.05																																																			
Year	Average Score																																																			
2017	4.06																																																			
2018	4.07																																																			
2019	4.2																																																			
Year	Usage																																																			
2017	~100																																																			
2018	~200																																																			
2019	~300																																																			
Year	Academic Project	Self-Support																																																		
2014	~100	~100																																																		
2015	~200	~100																																																		
2016	~300	~100																																																		
2017	~400	~100																																																		
2018	~500	~100																																																		
2019	~600	~100																																																		
2020	~700	~100																																																		

# Examples



## Common pitfalls and how to avoid them

#1 Lack of commitment by leadership

#2 Too many metrics

#3 Keeping the strategy at the executive level only

#4 Not establishing clear links between metrics and strategy

#5 Not communicating or sharing results

#6 Thinking you need to roll it out all at once

#7 Thinking that this is a static process

#8 Investing in fancy technology rather than the process

#9 Using the BSC to "punish" failures

#10 Not assigning resources for the BSC's continuity



Provided by Dr. Angela Song, UCSD

## Challenges reported during case study

- Narrowing the list of possible measures to the select few that best capture the core of the desired strategy
- Keeping momentum
- Some faculty struggled to create specific performance measures related to finance



# Getting from strategy to action

