

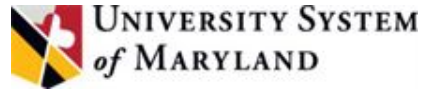


**Board of Regents Retreat
The Hotel at University of Maryland
Crossland Ballroom
October 14, 2021**

AGENDA

8:30 A.M.

- 8:30 – 8:45 a.m.** **Welcome and Introductions**
Chair Linda Gooden, Board of Regents
- 8:45 – 9:30 a.m.** **Duty of Care**
Thomas Hyatt, Association of Governing Boards
- 9:35 – 9:55 a.m.** **Enterprise Risk Management Update**
Regent Louis Pope and Huron Consulting
- Break**
- 10:10 – 11:10 a.m.** **Development of the USM Crisis Management Plan**
Vice Chancellor Ellen Herbst, Associate Vice Chancellor Page, and Grant Thornton
- 11:15 – 12:00 p.m.** **COVID-19: Updates**
Vice Chancellor Boughman
- 12:00 – 12:30 p.m.** **Special Board Meeting**
- 12:30 – 1:15 p.m.** **Lunch**
- 1:15 – 2:15 p.m.** **Strategic Plan**
Vice Chancellor Ellen Herbst and Huron Consulting
- 2:20 – 2:50 p.m.** **A Conversation about Diversity in STEM**
Moderated by Chancellor Perman
President Hrabowski, University of Maryland, Baltimore County
President Pines, University of Maryland, College Park
- 2:50 – 3:00 p.m.** **Closing Remarks**
Chancellor Perman, University System of Maryland
- 3:00 – 4:00 p.m.** **Post-Retreat Networking**



Public Session

**Board of Regents Retreat
The Hotel at University of Maryland
Crossland Ballroom**

**October 14, 2021
Approximately 12:00 P.M.**

I. [Convene to Closed Session](#)

Chair Gooden

University System of Maryland Board of Regents Retreat

The Duty of Care and Effective Trusteeship

Tom Hyatt, Partner
AGB Consultant

Dentons US LLP

Washington, DC

October 14, 2021

Topics for Today

- Fiduciary Duties of Trustees
- Unpacking the Duties
- Using Fiduciary Principles to Guide in Making Tough Decisions
- The Duty of Care: Strategy vs. Management
- Common Factors in Duty of Care Mishaps
- Personal Liability for Trustees
- Principles of Effective Trusteeship

Fiduciary Duties of Trustees

What is a fiduciary?

- someone with special responsibilities in connection with the monitoring, administration, investment, and distribution of assets entrusted to their care.

Fiduciary Duties of Trustees

A helpful analogy



Fiduciary Duties of Trustees

Who is a fiduciary of USM?

- Regents?
- Chancellor and Presidents?
- The Leadership Team?
- Donors?
- Students?
- Alumni?
- Other stakeholders?

Fiduciary Duties of Trustees

What are the legal duties of a fiduciary?

- Duty of care
- Duty of loyalty
- Duty of obedience
- To whom are duties owed?

Fiduciary Duty as a Guide to Making Tough Decisions

- Duty of Care

- Engagement, showing up, reading the materials, asking the tough questions
- Supporting the chancellor and presidents
- Thinking and acting strategically
- Being prepared to act
- Assessing options
- Courage

- Duty of Loyalty

- Full disclosure and compliance with conflict of interest policy
- Knowing when complying with the policy isn't good enough

- Duty of Obedience

- Your constant prism: is this action consistent with our purposes and mission?
- Do we have the right resources to be in compliance? Are we?

How Would You Apply Fiduciary Duty as a Guide to These Decisions ?

- Campus health and safety decisions ?
- Developing and implementing JDEI policies ?
- Changing a named gift ?
- Addressing conflicts of interest ?
- Allowing controversial speakers on campus?

The Duty of Care: Strategy vs. Management

- Strategic focus vs. management overreach
- Effective partnership with the Chancellor and Presidents
 - How do you know when you are micro-managing?
 - The Strategist vs. the Executive

The Duty of Care: Strategy vs. Management

- A strategist establishes purposes, mission, and vision
- A strategist formulates governance policies to provide direction
- A strategist plans for the future
- A strategist evaluates enterprise risk to inform decisions
- A strategist ensures the availability of resources to fulfill plans
- A strategist ensures that the organization recruits, retains, and has an effective partnership with a chief executive officer who will execute strategy

The Duty of Care: Strategy vs. Management

- An executive ensures that the institution's activities are consistent with purposes, mission, vision, and policies
- An executive executes the strategic plan
- An executive evaluates day to day enterprise risk, responds accordingly, and keeps the strategist informed
- An executive allocates available resources to fulfill plans
- A chief executive builds, supports, and leads an executive team

Common Factors in Duty of Care Mishaps

- Lack of full board engagement
- Failure to understand and fulfill fiduciary duty
- Lack of a culture of inquiry
- Missing the signs
- Failure to do homework
- Failure to block and tackle
- Failure to act

Personal Liability for Trustees

- Breach of fiduciary duty
- Fraud
- Gross Negligence
- Tortious Conduct
- Violation of law

Personal Liability for Trustees

Protection from personal liability

- Active participation
- Acting in good faith
- Business judgment rule
- Statutory indemnification
- Indemnification by the organization
- Directors and officers liability insurance

The Effective Trustee

- Prepares for, attends, and participates in meetings
- Knows the institution
- Knows the environment
- Asks questions
- Challenges ideas and positions, not individuals
- Knows the difference between governance and management
- Is an ambassador for the organization
- Knows when to step up
- Knows when to step down

Principles of Trusteeship

(AGB Press, 2021)

Understand Governance

1. Embrace the full scope of your responsibilities as a board member.
2. Respect the difference between the board's role and the administration's role.
3. Be an ambassador for your institution and higher education.
4. Conduct yourself with impeccable integrity.

Lead By Example

5. Think independently and act collectively.
6. Champion justice, equity, and inclusion.
7. Learn about your institution's mission, constituents, culture, and context.

Think Strategically

8. Focus on what matters most to long-term sustainability.
9. Ask insightful questions and listen with an open mind.

Questions?

Thank you

大成 DENTONS

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Washington, DC 20006-1102
United States

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Thomas Hyatt, Specialist and Senior Fellow, AGB Consulting

Mr. Thomas Hyatt focuses on corporate, nonprofit regulatory, and tax-exempt organization issues for nonprofit private and public universities, colleges, and institutionally related foundations.

He frequently works with boards of directors and senior management teams on governance, corporate structure, and strategic planning issues. He presents to boards of directors on current issues, conducts in-service training, and facilitates board discussions and retreats. Among his most recent presentations are regulatory compliance, fiduciary duty, conflicts of interest, bylaws development and revision, senior management compensation and benefits, CEO transition, succession planning, fundraising, lobbying and political campaign activity, board development, membership matters, policy development, and mergers and joint ventures.

Mr. Hyatt also regularly lectures on business and tax planning issues for nonprofit health care providers and higher education institutions and associations. He has written books and numerous articles about tax-exempt organizations and nonprofit governance topics.

Mr. Hyatt is particularly experienced in facilitating the process between governing boards and presidents for preparing and revising employment agreements and for undertaking an appropriate compensation analysis.

Professional Credentials

Mr. Hyatt earned his BA from Boston College and his JD from the University of Pittsburgh.



ENTERPRISE RISK MANAGEMENT: PROJECT UPDATE

University System of Maryland, Board of Regents Retreat



OCTOBER 14, 2021

huronconsultinggroup.com

Changing Risk Landscape

- Risk are increasing in **complexity**, **severity**, **velocity** of onset, and **recovery time**
- Risk governance structures shifting towards **aligned assurance functions** and reporting lines
- Organizations beginning to implement more formal and **resilient risk management programs**
- Focus on **communications and processes** to establish proactive risk identification and awareness
- Institutions are establishing **formal leadership positions** for risk management

Overview of Scope and Objectives

- Provide support for Phase I of USM’s overall ERM efforts
- Evaluate USM’s current approach to system-wide risk management and propose recommendations for enhancements
- Recommend methods for communicating and reporting program activities to senior leadership

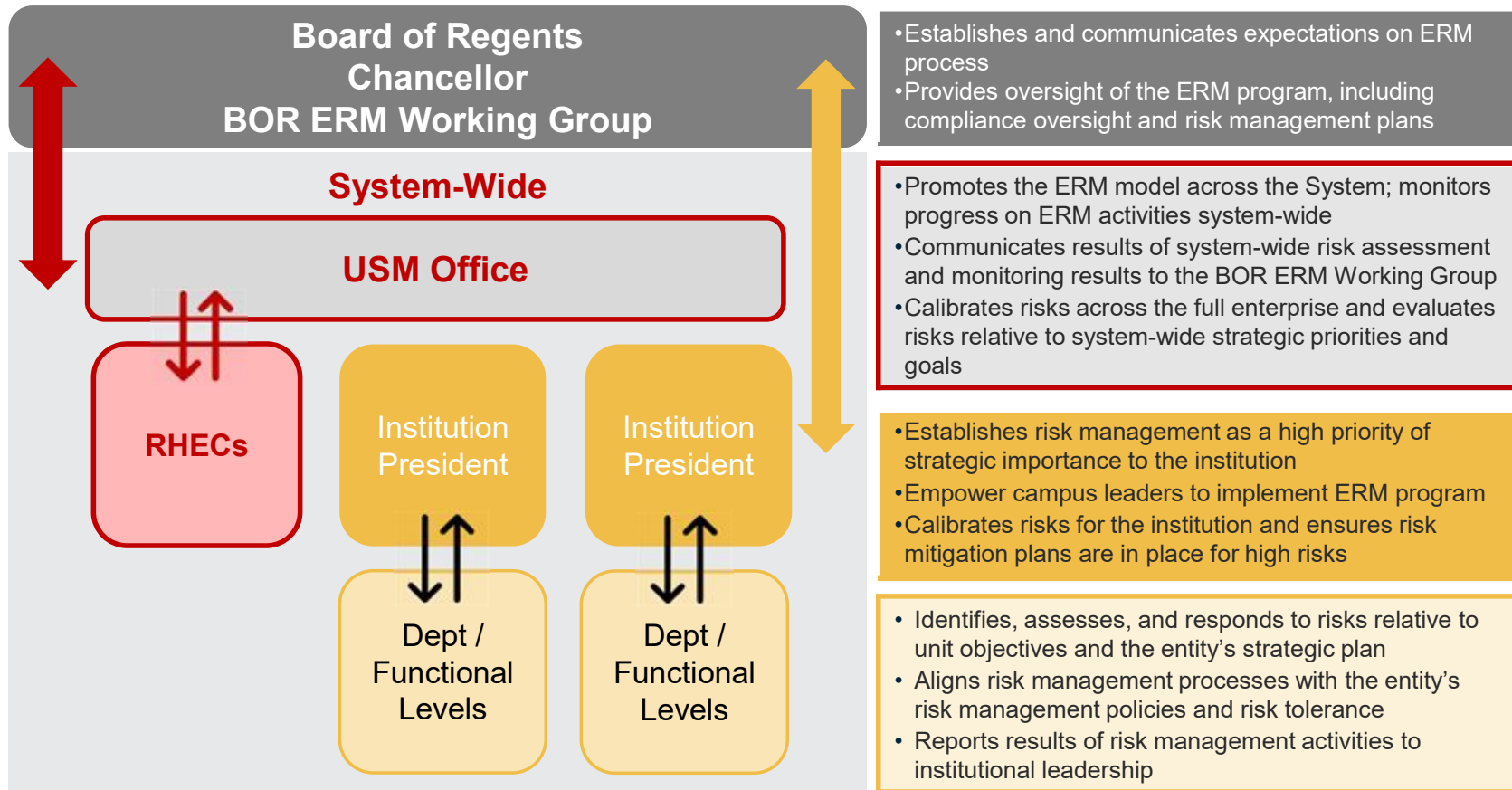
Governance	• High level review – System Office, Regional Higher Education Centers (RHECs), System as a Whole
Risk Assessment	• System Office, RHECs, system-wide risks
Mitigation Planning	• System Office, RHECs, system-wide risks
Information, Communication, and Reporting Processes	• System Office, RHECs, System as a Whole (e.g., from campus ERM program results to the System Office/Board)
Out of Scope	• Governance review, risk assessments, and mitigation planning for individual college/university campus ERM programs and supporting processes

Themes from Analysis and Considerations

	Preliminary Observations	Considerations
Governance	System Office accountability and authority for risk management is not well-defined relative to campus-level governance.	Strengthen the ERM policy to provide clarification of roles and responsibilities within the statutory authority granted to USM.
Communication and Response	There is a need for fewer and more clearly defined paths to use during incident response to mitigate repercussions and ensure stakeholders are informed or involved as appropriate.	Delineate communication pathways that are built into mitigation plans for priority risks.
Risk Assessment	The current risk assessment process across the enterprise is still in early stages of maturity.	Implement a more robust and sustainable risk assessment process to ensure the most critical risks across the enterprise are identified, evaluated, and managed on a routine basis.
Monitoring	There is a lack of integrated planning or process to monitor institutional and system-wide risk management activities.	System-level resources could be dedicated to capture and report on risk mitigation activities on a regular cadence.
Reporting	The Board's insight into mitigation activities is limited, precluding its ability to ensure risks are mitigated to acceptable levels.	Establish regular reporting to the Board to improve visibility into monitoring activities.

Working Model: Considerations for Enhancement

Effective risk management programs are iterative and incorporate transparent and timely communication up, down, and across the enterprise.



Crisis Management Overview

October 14, 2021



Introductions

Matt Unterman, MBA

- Principal, Not-for-Profit and Higher Education Advisory Services Practice, Grant Thornton LLP

Lauren Kielsmeier, MBA

- Director, Public Sector Advisory Services, Grant Thornton Public Sector LLC

Daniel Pascale, CPP

- Executive Vice President, Margolis Healy & Associates

Joseph Allen, MPA, CEM

- Associate, Emergency Management Services, Margolis Healy & Associates

John DeSilva, MS, CEM, ABCP

- Associate, Emergency Management Services, Margolis Healy & Associates

Project Status

In July 2021, Grant Thornton and Margolis Healy began supporting USM's Crisis Management (CM) efforts, to include:

- Development of a USM CM Plan and related Quick Reference Guides
- Advice and assistance on the development and establishment of appropriate USM CM protocols, response structure and team roles, reporting and escalation procedures
- Advice and assistance on an approach to review and refine the process after any actual crisis event to improve System-wide responses and communications
- Facilitation of a learning session to support development and understanding of CM by USM leadership and Regents
- Support to USM related to institution-level CM efforts and integration with System CM Plan

Potential System Crises

- Communicable Diseases
- Active Shooter/Hostile Intruders
- Sexual Assaults
- Theft of Intellectual Property
- Cybersecurity Incidents
- Protests

...and the list goes on and on...



Crisis Management

- The quality and effectiveness of the response can have more influence on the System's or an institution's reputation than the underlying crisis event itself.
- Reputational damage should not be interpreted as the inevitable outcome of a crisis.

Crisis Management vs. Emergency Management

One of the most common mistakes is to equate emergency with crisis management.

- ***Emergency management*** defines the process to manage specific, physical events, such as an active shooter or natural disaster.
- ***Crisis management*** defines the process to manage the broader impacts and consequences of a full range of events and issues – not just physical ones.

Crisis Management vs. Crisis Communications

Crisis communications certainly is a critical, visible and impactful part of crisis management; however, it should not be mistaken for the whole.

Instead of, “What are we going to say?”

We focus on:

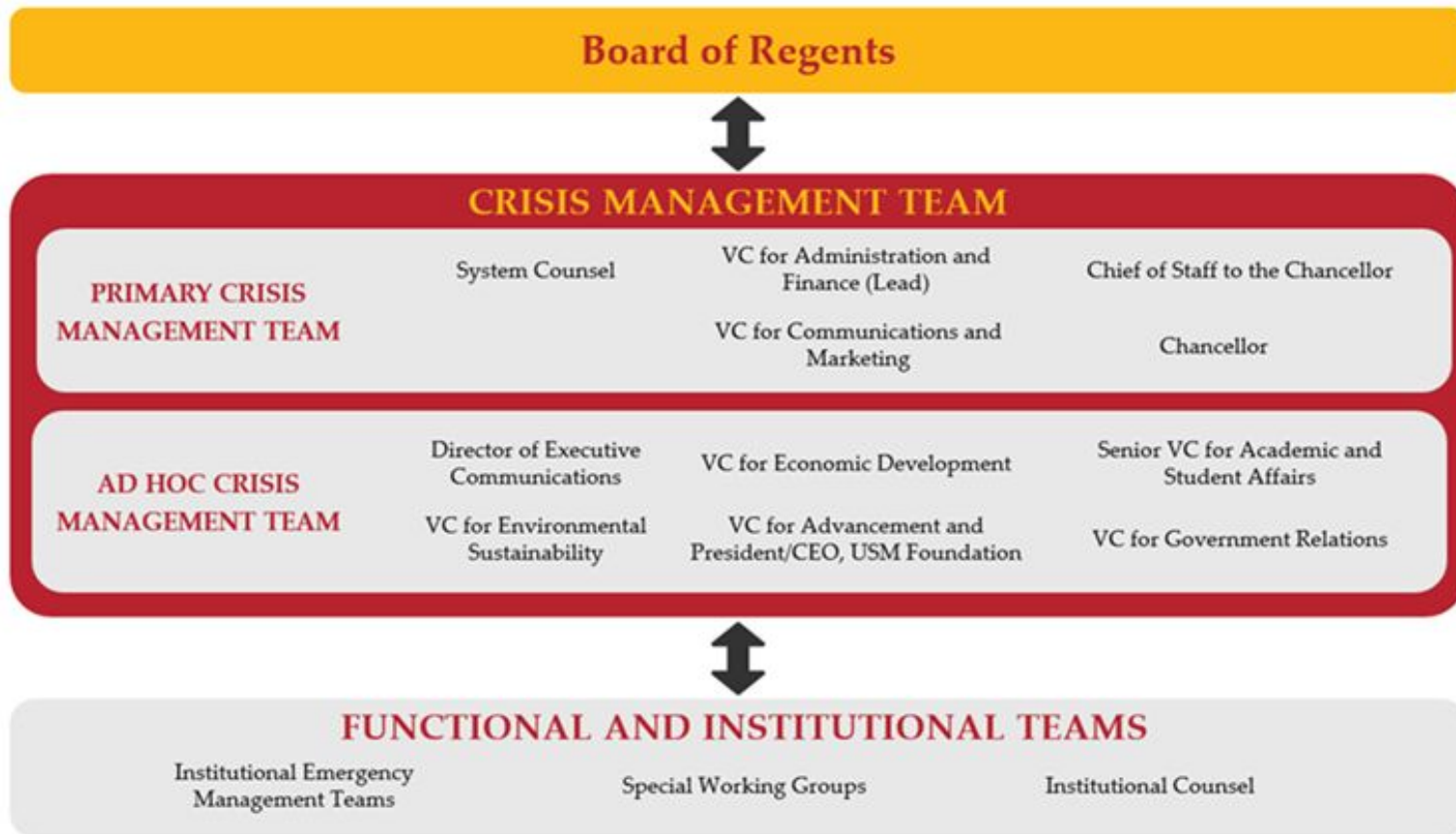
- “Why didn’t we know about this earlier?”
- “Who needs to be involved?”
- “What are we going to do?”

Triggers

When will we use Crisis Management?

- Event impacts multiple System institutions simultaneously.
- A System institution contacts the System for support during an event.
- The System learns of an event at an institution and reaches out to provide crisis management support.

Crisis Management Team (CMT)



Crisis Plan Activation

(2) KEY STAKEHOLDERS:

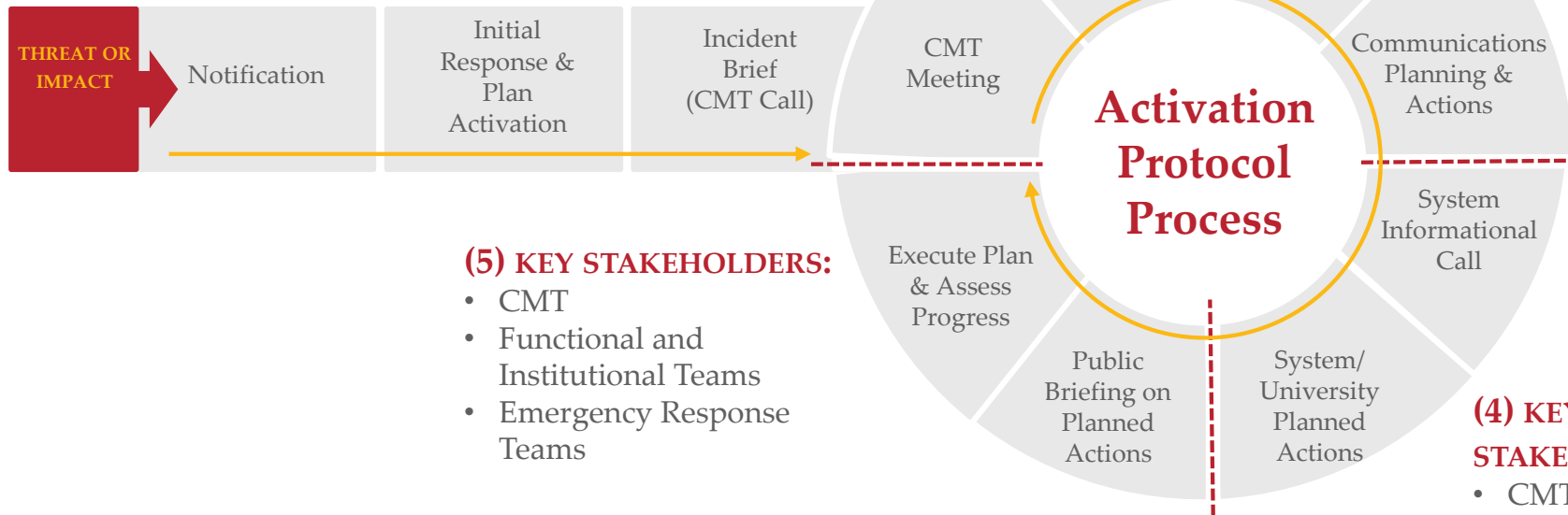
- CMT
- System Leadership

(3) KEY STAKEHOLDERS:

- CMT
- Functional and Institutional Teams

(1) KEY STAKEHOLDERS:

- CMT



(5) KEY STAKEHOLDERS:

- CMT
- Functional and Institutional Teams
- Emergency Response Teams

(4) KEY STAKEHOLDERS:

- CMT
- Functional and Institutional Teams

CMT Responsibilities

- Obtains regular briefings on the incident and response activities
- Defines policy and a coordinated strategy for overall management of consequences of the incident or crisis
- Approves the communications strategy and key messages to internal and external stakeholders developed by the Crisis Communications team
- Provides counsel and guidance to the affected institution(s) in their response efforts
- Informs, periodically briefs, and makes recommendations to the Board of Regents on the overall response strategy and key issues
- Makes policy decisions during extraordinary events, such as a decision to close or suspend academic activities across multiple University System of Maryland campuses and/or buildings

CMT Issues Management

- **Step 1: Issue Identification** – Who are your stakeholders? How well do they know your organization? What issues are important to them? Ideally you will identify both issues that could become problematic as well as those that provide strategic opportunity for strengthening stakeholder relationships in the future.
- **Step 2: Options Analysis & Decision-Making** – Prioritize issues based on their threat level (or opportunity), how strongly priority stakeholders feel about the issue and how pervasive the issue is across stakeholder groups. Identify tangible steps to either “protect” against downside risk or “build” on underutilized strengths or opportunities.
- **Step 3: Stakeholder Engagement** – Deepen stakeholder relationships by actively engaging and incorporating their perspectives back into key decision-making.

Communications

Communicating during a crisis should contain targeted information to identified stakeholders.

- Communications Hold
- Subject Matter Experts as Advisors
- Stakeholder Identification

Potential Stakeholders



Train and Exercise

Fires do not happen everyday so fire departments train. The same goes for crises and crisis management teams.

- Become familiar with the plan.
- Exercise the plan using a scenario.
- Include System institutions.



Crisis Activity

Scenario: Yesterday, a student was struck in the head by a piece of falling debris from a building on the College Park campus. The student was transported to the hospital and was in critical condition overnight. The student died just before lunch today.

The System has activated its Crisis Management Team.

- What are the top priorities?

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The System has activated its Crisis Management Team.

- What are the top priorities?
- What information can best support the needs of the chancellor, and the board, in decision making?
- What action will best support the institution? The system?

Wrap-Up



Questions



Path
Forward



USM in the time of COVID

USM Board of Regents
October 14, 2021

Jo Boughman, Ph.D.

Senior Vice Chancellor for Academic and Student Affairs

Kate Tracy, Ph.D.

Special Advisor to the Senior Vice Chancellor for Academic
and Student Affairs



Overview

- Review of the USM response to COVID
- Current status and data
- Preparation and plans
- Looking forward

Our calendar

FALL 2019

SPRING 2020

SUMMER 2020

FALL 2020

SPRING 2021

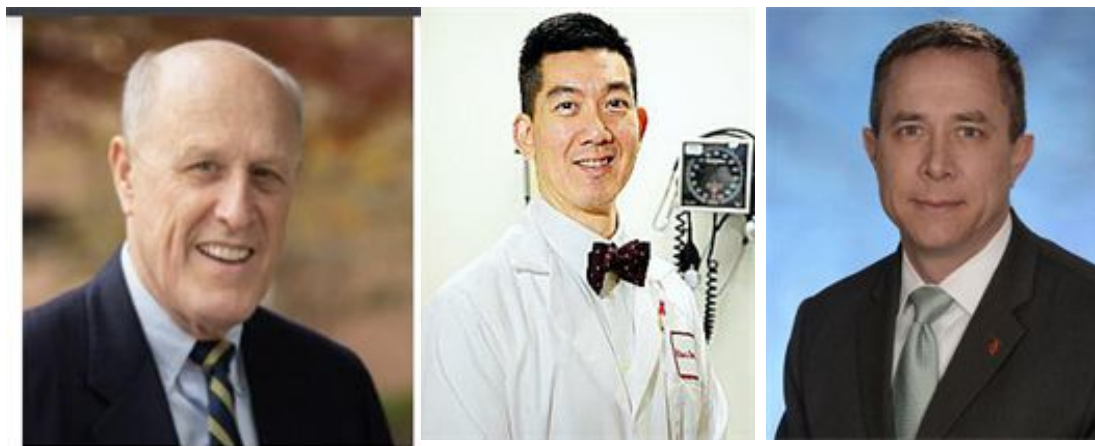
SUMMER 2021

FALL 2021

SPRING 2022

Winter 2020: COVID

- First USM briefing offered by UMB experts prior to February 2020 BOR dinner
- Table-top exercise the next week at UMB
- Initiated a USM “infrastructure”



Spring 2020: COVID

- **First cases in the Maryland** reported on February 28th
- **USM campuses pivoted to remote** work and instruction effective **March 14**; coincided with spring break
- Small number of students remained on campus because they could not practically vacate
- Quarantine and isolation space provided
- USM and campuses formed workgroups

Spring 2020: COVID

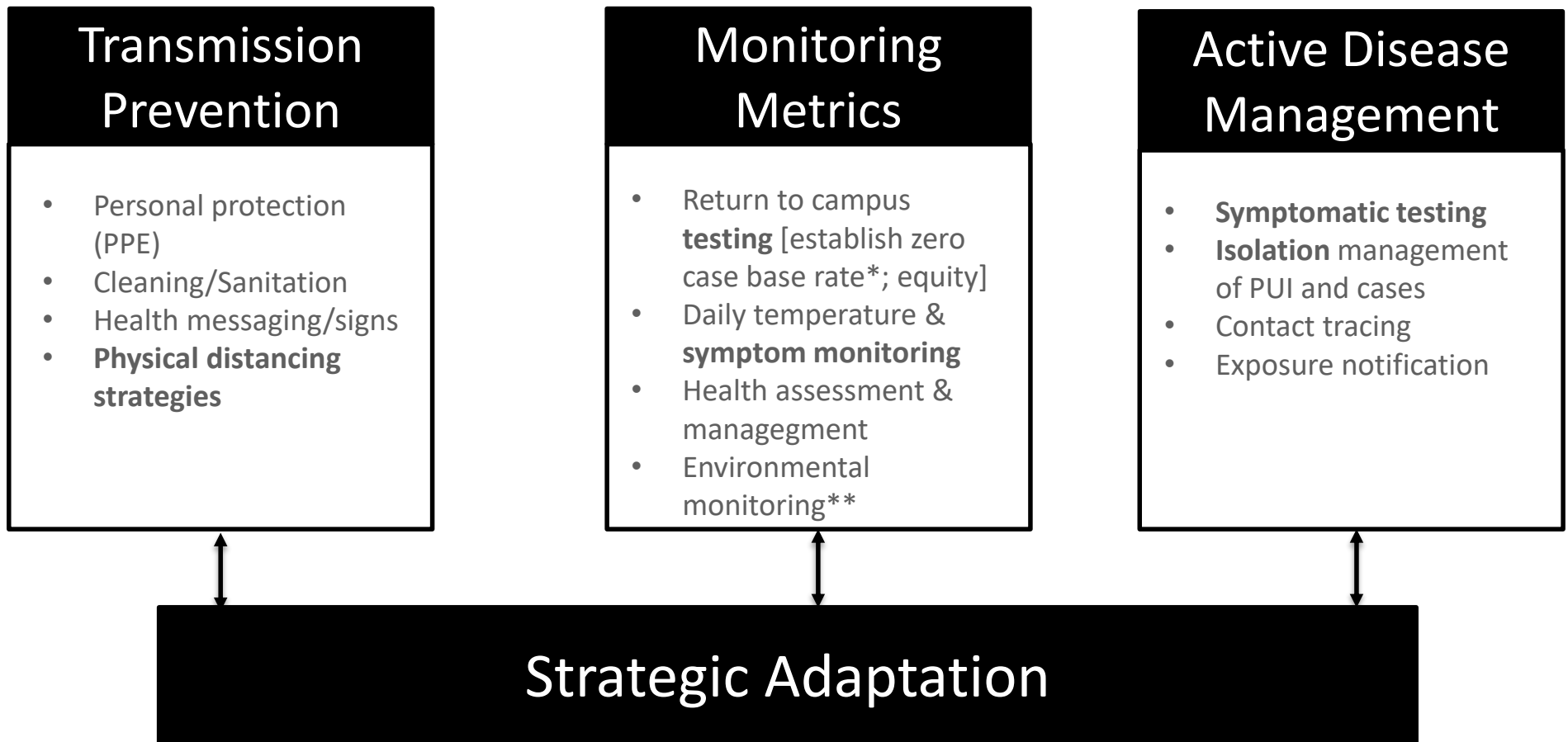
- Chancellor and Presidents began meeting 3x/week
- USM and campuses formed workgroups of experts to provide advice and recommendations
 - Health Center Directors
 - Counseling Center Directors
- Regular updates with Regents



Summer 2020: COVID

- Cancellation of summer camps and programs
- Fall planning
 - De-densification of campuses
 - Faculty development to support remote and hybrid learning
 - Development of safety protocols
 - Facilities upgrades
- UMB scaled up PCR testing for campuses

USM Vision



*UCSD Modeling indicates that if **daily symptom monitoring achieves 60% compliance** and base rate of COVID-19 infections is zero at the time re-opening begins, asymptomatic testing doesn't significantly improve identification of potential outbreak.

**Requires a defined action plan.

Summer 2020: COVID

- Development of safety protocols
 - Pre-arrival testing
 - Physical distancing
 - Masking
 - Daily temperature & symptom monitoring
 - Surveillance testing of on campus students, staff, & faculty



Fall 2020: COVID

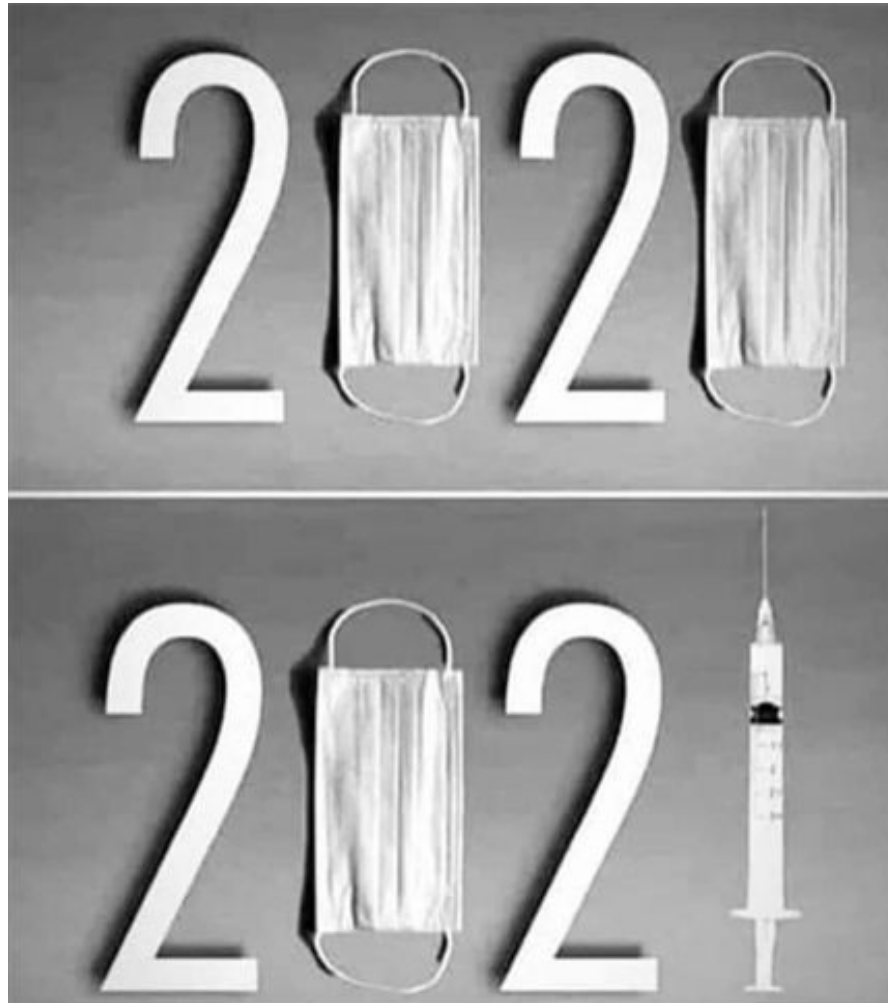
- Surveillance testing with PCR
 - CRISP partnership to monitor test results
- Masking
- Local health department contact tracing supplemented by campus contact investigation
- Quarantine & isolation



Fall 2020: COVID

- Fall surge coincided with Thanksgiving break
 - Campuses moved to fully virtual following the break
- Planning for adapted safety protocol for spring 2021

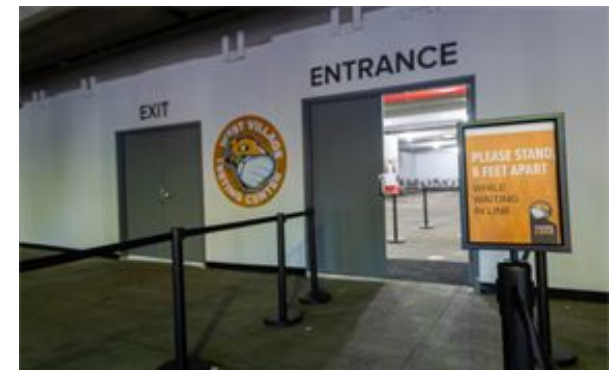
...a miracle happened....



Spring 2021: COVID



- Increased testing to twice weekly with rapid antigen or PCR test of 50% of on campus population



Spring 2021: COVID

- Prepared for students to serve at vax sites
- Planned for vaccination of students
- **USM mandated vaccination** for students, staff, and faculty for Fall 2021
- USM campuses kept positivity rates <1% through the spring semester surge



Summer 2021: COVID

- Policies and procedures for vaccination mandate and compliance
- Developed on-campus vaccination capacities
- Revised quarantine and isolation in context of full on-campus capacities

Fall 2021: Status

Following the Pandemic Playbook

- High vaccination rates among students, staff, and faculty
- Frequent testing of unvaccinated
- Low number of cases
- Universal indoor masking

Vaccination status: % fully vaccinated

Campus	Students	Employees
BSU	97	95
CSU	79	94
FSU	86	87
SU	88	92
TU	93	96
UBalt	94	97
UMB	98	94
UMBC	94	95
UMCES	100	97
UMCP	98	94
UMES	80	80

Fall case data (11 October 2021)

- Fewer than 1,000 cases reported across our campuses and regional centers



Good news for all

- Pfizer boosters available
- Oct 15-16 FDA meets to approve Moderna (and J&J) boosters
- Oct 20-21 ACIP meets to assess CDC position

- Oct 25 FDA will review Pfizer data for children's (5-11) vaccinations
- Nov 2-3 ACIP will meet to assess FDA decision

- New oral drug (molnupiravir) also going before the FDA
 - To be given EUA
 - Only 50% effectiveness
 - May not be immediately available

Moving forward

- Extend vaccine mandate for spring
- COVID workgroup continues meeting
- Continue our regular meetings (Health Center Directors, Counseling Center Directors, VPSAs, etc)
- Continue meetings with MHEC and MDH
- Working with faculty to capitalize on lessons learned re hybrid models of teaching



Thank you





BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 14, 2021

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: October 14, 2021
Time: Approximately 12:00pm
Location: The Hotel at the University of Maryland

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
 - (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - (ii) Any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) To consider the investment of public funds.
- (6) To consider the marketing of public securities.
- (7) To consult with counsel to obtain legal advice on a legal matter.
- (8) To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) [] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
- (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) [] To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) [] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) [] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) [] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
- (i) security assessments or deployments relating to information resources technology;
 - (ii) network security information, including information that is:
 1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;
 2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or
 3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or
 - (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

- [X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Approval of a Board of Regents search committee for a USM president search; and
2. Consideration of a request by an institution to name a space after an individual.

REASON FOR CLOSING:

1. To handle an administrative matter pertaining to a search committee for a USM president search (§3-103(a)(1)(i)); and
2. To maintain confidentiality of personnel-related and personal information concerning an individual who is proposed to have a space named after them at an institution (§3-305(b)(1)(ii) and (2)).

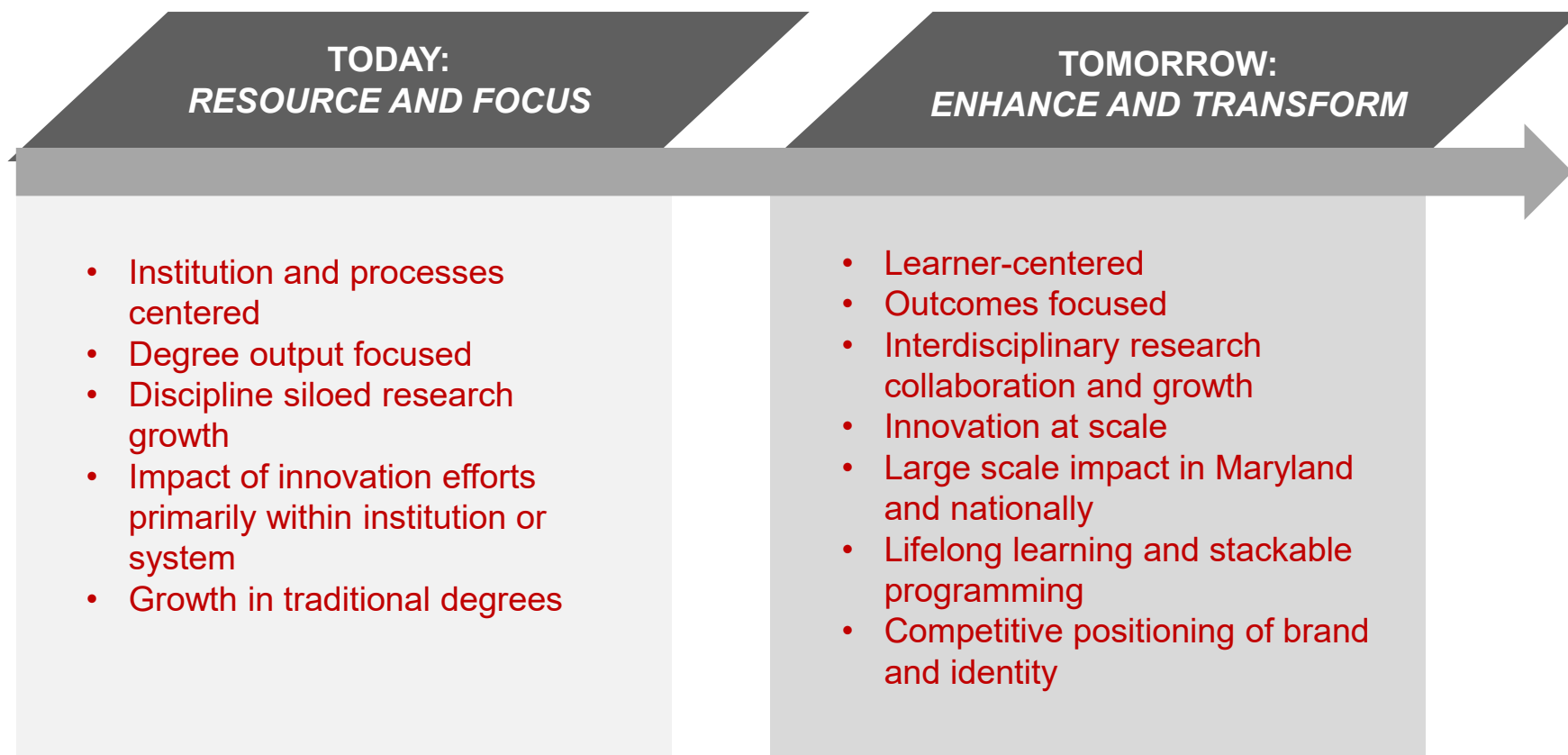
USM Strategic Planning

Strategic Plan Outline

October 2021



A continuum of transformation...





An aspirational vision...

While the Strategic Plan's pillars build on existing capabilities at the system, the plan's long-term transformative goals elevate the economy, leverage the research base and redefine academic offerings.

have evolved into a more student-centered culture and will offer programs relevant to the needs of Maryland

have created a culture that values and incentivizes innovation to improve student and institutional outcomes

have a strong and deep relationship with the State's K-12 schools and community colleges focused on enhancing pathways.

By 2030, the University System of Maryland will....



be regarded nationally and internationally as a leader in sustainability, focusing on challenges like climate change and biodiversity

be reflective of the State it serves, in the diversity of its students, faculty, and staff.

be recognized as the primary source for re-skilling and up-skilling the State's workforce through skills based online training.

be recognized as a national "thought leader" on the topic of civic education, race, identity, and systemic racism.

Objectives for today's meeting

Topic	Time
<p>Objective 1: Provide intro to strategic planning process, timeline, themes gathered from stakeholder interviews and the external scan, and our approach to short-, mid-, and long-term goal development.</p>	10 minutes
<p>Objective 2: Review our proposed Strategic Plan Pillars, Goals and horizontal themes, paying special attention to the changes made as a result of feedback from our last meeting and conversations with.</p>	40 minutes
<p>Objective 3: Discuss proposed next steps as it relates to short-term priorities for the socialization of the strategic plan and longer-term priorities as it relates to the proposed strategic branding exercise.</p>	10 minutes

Strategic Planning Process

Phase I January-February



Baseline the Current State and Align on the Future Environment

- Internal stakeholder engagement
- Internal data analysis

Phase II March-May



Blueprint the Future State

- External stakeholder engagement
- External market scan
- Blueprint opportunities for new growth and impact

Phase III June-August



Walk the Future Back

- Development of set of emerging strategic areas of focus and goals
- Prioritization framework

Phase IV August-November



Develop the Path Forward

- Identification of priority initiatives
- Finalization of strategy and deliverables
- Present recommendations to BOR steering group



Stakeholder Engagement

Internal Stakeholders	
<ul style="list-style-type: none"> • C8 Group • Jay A. Perman, MD – <i>USM Chancellor</i> • Michael Eismeier – <i>USM Assistant Vice Chancellor for IT and Interim CIO</i> • Ellen Herbst – <i>USM Vice Chancellor for Administration and Finance</i> • Dr. Joann Boughman – <i>USM Senior Vice Chancellor for Academic and Student Affairs</i> • Foundation Executive Committee • Economic and workforce development focus groups (two), assembled by <i>USM Vice Chancellor for Economic Development</i> 	<ul style="list-style-type: none"> • Academic Affairs Advisory Council (AAAC) • Enrollment Working Group Staff • Council of University System Presidents (CUSP) • USM Office VPs for Administration and Finance • Council of Advancement VPs • Council of University System Faculty (CUSF) • Diversity and Inclusion Council • Regional Center Leaders • USM Student Council • VPs of Student Affairs • Council of University System Staff

External Stakeholders
<ul style="list-style-type: none"> • P-20 Council • Maryland Tech Council • Greater Baltimore Committee • Maryland Agriculture Education Foundation • Greater Washington Partnership • General Assembly Leadership: President of Senate Bill Ferguson and House Speaker Adrienne Jones



Stakeholder Engagement Themes (1 of 2)

Systemness

- Through the course of stakeholder sessions, **two ways of thinking about the USM** were distinguished – the system as the USM office and the system as the collection of the institutions that make it up.
- There is a large desire to work more collaboratively across many functions. “We have come very far in regard to **‘systemness,’** but there are still improvements to be made in regard to collaboration.”
- Many stakeholders spoke to the richness that comes from the **diversity of the system**, referring to the **varied assets across portfolio** and to the importance of the strategic plan in relaxing some siloes between institutions.
- Some stakeholders pointed to a “limiting mindset” around the enrollment objectives across the system, stating that many institutions have an ethos of **competition** with other institutions within the system when it comes to student recruitment and enrollment.
- That said, most believe that by **working together more closely (rather than competing)** and incorporating innovation into the strategy, USM institutions can continue to build on a solid enrollment core and grow enrollment.

Teaching & Learning

- Especially given disproportionate effects of pandemic on lower income students, stakeholders spoke to a strong desire to **support students across Maryland that may not otherwise be able to afford** a higher education.
- COVID-19 has **catalyzed innovation in course delivery** across the nation, and interviewees believe that the USM can leverage assets to be a leader in this field and improve accessibility and learning outcomes across the system.
- Internal stakeholders believe that the USM’s **regional higher education centers** could be leveraged as “**innovation test sites.**”

Stakeholder Engagement Themes (2 of 2)

Diversity and Inclusion

- Across stakeholder groups, **Diversity and Inclusion** was raised, in some way, in every session. Stakeholders overwhelmingly feel this is an area where the USM exemplifies a strength, but there is more to do to improve.

Research & Community Engagement

- Stakeholders spoke to the strong position that the USM holds in regard to **research**, and many quoted the recent Higher Education Research and Development (HERD) survey ranking from the NSF as validation of this strength. Stakeholders would like to see continued investment in research in new, innovative, and collaborative ways.
- Stakeholders believe the USM has a role in driving **economic development** across the State of Maryland by thinking about serving Marylanders across their lifetime. Degree and non-degree production, research advancement, and community service are all seen as valuable aspects of economic development. There is also a desire for the system think through how the impacts of COVID-19 to **K-12 education** will affect our institutions in the future.
- From a philanthropy standpoint, USM stakeholders are eager to continue **telling stories of impact**, student success, and the “**public good**” to connect with donors at all levels. An emphasis was placed on the **community involvement aspect of philanthropy** and with involving alumni and donors to *co-author* USM stories and partner together in USM impact and activity, even after graduation.



External Scan Executive Summary (1 of 2)

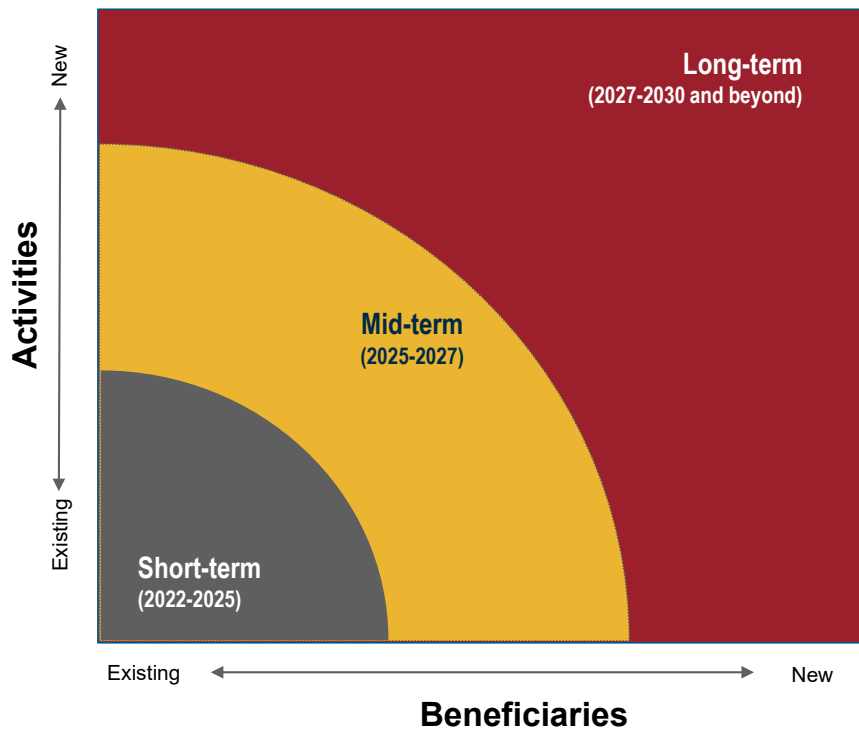
- Certain demographic trends stand to have a substantive impact on USM:
 - The addressable market of traditional students in the United States is expected to peak in 2025 and eventually fall below 2015 levels by 2035. Maryland graduates are projected to ebb and flow from 2021 to 2035, but are projected to stay 10-20% above 2015 levels during this period.
 - Nationally, significantly more parents now prefer that their child attend a school closer to home due to the effects of the COVID-19 pandemic
 - Along with continued demographic shifts, USM can anticipate changing students' needs, and further challenges related to college readiness and ability to pay. The disproportionate impacts of the pandemic on low-income communities and communities of color have exacerbated these developing trends.
- USM is well positioned to provide substantive leadership and support to the current racial justice movement, particularly in the context of the Coalition case settlement.



External Scan Executive Summary (2 of 2)

- The pandemic has also accelerated the digital transformation for teaching and learning. USM can continue to facilitate digital transformation at member institutions while also supporting increased flexibility in program delivery to meet learners' needs and expectations, including those of lifelong learners.
- USM's current assets and expertise are well-positioned to broadly address federal research priorities in fields such as life sciences, engineering, and climate change while also developing research prowess in areas that address society's greatest challenges.
- Two distinctive industries within Maryland's economy will see above average growth in employment over the next 5-10 years: (1) Professional, Scientific, and Technical Services (industry includes occupations related to STEM), and (2) Education Services – USM can better support growth in Maryland's economy by increasing degree output in quickly growing fields and strengthening industry collaboration to address skills gaps.

Methodology: Balancing a Portfolio of Goals



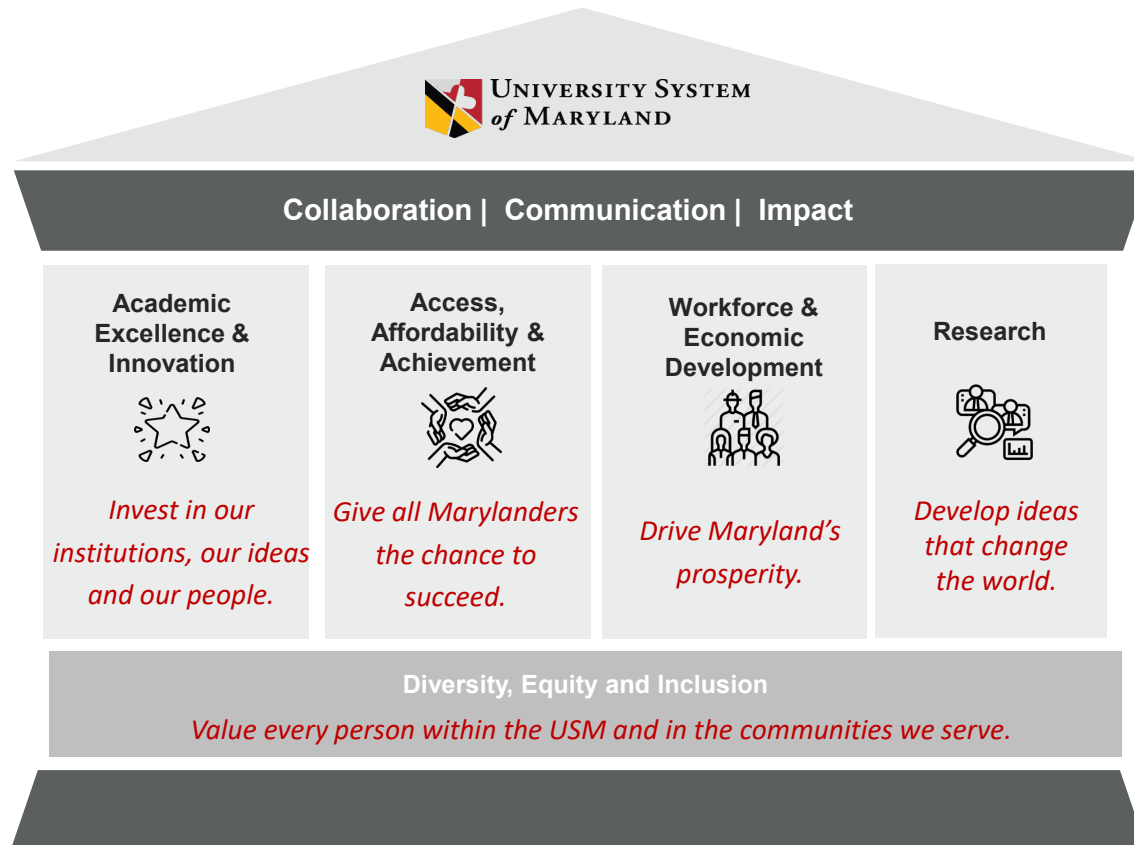
<p>Short-term</p>	<ul style="list-style-type: none"> Through 2022-2025, USM will achieve a set of goals that build on existing priorities. Change represents fortifying or modernizing existing programs and competencies.
<p>Mid-term</p>	<ul style="list-style-type: none"> Building off its 2022-25 goals, by 2027 USM will have planned, developed, and begun implementing actions to achieve a set of mid-term goals. Change represents an extension of existing activities into new (perhaps interdisciplinary) areas.
<p>Long-term</p>	<ul style="list-style-type: none"> Building off the success of its short-term and mid-term goals, by the end of the decade, USM and/or the State of Maryland will have achieved or positioned itself to achieve a set of long-term, transformational goals. Change represents significant new activity via programs and competencies that have not historically existed; May require very significant investment and planning.

Note: At the end of the three-year cycle (2022-2025) USM will review the short-term goals as a part of its intended strategic plan refresh.

Strategic Plan Pillars and Goals



USM Strategic Plan Pillars & Taglines





Mission, Vision and Values

USM Mission Statement

To educate and serve the people of Maryland, advance equity, justice, and opportunity, and produce the research and scholarship that improve our lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve our greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global economy.

USM Vision Statement

To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all Marylanders.

The USM produces graduates who are engaged citizens and courageous leaders.

The students we educate and the knowledge we create shape policy, science, technology, business, education, art, and culture—across the state and around the world.

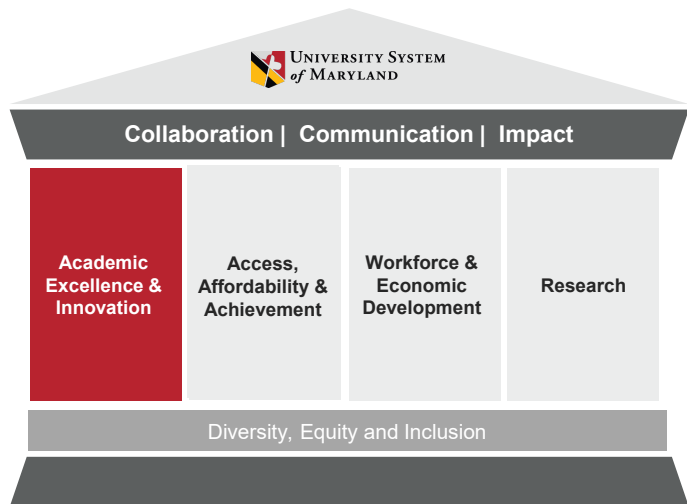
All members of our community absorb and reflect the System’s deep and abiding commitment to learning, inclusiveness, and service to others.

We not only build lives, families, and educated citizens; we create a more just and equitable society.

Knowledge 	Service 	Diversity, Equity and Inclusion 	Civility 	Values	Innovation 	Collaboration 	Excellence 	Accountability 	14
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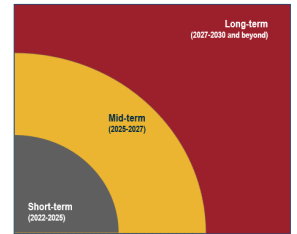
Rationale: Academic Excellence & Innovation



- Grounded in the Maryland Charter for Higher Education’s directive that the University System’s first duty is to “promote excellence at each campus,” USM has a **deep and abiding commitment to achieving and sustaining excellence** in all its endeavors.
- USM seeks to achieve its mandate for excellence in the following ways: investing in its **people** (diverse and high-quality faculty, staff, and students); developing and maintaining **innovative programs** and world-class **facilities**; engaging and **partnering with alumni, businesses, government, and other key stakeholders**; and **stewarding the resources** entrusted to USM.
- But as a leading public university system and a nationally-recognized model for **academic innovation**, USM also recognizes that success in living up to its commitment to excellence, and achieving the state’s mandate, increasingly will depend on the ability of it and its institutions to **continuously innovate in all areas** of their operations.



Goals: Academic Excellence & Innovation



Short-Term Goals

- Achieve and secure competitive salaries and benefits for faculty and staff at all levels.
- Develop and implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
- Attract, retain, and graduate Maryland's brightest students, both at the undergraduate and graduate level.
- Continue to build and maintain world-class facilities and infrastructure, with greater emphasis on maximizing USM's flexibility to expand access into new markets in Maryland and worldwide.
- Continue to work closely with USM campuses to engage with alumni, enhance donor pipelines, and expand fundraising.



Mid-Term Goals

- USM will have leveraged its investment in digital technologies to increase program flexibility and learner personalization.
- USM will have actively explored innovative programs for working professionals that respond to workforce demands.
- USM alumni outreach and involvement will have been expanded through the adoption of new technologies.
- Cross-functional collaboration across the System will have been expanded.
- USM's marketing and storytelling to donors and stakeholders will have been enhanced.

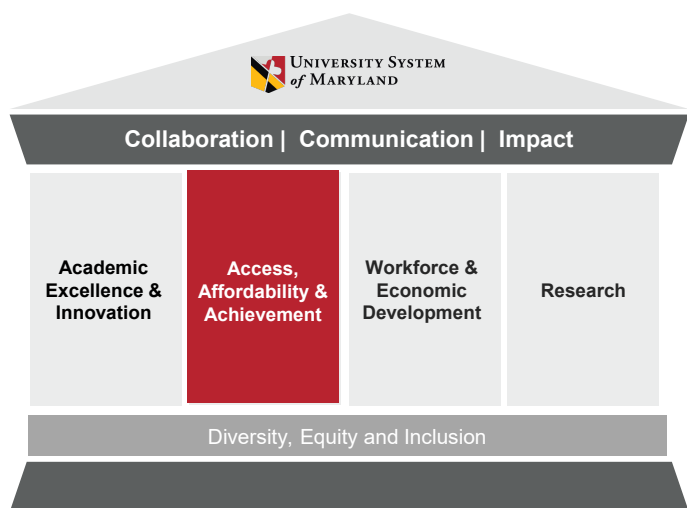


Long-Term Goals

- USM will be nationally recognized for its commitment to excellence, including the support provided to its people, programs, and facilities.
- USM will continue to be seen as a national leader in academic innovation, with a commitment to innovation and continuous improvement that is deeply embedded in the culture and decision-making structures of the System.



Rationale: Access, Affordability & Achievement



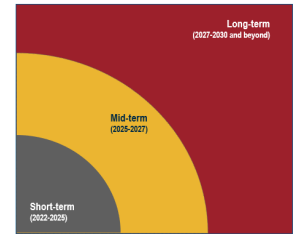
- The USM accomplishes its mission of **enhancing the quality of life** for Maryland's citizens by **increasing student access, affordability, and achievement** through effective and efficient management of institutional resources to deliver the highest quality education
- **Changing demographics** and **evolving expectations** for higher education across the state highlight a rise of alternative education models that **disrupt traditional education**. This evolution, against a backdrop of **growing skepticism** on the return on investment of higher education, presents a set of challenges that will require the USM to address barriers and obstacles to access, affordability, and student achievement.
- With a **strong network of supportive alumni, student, community, and business leaders**, who serve as testament to the **strength** of a USM education and the **value** of a USM degree, USM is **well positioned** in many ways to not only meet the challenges it expects to face over the next 5 to 10 years but to **grow, evolve, and thrive** as a result of them.



Goals: Access, Affordability & Achievement

Short-Term Goals

- Maintain or exceed USM undergraduate enrollment at level needed to help achieve Maryland's degree completion goal.
- Improve transfer pathways and increase student success as a student-centered system of institutions.
- Expand need-based aid and employ innovative technologies to manage the costs of higher education for students.
- Leverage the unique assets of the System to deliver access and services to underserved regions & populations.
- Strategically brand the ROI and educational opportunities the USM provides to students, families, and businesses.



Mid-Term Goals

- USM will have strengthened the connection between learning experiences and KSAs needed to work and contribute to an evolving society.
- USM will have implemented an informed institutional decision-making model that is built on student success (defined through student needs, challenges, and aspirations).
- USM will have evaluated and restructured the financial and operational models of the USM to meet evolving and changing needs.

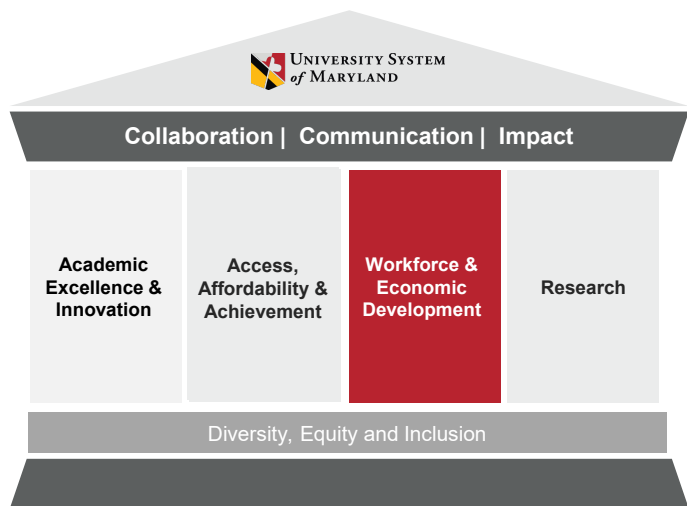


Long-Term Goals

- USM's culture will have evolved into a more student-centered culture.
- USM will be recognized as a leader in offering programs relevant to the needs of Maryland students and families.
- USM will have increased the proportion of new or returning Maryland high school graduates (compared to prior decade).
- USM will be recognized for its ability to take risks on behalf of USM students and their needs and has a reputation for being nimbly innovative as it strives to continuously "get better at getting better."



Rationale: Workforce & Economic Development



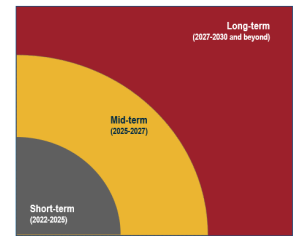
- The State of Maryland, along with the USM, has long recognized the important role that a **highly-educated workforce**, in combination with a workforce spearheaded by a large and **growing supply of graduates in STEM, the Health Professions, and other critically-needed fields**, plays in Maryland’s economic success.
- In 2013 Maryland codified into law a longstanding state goal that at least **55% of Maryland adults** who are age 25 to 64 will hold an **associate’s or higher degree by the year 2025**. Similar quantitative goals around STEM, Health Professionals, and other fields, have been recommended by Maryland’s chief executives or other groups as well.
- USM’s response to the challenges laid down by the State has been one of the **major success stories** of the System for the last decade and has helped Maryland achieve and hold a top ranking in the educational attainment of its workforce. Going forward, the **pipeline of graduates prepared by USM institutions**, and the KSAs they hold, will be critical to not just powering Maryland’s economy forward but helping shape what that economy looks like as well.



Goals: Workforce & Economic Development

Short-Term Goals

- Continue to meet, and exceed, the MHEC bachelor's degree production targets for achieving State's 55% goal.
- Expand the number of graduates in fields critical to Maryland's economy (STEM, Cyber, HealthCare, Education, etc.).
- Expand the pipeline of URM students entering, and graduating, in fields critical to Maryland's economic success.
- Continue to grow the number of startups developed through USM venture support.



Mid-Term Goals

- USM will have developed a broad, data-informed academic portfolio reflecting the needs of Maryland's students & employers.
- USM will have worked with its P-20 partners to make it easier for students who want to become teachers to become teachers.
- USM programs will be delivering graduates with the well-rounded backgrounds and credentials needed to enter the workforce.
- USM will have partnered with business & community leaders to better understand & address local & regional development needs.

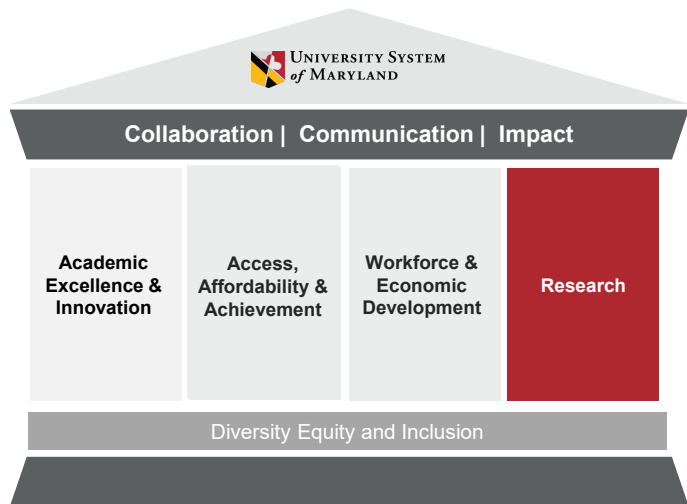


Long-Term Goals

- In the face of increased competition in the postsecondary education market, USM will continue to be the dominant producer of graduates, from all populations, prepared to enter and support Maryland's knowledge-based economy.
- USM will be recognized as the primary source for re-skilling and up-skilling the State's workforce.
- USM will have a strong and deep relationship with the State's K-12 schools focused on improving student outcomes and pathways.



Rationale: Research



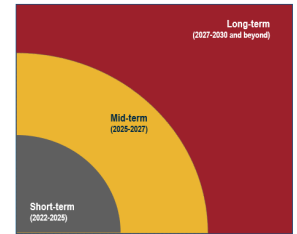
- With more than **60 federal agencies**, **70 federal research labs**, **4 world-class research universities**, and an **internationally-recognized environmental science center**, Maryland is **unique** among states in the impact that research and development (R&D) – particularly federally-supported R&D – has on its economy.
- The overall impact of Maryland’s unique concentration of R&D generators is that the State – though relatively small in population and geographic size – **ranks first** among all states in federal **R&D obligations**, fifth in academic R&D performance (\$4.6B), and 7th in total R&D performance.
- Over the next decade, as our institutions, our state, and our nation emerge from the COVID-19 pandemic to **confront other challenges** that range from the interrelated crises of **climate change** and **decreased biodiversity** to the pernicious effects of **systemic racism** and inequality, we must leverage the **research and scholarship generated by USM faculty and institutions** to help power Maryland’s economy, confront and overcome the challenges we face, and improve the quality of life for all Maryland residents.



Goals: Research

Short-Term Goals

- Continue to leverage proximity to nation’s capital and federal research agencies & labs to enhance USM R&D success.
- Seek alignment between areas of USM research strength and emerging national research priorities.
- Advance State’s leadership in environmental sciences and deepen reputation for providing leadership in sustainability.
- Continue promoting technology transfer and commercialization of USM-developed intellectual property.



Mid-Term Goals

- Building off MPower model, USM will have increased the number of cross-institutional and interprofessional research collaborations between its institutions or centers.
- USM will have diversified and expanded its R&D portfolio by leveraging its historic strength in basic and applied research to take advantage of the national trend toward more basic research being funded by the business sector.
- Drawing from the expertise of its faculty, staff, and students USM will have developed and implemented a special research initiative on DEI topics.



Long-Term Goals

- Maryland, as a state, will continue to rank among the nation’s most competitive in R&D performance.
- USM institutions will have achieved greater diversity in the sources of support for their R&D programs.
- USM will be regarded nationally and internationally as a leader in sustainability.
- USM will be recognized for the quality and impact of its research & scholarship on topics related to race, identity, and systemic racism.
- Research carried out on USM’s campuses will contribute to a healthier, more vibrant Maryland economy and an improved quality of life for its residents.

Horizontal theme: Diversity, Equity & Inclusion

Academic Excellence & Innovation



Access, Affordability & Achievement



Workforce & Economic Development



Research



Diversity Equity and Inclusion Horizontal Theme

USM, in the diversity of its students, faculty, and staff, will be reflective of the State it serves.

USM HBIs will lead the USM in increased student achievement & will be widely recognized for their success.

USM will expand the pipeline of USM students graduating in fields critical to Maryland's economy.

USM will be recognized as a national "thought leader" on the topic of race, identity, and systemic racism.

Goals in each vertical that align with DEI horizontal



Collaboration, Communication, Impact

Collaboration

Communication

Impact

As a next step following the strategic planning process, USM will invest in a Comprehensive Brand/Awareness Effort

Investments in market research, consultants, staffing, and content infrastructure (i.e., updating web/video/digital platforms)
Investment in visual (video/graphic) storytelling
Review of USM's current visual/brand identity

Outcome: a branding strategy that answers critical identity questions

Who and what is the university system of Maryland?

Who is part of the system? How should we articulate this without undermining individual intuitions' efforts?

*What are the 4-5 points that we want to continue to reinforce in our **communication**?*

*What is the ROI? What is the **impact** of the diversity of our institutions?*

*What value does the **collaboration**/ network bring to individual institutions?*

What benefits does the collective bring? What is the value of the system as a whole?



USM Strategic Plan Next Steps

- Brief BOR on Plan Process, Priorities & Goals at BOR Retreat (**October 14**)
- Incorporate Feedback and Develop Full Draft to Disseminate to Board, CUSP, & Stakeholder Groups (October-November)
- Finalize & Bring to SP Work Group and BOR for approval (**December 12**)

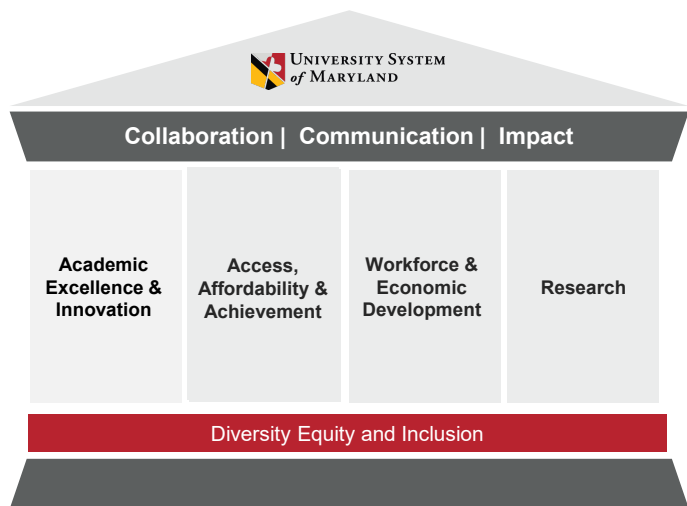
Appendix



UNIVERSITY SYSTEM
of MARYLAND



Horizontal theme: Diversity, Equity & Inclusion



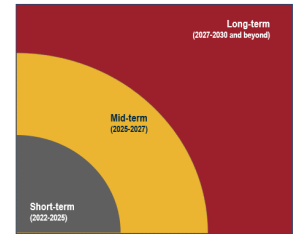
- As one of the nation’s largest and most diverse public university systems, USM is **committed to promoting diversity, equity, and inclusion (DEI)** in all its **policies, practices, and endeavors**, as well as **instilling** in its students and alumni an appreciation and support for fairness, tolerance, civic engagement, and service to others.
- USM’s **mix of institutions, cultures, and location within the national capital region** means that the System and its institutions have **unique advantages** in being able to **attract and retain** faculty, staff, and students of **different** backgrounds, cultures, talents, life experiences, and educational and professional aspirations.
- Building off these advantages, and guided by the **BOR’s framework “Toward Racial Equity and Justice: A Plan for the USM,”** the USM must double down on its commitment to DEI and civic engagement at all levels, identifying and engaging in initiatives, strategies and tactics that will be systemically transformative as USM moves toward its goal of becoming fully reflective of the State it serves.



Horizontal theme: Diversity, Equity & Inclusion

Short-Term Goals

- Continue USM's commitment to increasing the diversity of students, faculty, and staff.
- Continue to seek out and promote best practices designed to enhance inclusion and promote equity.
- Increase the visibility of USM's HBIs, highlighting their historic missions and their unique contributions.
- Continue USM's commitment to educating its students to be informed and engaged citizens in our democracy.



Mid-Term Goals

- USM will have created a special research initiative on DEI topics (including identifying a sustainable source of funding).
- USM HBIs will have designed & implemented an ambitious set of enrollment management and student success strategies.
- USM will further enhance global engagement by expanding study abroad programs, supporting international students, and emphasizing international research efforts.
- USM will have implemented an array of new programs designed to foster an ethos of civic engagement and participation.



Long-Term Goals

- USM, in the diversity of its students, faculty, and staff, will be reflective of the State it serves.
- USM will be recognized as a national "thought leader" on the topic of race, identity, and systemic racism.
- USM HBIs will lead the USM in increased student achievement & will be widely recognized for their success.
- All USM graduates will be civically-literate, prepared to accept their responsibilities as citizens in a complex and globally interdependent world.

Appendix: Strategic Plan Taxonomy

