



BOR STRATEGIC PLANNING WORK GROUP #5: MEETING FACILITATION GUIDE

University System of Maryland



OBJECTIVES OF TODAY'S MEETING

Objectives for today April 22: Mid-point of Phase II (Blueprint the Future State)

1. Review outcomes from last meeting and overall strategic planning timeline: *5 minutes*
2. Review takeaways from our external scan and align on implications that the major trends suggest for USM: *40 minutes*
3. Set next steps for synthesizing analyses conducted so far, creating hypothesis for emerging priorities, and gaining BOR working group feedback prior to June meeting: *10 minutes*

REVISITING THE EMERGING PRIORITIES

During our last meeting, Huron summarized themes from internal stakeholder engagement and data analyses of institution-level strategic plans. Based on these analyses, Huron highlighted **9 emerging priorities** as potential areas of emphasis for the new strategic plan.

| Emerging Priorities | Description |
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| Diversity, Equity, Inclusion | <i>Focus on faculty diversity, culture of inclusion, HBCU</i> |
| “Systemness” | <i>Leverage diverse assets across system</i> |
| Enrollment Growth | <i>Grow traditional and non-traditional student markets</i> |
| Community College Partnerships | <i>Strengthen partnerships to advance access mission and enrollment objectives</i> |
| Workforce Development | <i>Ensure academic portfolio aligns with high-demand jobs and engaging industry partners in process</i> |
| Academic Innovation & Lifelong Learning | <i>Ensure investments are placed in new offerings for new student types</i> |
| Access and Affordability | <i>Place renewed attention to a core priority of USM, given effects of pandemic</i> |
| Anchor Institutions | <i>Ensure USM institutions are improving quality life of all MD residents and investing in messaging to tell those stories</i> |
| Research | <i>Focus research attention on key disciplines and encourage collaboration</i> |

OUTCOMES FROM LAST MEETING

The BOR strategic planning work group provided insight on both (a) proposed emerging priorities for the USM and (b) key areas to be included in the external scan.

- Focus on **HBCUs and how the USM benefits from their inclusion** in the system
- Potential for the USM to focus on **pay equity** as part of diversity and inclusion priorities
- Focus on ways in which **competition for enrollment could be addressed** in the system
- Focus on **corporate partnerships** and the way in which they guide academic programming
- Ensure degree production and alignment to labor market trends is included in external scan
- Focus on the **relevance of delivery and distance education in academic preparation** in the future
- Focus on ways in which **K-12 / college readiness trends** will affect higher education
- Focus on ways in which the USM can keep educational offerings **affordable**
- Emphasize ways in which the USM can support **economic development in Maryland**
- Potential to think outside the box in terms of **research disciplines (e.g., racial justice research)**

STRATEGIC PLANNING TIMELINE

Phase I January-February



Baseline the Current State and Align on the Future Environment

- Stakeholder engagement
- Internal data analysis

Phase II March-May



Blueprint the Future State

- External environment analysis, benchmarking and SWOT
- Blueprint opportunities for new growth and impact

Phase III June-July



Walk the Future Back

- Development of set of emerging strategic options
- 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

EXECUTIVE SUMMARY (1 OF 2)

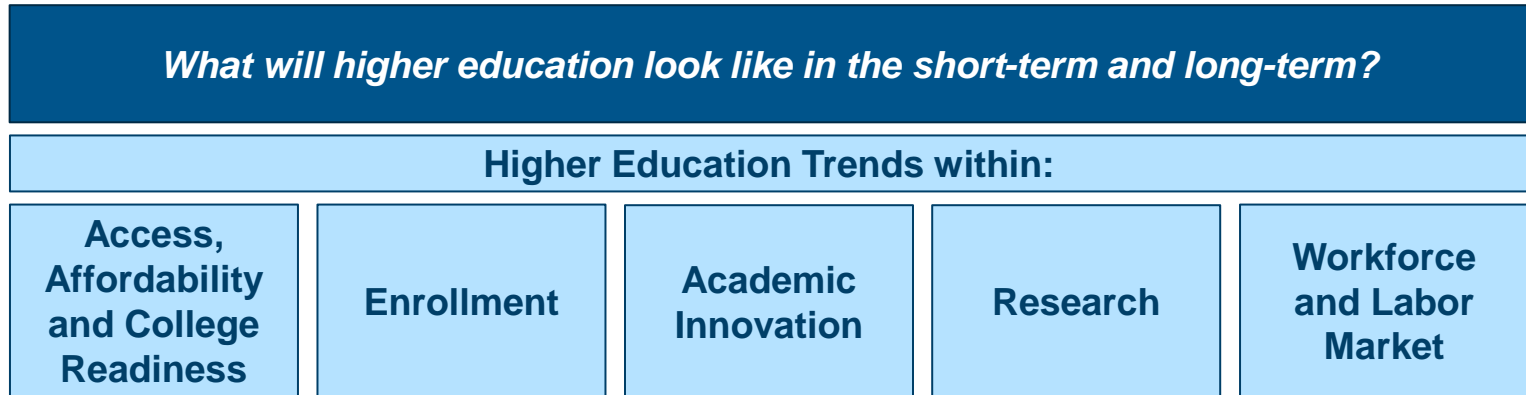
- Certain demographic trends stand to have a substantive impact on the USM:
 - Consistent with national enrollment trends, the traditional college age audience (e.g., high school graduates) in MD will decline in 2025
 - Nationally, significantly more parents now prefer that their child attend a school closer to home due to the effects of the COVID-19 pandemic
 - Along with the rapidly changing racial mix across the country, the USM can anticipate dramatic shifts in students' needs, college readiness, and ability to pay. The disproportionate impacts of the pandemic on low-income communities and communities of color have only exacerbated these trends.
- The USM is uniquely positioned to lead through the current racial justice movement in a powerful way off the tailwinds of the Coalition case settlement.
- 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.

EXECUTIVE SUMMARY (2 OF 2)

- The pandemic has accelerated digital transformation for teaching and learning. USM should continue to facilitate digital transformation at member institutions, while also increasing flexibility 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.

EXTERNAL SCAN: KEY HIGHER EDUCATION TRENDS

Our major activity for Phase II (Blueprint the Future State) was to perform an external scan to identify the key trends that will affect the USM's future environment. We organized our analyses into 5 major categories that align with USM emerging priorities.



The remaining slides contain key takeaways from our external scan and relevant implications for USM. Each theme has an accompanying appendix which contains detailed information about trends.

OVERVIEW



COVID-19 Impact, K-12 Response, and Higher Ed Implications

Diversity & Inclusion

HBCUs

Community College Partnerships

TAKEAWAYS



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| <p>COVID-19 Impact, K-12 Response, and Higher Ed Implications</p> | <ul style="list-style-type: none"> • The COVID-19 pandemic has had a disproportionate impact on graduates of low-income, high-poverty, and high-minority high schools |
| <p>Diversity & Inclusion</p> | <ul style="list-style-type: none"> • Increase in Hispanic/Latinx, reduction in White, and stable number of Black students across the nation • Low numbers of Black, Native American, and Hispanic/Latinx faculty members across the nation |
| <p>HBCUs</p> | <ul style="list-style-type: none"> • HBCU endowments are significantly smaller than non-HBCUs • Current financial aid and student support services impact graduation rates • Significant donations received over the last year can be strategically leveraged |
| <p>Community College Partnerships</p> | <ul style="list-style-type: none"> • While partnerships are prevalent, many lack the student-centricity that enables seamless transfer between institutions |

IMPLICATIONS



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| <p>COVID-19 Impact, K-12 Response, and Higher Ed Implications</p> | <p>To leverage the USM’s passion for providing affordable education to all Marylanders, USM may use creative scholarship funds and outreach strategies to recruit low-income students, especially those affected by pandemic.</p> |
| <p>Diversity & Inclusion</p> | <p>With student populations shifting to less White and more Hispanic/Latinx & Black students, the need for more diverse faculty will be particularly acute in years to come, and the USM can renew its effort to improve faculty diversity.</p> |
| <p>HBCUs</p> | <p>USM can leverage the Coalition grant (and other potential federal funds being proposed via the Biden administration) to be national thought leader in showcasing HBCUs as critical piece of a system and/or in conducting research on equity.</p> |
| <p>Community College Partnerships</p> | <p>A priority for Enrollment executives at the USM is to work towards a system whereby transfer students are given credit for what they have “learned” (e.g., writing and communication skills) rather than what they are “taught” (e.g., English 101).</p> |

OVERVIEW



Traditional Student Population Changes

Potential Shifts in Student Migration

Decline in International Students

TAKEAWAYS



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| Traditional Student Population Changes | <ul style="list-style-type: none">• National demographic cliff in 2025• Short-term growth in the number of high school graduates in Maryland, followed by gradual decline beginning in 2025 |
| Potential Shifts in Student Migration | <ul style="list-style-type: none">• Longstanding student migration patterns may be impacted by COVID-19• Possible enrollment growth if more Maryland high school students stay in Maryland for higher education |
| Declines in International Students | <ul style="list-style-type: none">• The current environment is fraught for international students• Continued decline poses risks to revenue and diversity |

IMPLICATIONS

Access,
Affordability
and College
Readiness

Enrollment

Academic
Innovation

Research

Workforce
and Labor
Market

Traditional Student Population Changes

The USM may consider ways (1) to **expand and contract** as the population of high school graduates in Maryland increases and decreases, and/or (2) to **attract high school graduates from other states and pursue new audiences**.

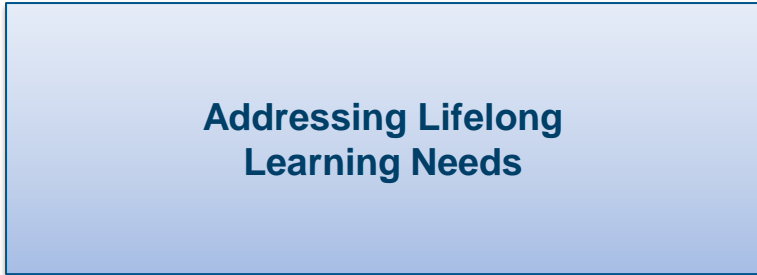
Potential Shifts in Student Migration

The USM may have an opportunity to **incentivize students who have left the state to finish their degrees in Maryland** and may need to **prepare for a higher number of high school graduates to stay in Maryland** than in the past.

Declines in International Students

In response to continued declines in international students, the USM can determine **innovative strategies to ensure multiculturalism, diversity, and inclusion** on campus.

OVERVIEW



TAKEAWAYS

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Digital Transformation for Teaching and Learning

- The transition to remote instruction at the start of the pandemic has accelerated the adoption and incorporation of digital learning
- Institutions can assess their position with respect to digital transformation and focus on a path forward

Hybrid and HyFlex Learning Environments

- Social distancing requirements led to increased experimentation with flexible delivery models
- Learners will continue to expect flexibility

Addressing Lifelong Learning Needs

- Adult learners likely to pursue education focus on relevant non-degree credentials and skills that will advance their jobs or careers
- Adult learners prefer online delivery

IMPLICATIONS



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| <p>Digital Transformation for Teaching and Learning</p> | <ul style="list-style-type: none"> • System can support member institutions in digital transformation to innovate programs, advance pedagogy, and better satisfy learners' expectations • Opportunities to share best practices and leverage resources |
| <p>Hybrid and HyFlex Learning Environments</p> | <ul style="list-style-type: none"> • Increasing the adoption of flexible delivery models will satisfy learners' needs, further innovation, and can augment student capacity • Requires development and support for faculty and instructors |
| <p>Addressing Lifelong Learning Needs</p> | <ul style="list-style-type: none"> • Adult learner opportunity is significant and likely to continue growing • Meeting economic and workforce development needs for Maryland requires increased tolerance for flexible, non-degree options |

OVERVIEW



TAKEAWAYS

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Funding Trends

- Additional federal funding for applied research and development
- Business and nonprofit sponsored research
- Increased use of institutional funds

Trending Research Disciplines

- Sustained federal support of life sciences and engineering research
- Above average growth in funding for computer and information science research
- Increased focus on climate research related to technology and clean energy

IMPLICATIONS



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| Funding Trends | The USM may consider leveraging funding from the federal government and businesses to advance applied research , promoting interdisciplinary research and collaboration across institutions, and pursuing research that supports industry clusters in Maryland , such as EdTech and BioHealth / Life Sciences. |
| Trending Research Disciplines | National research priorities are well-aligned with the USM’s current assets and expertise , which presents a natural opportunity to advance research in these areas, and the System’s proximity to both Washington D.C. and the NIH is a competitive advantage. |

OVERVIEW



Growing Industries in Maryland

Shortages of High-Quality Teachers

The Market for Non-Traditional Students

Corporate Partnerships

TAKEAWAYS

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Growing Industries in Maryland

- Growth in [1] Professional, Scientific, and Technical Services and [2] Education Services (above average per capita employment)
- Growth in [3] Transportation and Warehousing and [4] Management of Companies and Enterprises (below average per capita employment)

Shortages of High-Quality Teachers

- The majority of Maryland's public-school teachers come from out of state
- Higher certification standards will require more rigorous teacher training programs

The Market for Non-Traditional Students

- Disruptive labor market trends put workers at risk of losing their occupations
- High level of competition for non-traditional students

Corporate Partnerships

- Collaborating with corporate partners to inform academic innovation
- Leveraging corporate partners to access new markets

IMPLICATIONS



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| <p>Growing Industries in Maryland</p> | <p>The USM can accelerate growth in Maryland’s economy by increasing degree output in quickly growing fields and cultivating the skills that individuals will need to be successful as part of the workforce.</p> |
| <p>Shortages of High-Quality Teachers</p> | <p>The USM can address the current teacher shortage in Maryland not only by increasing the output and quality of education degrees, but also by offering professional development opportunities to current teachers who wish to advance their careers and deepen their subject-matter expertise.</p> |
| <p>The Market for Non-Traditional Students</p> | <p>The USM may want to consider creating an additional strategic plan focused on academic innovation for non-traditional students that commits the USM to a differentiated market position.</p> |
| <p>Corporate Partnerships</p> | <p>By forging and maintaining corporate partnerships at the system level, the USM may be able to distinguish itself from other public systems of higher education that attempt to contribute directly to workforce development.</p> |

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NEXT STEPS

Looking Forward

1. As we continue through Phase II (Blueprint the Future State), Huron will:
 - a) Facilitate external stakeholder interviews
 - b) Create a summary SWOT, leveraging strengths and weaknesses identified in current state analysis and opportunities and threats identified in external scan and external interviews
 - c) Create hypotheses for each emerging priority, using takeaways from current state analysis and external scan
2. In May, Huron will send hypotheses to the BOR strategic planning work group to solicit feedback via a survey tool. Our next meeting (in June) will be dedicated to reviewing the group's input and making decisions around prioritization.