Maine's Metropolitan University

Institutional Memory

8-7-2014

Metropolitan University Steering Group - 4th Meeting, August 7th, 2014

Emma Gelsinger
University of Southern Maine

Follow this and additional works at: https://digitalcommons.usm.maine.edu/mu

Recommended Citation

Gelsinger, Emma, "Metropolitan University Steering Group - 4th Meeting, August 7th, 2014" (2014). *Maine's Metropolitan University*. 38.
https://digitalcommons.usm.maine.edu/mu/38

Metropolitan University Steering Group

University of Southern Maine

4th Meeting, August 7th, 2014, 12 noon – 4:00 p.m.

Room 102 Wishcamper

Proposed AGENDA

12:00 noon   <u>Welcome & Lunch.</u> President David Flanagan will join us for lunch and brief remarks.

12:30 p.m.   <u>Reports on Assignments.</u>

1. UW-M Best Practices – Dennis, Libby
2. UVU Best Practices - Dahlia
3. Convocation Planning Committee – Michael, Lucy, Cathy

12:50   <u>Information Items</u>. (Dick)

1. Ernest Lynton Colloquium at UMass/Boston, September
2. Michelle Jacobus' Libra Foundation work
3. CUMU at Syracuse, October
4. Corporate Partners Breakfast, November 13th
5. Barbara Holland Visit, December

1:30   <u>Discussion Items. (Drafting Committee - Glenn, Libby, Dennis, Jack, Dick)</u>

1. Draft Presidential Job Description (Jack, Liz, Dick)
2. Preliminary Draft MUSG Report (Drafting Committee)
3. Recommended Functions/Policies (Drafting Committee)
4. Future of the MUSG (A Successor Body?) (Dick)

3:30   <u>Deadline & Next Steps (All)</u>

4:00   <u>Adjourn</u>

USM: New Time, New Direction

1st Report of the Metropolitan University Steering Group

Cecile Aitchison, Luci Benedict, Meredith Bickford, Libby Bischof, Glenn Cummings, Kim Dominicus, Barbara Edmond, Cathy Fallona, Kyle Frazier, Martha Freeman, Marcel Gagne, Paula Gerstenblatt, Dennis Gilbert, Chris Hall, Kristi Hertlein, Michelle Vazquez Jacobus, Susan King, Lynn Kuzma, Ryan Low, Dahlia Lynn, Joy Pufhal, Rob Sanford, Scott Schnapp, Martha Scott, Michael Shaughnessy, Tracy St. Pierre, David Swardlick, and Liz Turesky. Richard Barringer, *Chair*, Emma Gelsinger, *Research Assistant*, and Jack Kartez, *Facilitator*,

Contents

August __ , 2014

1. Introduction and History

Introduction. Higher education in the U.S. faces its most fundamental changes in more than two generations, since the decades when returning American soldiers swelled student ranks under the G.I. Bill. For many institutions like USM, the pressure today comes from shrinkage rather than expansion, driven by the nation's declining numbers of traditional students; competition from new, private sources and teaching modalities like online and distance education; and the astonishing cost of college education that has outstripped any measure of broader price shifts for over two decades.

For elite research universities and private liberal arts colleges, these pressures have not been so great. Such institutions can afford to innovate by giving some of their value away in MOOCs, and building recreation facilities worthy of four-star resorts to attract students and their parents. For more hard-pressed institutions like the University of Southern Maine, the survival equation presents a different and unprecedented challenge and question.

The question is whether USM is any longer needed, and what it provides that cannot be gained from better-resourced and more resilient institutions. There is an easy answer, however, when one looks at USM's history. Access for a predominantly first-generation and often place-bound college population, until more recent years at an affordable price; a go-to place for graduate-professional education that creates a large legacy of public, private, and nonprofit leaders; and an educational experience with committed and available faculty and staff that has often been compared to that of more elite colleges: these are attributes that for many Mainers cannot easily be found together except at USM.

Answering the challenge of resilience and needed change is more difficult. In investigating what is needed to move USM towards its charge as Maine's Metropolitan University, we have looked not just at the nature and needs of being engaged with students and partnering with others in local economic and cultural life. These are part but not all of what it means to be an institution that can meet the challenge of this time. As the history of USM here shows, the engaged role has long been part of the place's constitution. But the role of barriers, disincentives, and the means to create opportunities and motivations to transform this institution are also relevant, if not critical.

A stark example of the wrenching shift in thinking needed to address the challenge is the continuing conflict between production and innovation at USM. On the one hand, USM's fiscal failure is encapsulated in the need to generate more paying-student credit-hours with a declining student population. On the other hand, the credit-hour focus incentivizes divisions between units at USM that lead to internal competition for those hours—strengthening rather than removing the silos that have long been decried as barriers to collaboration, innovation,

and adaptation. Exacerbating this is the fact that academic work policies obstruct rather than facilitate cross-unit collaboration.

One lesson here is counter-intuitive: credit hour-counting alone will not allow meeting a challenge that most often demands cross-disciplinary collaboration. Another lesson is that all that really counts is the total institution's growth in credit hours – not who gets the credit internally. This is but one example of the larger challenges addressed in this report on the Metropolitan University Steering Group's highly participatory, multi-interest effort to investigate what is needed to grow USM towards success as an engaged university. It will require visionary leadership that penetrates the entire institution, and behavioral change at every level in every department.

History. A brief history of the university is useful to understand its challenges and to remind both the university and the communities it serves of their enduring bonds.

In 1978, on the occasion of the centennial celebration of the University of Maine at Portland-Gorham (re-named the University of Southern Maine in May of the same year), the Maine Legislature issued a joint resolution honoring the work of the university, founded in 1878 as the Western State Normal School in Gorham. It proclaimed: "(T)hrough the years its name has changed…but its purpose has endured, making it one of the State's leading institutions of higher learning;... now, on the eve of this, the centennial anniversary of its founding, the University… possesses even greater potential for providing increased service to the citizens of the region and the State."[1]
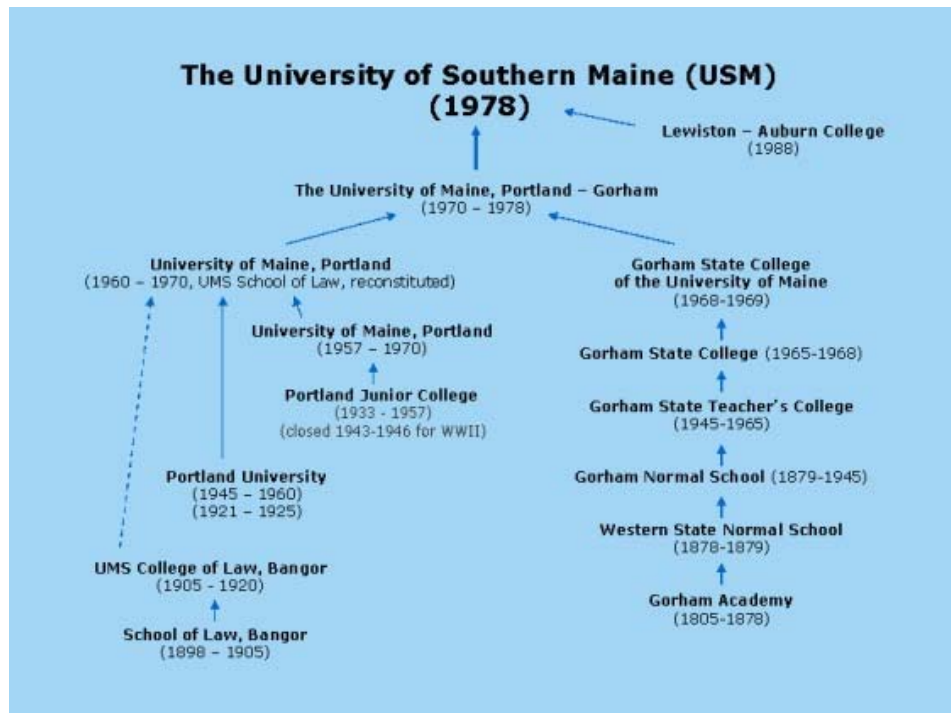
When the town of Gorham celebrated its 150th anniversary in 1886, Maine Governor Frederick Robie, a Gorham native, recalled: "The Normal School building was erected in 1878, much to our credit, but much more to our educational advantage."[2] Robie was right to credit the townspeople, for when the Maine State Legislature agreed to charter the state's third Normal School in Gorham in February of 1878 for the purpose of training the region's teachers, the town of Gorham agreed to raise $15,000 for a new building.

In the following year, the former Gorham Female Seminary transferred its old Academy building, dormitory, and land to the State for the new Normal School; and the citizens of Gorham raised more than $27,000 via a special tax and a subscription campaign for a handsome new building, erected in 1878 and now known as Corthell Hall.[3] The first term of the Western State Normal School commenced on January 29, 1879 with eighty-five students enrolled, and since that auspicious date, thousands of men and women from Maine and beyond have continually received a high quality, affordable education.

---

[1] "Excerpts from the Joint Resolution in Honor of the University of Maine at Portland-Gorham on the Occasion of its Centennial Year," *The University of Southern Maine Centennial Catalog, 1978-1979*, preface.
[2] Governor Robie, "Address of Welcome," *Celebration of the One Hundred and Fiftieth Anniversary of Gorham, Maine, May 26, 1886* (Portland: R Thurston and Co., 1886), 53.
[3] Edward Winslow Hall, *A History of Higher Education in Maine*, (Washington, D.C.: Government Printing Office, 1903), 193.

**The University of Southern Maine (USM)
(1978)**

Lewiston – Auburn College
(1988)

The University of Maine, Portland – Gorham
(1970 – 1978)

University of Maine, Portland
(1960 – 1970, UMS School of Law, reconstituted)

University of Maine, Portland
(1957 – 1970)

Portland Junior College
(1933 - 1957)
(closed 1943-1946 for WWII)

Portland University
(1945 – 1960)
(1921 – 1925)

UMS College of Law, Bangor
(1905 - 1920)

School of Law, Bangor
(1898 – 1905)

Gorham State College
of the University of Maine
(1968-1969)

Gorham State College (1965-1968)

Gorham State Teacher's College
(1945-1965)

Gorham Normal School (1879-1945)

Western State Normal School
(1878-1879)

Gorham Academy
(1805-1878)

[4]

The representation above shows how the University of Southern Maine evolved from the Western State Normal School into the current institution over the course of one hundred years; and illustrates the parallel development of the university's two initial campuses at Gorham and Portland. The Lewiston-Auburn College (LAC) campus was established many years later, in 1988, at the behest of the community. As USM's centennial course catalog reminds us, "the Portland campus began as Portland Junior College, a community college developed by local businessmen during the Great Depression of the 1930s when higher education had to be within commuting distance.

The land was originally part of the Deering Estate, home of one of Portland's most prominent citizens when the city enjoyed its heyday as a shipping port."[5] It then became the University of Maine-Portland, while the Gorham Normal School became the Gorham State Teacher's College, then Gorham State College, and finally, the Gorham State College of the University of Maine. In 1970, the University of Maine system merged the two campuses into the University of Maine, Portland-Gorham. Following the initially controversial and difficult merger, the Board of Trustees renamed the new institution the University of Southern Maine in 1978.

---

[4] "Graphic Representation of USM History," Department of Special Collections, Glickman Library, University of Southern Maine. http://usm.maine.edu/library/specialcollections/graphic-representation-usm-history (Retrieved 7/27/2014)

[5] *The University of Southern Maine Centennial Catalog, 1978-1979*, 3.

In returning to the original charters of our founding schools and colleges, we find a variety of institutions intimately connected to their communities in Gorham, Portland and Lewiston-Auburn—connections we must once again foster and strengthen. At the same time, the complex origins and evolution of USM has yielded a veritable crisis of identity that has bedeviled it for four decades in times of national recession and budget shortfall, and now of restructuring and chronic budget crisis. The question today is, what will USM now become, better to meet and serve the needs of its students and Maine people, going forward.

Behind the founding of each school, college, and campus that now comprise USM was ambition to create a place of higher learning that would address the needs of a growing community, whether it be in training the region's educators, businessmen and women, community leaders, nurses, and lawyers, or, more recently, the region's artists, scientists, musicians, actors, social scientists, social workers, and liberal arts students. The predecessors of this fine institution, in every instance, were created at the request of, and in partnership with community leaders, to serve the changing needs of Southern Maine. It is to these founding principles and partnerships to which we must now return to foster the success of the region and the university in this century.

2. The MUSG

In Fall 2013, faced with a "perfect storm" of changing demographics, diminished state appropriations, and unprecedented competition in the marketplace for higher education, USM undertook a facilitated "Direction Package" process to assess its future identity, needs, and resource allocations. From this process in Spring 2014 emerged a widespread consensus, internal and external, that USM would best build upon its established strengths and assets by joining movement of "metropolitan universities" engaged to strengthen and transform their communities through teaching, learning, and mutually respectful and beneficial partnerships.

Charge. To this end, the Metropolitan University Steering Group (MUSG) was established in June 2014 to advance the metropolitan university idea at USM. It was charged by then-President Theo Kalikow and Chancellor James Page to recommend a strategy and implementation plan that will make the Metropolitan University concept the strategic focus of USM going forward, one that will maximize its impact within USM and with its community partners and afford competitive advantage to position USM for growth and success serving the metropolitan region and, by extension, the State. One benchmark of this success will be USM's qualifying in 2020 for the Carnegie Foundation's Community Engagement Elective Classification.

The Steering Group was specifically charged to address these tasks, without limit:
1. Develop a definition and vision statement that is appropriate to USM and will inform the job description for the forthcoming presidential search, and provide continuity through the presidential transition
2. Identify strategies to increase faculty and student engagement and to attract students to USM based on this new vision of community-based learning and engagement;

3. Define appropriate targets and benchmarks for years 1 through 5; and assessment measures, including key indicators of desired outputs, impacts, and outcomes (ref. Carnegie Classification for Engaged Campuses);
4. Recommend institutional policies that will advance this effort and maximize its impact, including appropriate incentives, rewards, and recognitions for desired behavior and outcomes;
5. Recommend the necessary and appropriate organizational/coordinating infrastructure, internal and external, and including a standing planning, assessment, and oversight body;
6. Identify potential foundation partnerships, priority topic areas for focus, and cohorts of faculty and student leaders who may serve as mentors; and
7. Plan and organize a September USM roll-out convocation, and an October visit by faculty and staff to the annual CUMU meeting at Syracuse U.

Process and Learning's. During the months of June, July, and August, members of the MUSG conducted a series of Outreach Forums across the university, one with each of its four colleges, on each of its three campuses, and with its Board of Visitors. The purpose was to share ideas, hopes and concerns about how USM will distinguish itself as Maine's Metropolitan University (MU); and, especially, to elicit suggested performance measures and benchmarks to assess its success five years hence. The meetings were attended by well-upward of 200 faculty, staff, students, and community stakeholders.

At the same time, members of the MUSG conducted research by telephone, Polycom, and (in several instances) follow-up site visits to assess MU "best practices" at seven national leaders in the MU movement, including Northern Kentucky U., Rutgers/Camden U., UIPUI, Portland State U., Michigan/Dearborn, Utah Valley U., UMass/Boston, and Wisconsin/Milwaukee. Each has been most gracious and forthcoming in sharing the strengths and weaknesses, the successes and failures of its MU efforts, so we might learn from these.

From the outreach meetings, there emerged recurring benchmarks for the success of the MU effort at USM, namely:
- Significant increases in USM enrollment and retention
- Improved job placement for USM graduates within the region
- Increased alumni activity/presence/annual giving as well as corporate and philanthropic giving to USM in support of MU programs and initiatives
- More hands-on learning opportunities across colleges and programs for students, including service learning, engaged learning, internships, etc.
- A more visible presence by USM in the communities through partnerships, sponsorship of events, etc.
- Better marketing and communication to public and press of what we're doing well
- Significant buy-in of the MU concept/vision/philosophy among faculty, staff, administrators, and students across campuses, measured by their ability to communicate the vision

In terms of structural needs to make the MU idea work at USM the outreach meetings firmly identified the following:

- Visionary and consistent upper-level leadership willing to work across silos, connect with community and industry leaders, and promote USM as the Maine MU
- *Systematic* implementation of the MU initiative, including the ability to track its successes and failures
- Changes in tenure and promotion policies that reflect/support/reward the scholarship of engagement
- UMS financial support for USM's MU efforts
- Highly visible (web and physical presence) of a Center for Community Engagement (or similar office)
- Training opportunities for faculty and staff around MU philosophies, initiatives, best practices, and implementation requirements

From our "best practices" research we learned from sister institutions of national reputation that it is crucial that the MU idea be *systematically* integrated and aligned throughout the institution. In response to a question, our friends at Rutgers/Camden defined *systematic* in a manner that captured-well what we heard repeatedly from others, including 11 elements:

- Senior leadership with university-wide reach
- Faculty capacity-building for teaching and research
- Alignment of tenure and promotion standards
- Curricular development and reform
- Related student curricular and co-curricular opportunities
- Resources and structures for regionally-relevant research
- Resources and structures for outreach
- Economic development strategy and staffing
- College access and pipeline programs
- Platform partnerships
- Consistent messaging about the anchor institution role and the centrality of engagement.[6]

3. MUSG Recommendations

Findings and Conclusions. What follows is what we have learned to date respecting each substantive task in our Charge, and what this leads us generally to conclude.

Task 1. *"Develop a definition and vision statement that is appropriate to USM and will inform the job description for the forthcoming presidential search…"*

---

[6] We are grateful to Wendell Pritchett, Chancellor of Rutgers/Camden and Andrew Seligsohn, former Vice Chancellor and now President of the Campus Compact, for sharing this important insight with us.

A careful reading of the literature on metropolitan universities shows them to share a deep and abiding commitment to *engaged* teaching, learning, creation, research and clinical programs that is characterized by:

- The critical alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans that are foundation indicators of its commitment to *community engagement;* that
- This engagement is not merely *transactional*, based on considerations of exchange or one-sided benefits, but is purposefully organized toward the goals of building long-term relationships of mutual respect, trust, and benefit with its partners, and of its being *transformative* for all the parties involved; and that
- Such community involvement requires new understanding, new skills, and even a different way of conceptualizing the university and community. There are generally significant barriers left over from both the internal and external perceptions of the university as an "ivory tower," and these barriers must be addressed for authentic community partnerships to develop.[7]

The specific identity of any Metropolitan University is determined significantly by its geography and the populations it serves. Alone among the sister institutions studied as models, USM is unique in comprising three separate campuses. A recurrent theme at outreach forums here has been the concern that the search for a USM-appropriate metropolitan identity will be dominated by the gravitational pull of the Greater Portland area. A counterbalance is the fact that many of the best practices associated with metropolitan universities are currently being employed by departments and programs based in Gorham and LAC. While most of the model institutions studied are situated within or near urban concentrations of diverse communities, they are distinguished as successful not by their large population base but rather their effective integration of traditional and community-based pedagogies.

"But we're already doing this" has been a recurrent theme at the outreach forums. One after another, existing examples of successful community-based learning and public scholarship have been cited, frequently followed by, "We're just not doing a good enough job of telling our own story." Clearly, one of USM's existing resources is the core group of faculty and staff who have discovered the educational value of MU best practices, and are consistently engaged in them – though they most often do so without adequate institutional support or recognition, if any.

Among the SG's proposals is that the university adopt policies that make community engagement and public scholarship opportunities *systematic* across and throughout all of USM; remove institutional barriers and impediments; provide robust support and incentives; and regularly and consistently performance- measure, recognize, and reward these practices. Such policies will not succeed, however, without concerted and consistent leadership.

---

[7] See Amy Driscoll, "Carnegie's Community-Engagement Classification: Intentions and Insights," *Change, The Magazine of Higher Learning* 40(1) 2008.

Therefore, the SG proposes that the presidential search emphasize qualities and dispositions that will ensure sustainability of a systematic MU approach at USM. These include that the successful candidate be someone who is capable of sustaining active engagement with a diversity of communities; transforming a complex institution and making change happen; initiating and developing long-term relationships with local and regional partners; and bringing an interdisciplinary range of perspectives to the challenges that face this institution for the foreseeable future. (See the MUSG's recommended Presidential Job Description attached in Appendix B.)

Task 2. "Identify strategies to increase faculty and student engagement and to attract students to USM based on this new vision of community-based learning and engagement."

The first principle of the SG's approach to the Metropolitan University vision for USM is that it be framed as a growth strategy rather than a zero-sum proposition. The supply side of the equation is to institutionalize MU culture in such a way that it enables current practitioners to thrive, and makes such practices attractive to all faculty and staff who have yet to apply them. The demand side will require a robust institutional commitment to making this new vision more visible. The ultimate goal is for it to become common knowledge throughout the region that this university is a leader in merging educational excellence and innovation with the opportunity to test one's learning against the critical thinking and problem solving challenges that lie outside the classroom.

Task 3. "Define appropriate targets and benchmarks for years 1 through 5; …key indicators of desired outputs, impacts, and outcomes."

As a growth strategy, the best measure of the success of USM's adoption of the MU approach will be increased enrollment, persistence, and graduation rates. While being able to attribute success in achieving these goals to the MU will not verifiable over the short term, we should expect to see some positive markers in these areas.

Besides growth and improved performance of student populations, benchmarks fall in a number of areas, both within and without the university. These include changes in institutional policies and practices as well as the degree to which these practices are reflected in student, faculty, and staff performance. An example of a policy shift undertaken to encourage broader faculty participation in community-based learning and public scholarship will be the foregrounding of such work in promotion and tenure guidelines. A subsequent measure of the success of this policy shift will be increased participation in such practices by faculty who have not participated in them before.

Among others, the SG proposes the following benchmarks as measures of success of the institution's commitment to culture change and support:
- Revision of the university mission statement recognizing community engagement and engaged learning as a central priority;

9

- Expansion of a cross-campus infrastructure that supports community-based learning and facilitates partnerships between faculty/staff and resource organizations and individuals throughout the region;
- Removal of all barriers, impediments, and disincentives that hinder intra-university collaborations and community-based partnerships;
- National recognition of the excellence in USM's Metropolitan University practices;
- Creation of an annual showcase of faculty/student/community partner success stories;
- Development of a mechanism for increasing placement of Federal Work Study students in meaningful jobs situated in the community outside the university;
- Establishment of a systematic procedure for maintaining an inventory of community-based activities;
- A refocusing of USM's external fund-raising program with community-based learning practices as targeted beneficiaries;
- Adoption of a plan for publicizing USM's community-engagement successes with the citizens of the state and as a lobbying campaign with the University System Office and the Maine Legislature.

Proposals for benchmarks focusing on external factors as success indicators include the following:
- Assessment of community perceptions confirming USM's success as a community-based learning institution, a public resource, and a contributor to the well-being of the region it serves;
- Increase in the number of individuals and organizations seeking partnerships with USM;
- Growth in external funding from alumni and institutions tied to community-based learning;
- Award of *Community Engagement Classification* in 2019 from the Carnegie Foundation for the Advancement of Teaching.

Task 4. "Recommend institutional policies that will advance this effort and maximize its impact, including appropriate incentives, rewards and recognitions for desired behavior."

Along with those relevant items listed in 3. above, the SG proposes that experience, scholarship, and teaching relevant to community-based learning be foregrounded in position descriptions for all new faculty lines and, as appropriate, for professional and classified staff hires. Curricular policy will be refocused to embed Metropolitan University practices more expressly within USM's General Education program. Policy will also be developed more robustly to support disciplined-based internship programs.

Task 5. "Recommend the necessary and appropriate organizational/coordinating infrastructure, internal and external, and including a standing planning assessment, and oversight body."

Infrastructure requirements begin with the president's leadership and must be facilitated by a high-level position – at the vice presidential level – with the power to ensure that community

engagement management, support, assessment, and recognition maintain vitality and consistency across the university. Beyond this, leadership well-versed in Metropolitan University practices is necessary and must be recognized at *all* levels of the university. It must include sufficient administrative staff to support growth in mutually beneficial, community-based partnerships.

Because a community engagement institution is outward-looking by nature, USM will need to develop and maintain a highly visible, easy-access portal for prospective community partners to find their way to the university resources of faculty and staff who best match their needs and interests. At the same time, because a Metropolitan University cannot thrive without a widespread, high-energy infusion of student participation, MU concepts will be vigorously marketed and engagement opportunities, made widely visible and easily accessed on campus. With regard to prospective students, an ongoing program of publicizing current student successes will be established.

For continuing oversight, the SG proposes a standing MU Advisory Board comprising representatives/ambassadors from each of the Schools and Colleges and an equal number of community partners.

Task 6. "Identify potential foundation partnerships, priority topic areas of focus, and cohorts of faculty and student leaders who may serve as mentors."

From a practical vantage, at the beginning of USM's process of adopting MU practices, priority topic areas might well focus on opportunities for high-visibility and early success. An example of this is placing students in public schools as mentors, an experience that is consistently culturally transformational for USM students and a success that can be quantified in the short term by improved math and reading scores. In the longer term, expanding K-12 education to K-16 education – establishing a mechanism for USM students to function as the role models and ambassadors for higher education – would be a worthwhile and mutually productive signature program. (Note: Add other focus areas, as Creative Economy, Public Health, Other?)

It seems likely that cohorts of faculty and student mentors will come from the ranks of current practitioners. This body of successful practitioners can be expanded by enlisting the participation of new cohorts of faculty and students who have received award recognition for their own efforts.

Specific Recommendations.

For the MU idea to take root as the core identity of USM, the following functions will need to be addressed and served:
1) Create VP leadership function that addresses USM's MU mission including: learning, teaching, outreach, partnering, community engagement, scholarship, faculty development
   - After appropriate consultation, recommend focus areas for initial MU efforts

2) A 1-stop shop to find engagement opportunities/information for *students, faculty, staff, and the community*

3) For Students:
- Curriculum that has community-based learning broadly incorporated into it
- Easy access to internship & volunteer activities for credit
- Competent and consistent advising across the university
- Access to relevant career counseling
- Leadership opportunities

4) For Faculty
- Training in engaged scholarship and engaged learning
- Rewards and recognition ($50k annually?) for MU initiatives, competively assigned
- Revise P&T & 4 year review specifically to recognize community engagement
- Faculty Development funds for MU purposes
- Access to senior leadership for consideration of innovative MU efforts
- Targeted new hires for MU mission
- Incentives for shared curricular resources and collaboration
- Create a go-to place for bottom-up innovations in engagement

5) For the community:
- Better information about what resources the university can provide
- A purposeful effort by USM to help them understand their compelling needs
- A liaison with USM that is very visible
- An easier-to-work with USM

6) Additional functions:
- A great web portal
- Means for tracking engagement/inventory
- Performance measurement
- Regular report to region

7) Other Discussion Items
- Eliminate the credit hour count requirements for departments, to cross-list more courses
- Stop equating credit hours with value
- If this is going to evolve/grow the institution, behavioral change needs to occur at every level, in every department
- Leadership needs to penetrate down through the organization

4. What Comes Next?
- September – UMass/Boston?
- October – Syracuse?
- November – Corporate Partners?
- December – Barbara Holland?
- Carpe diem!

Appendices

A. MUSG Background and Charge, dated June 3, 2014

Background. Twenty years ago, convinced that the nation's state and land-grant universities faced deep, even historic structural changes in the coming years, the National Association of State Universities and Land Grant Colleges sought support from the Kellogg Foundation to examine the future of public higher education.

In 1999, the Kellogg Commission of distinguished academicians reported that "the tried-and-true formula of teaching, research, and service no longer serves adequately as a statement of our mission and objectives. The growing democratization of higher education, the greater capacity of today's students to shape and guide their own learning, and the burgeoning demands of the modern world require us to think, instead, of *learning, discovery*, and *engagement....*

"Our universities need to return to their roots in *rural America* with new energy for today's new problems.... We need a new emphasis on *urban revitalization and community renewal* comparable in its own way to our rural development efforts in the last century.... We need to redouble our efforts to improve and conserve our *environment and natural resources*....

"Among the significant problems facing society today are challenges of creating genuine learning communities, encouraging lifelong learning, finding effective ways to overcome barriers to change, and building greater social and human capital in our communities.... Close partnerships with the surrounding community help demonstrate that higher education is about important values such as informed citizenship and a sense of responsibility. The newer forms of public scholarship and community-based learning help produce civic-minded graduates who are as well-prepared to take up the complex problems of our society as they are to succeed in their careers."[8]

At much the same time, a new association of American colleges and universities was founded by a group of university presidents[9] who shared a vision of a distinct urban/metropolitan mission for their institutions, the Coalition of Urban and Metropolitan Universities, or CUMU. What these institutions – now numbering nearly one hundred – share is a purposeful and systematic commitment to the *place* in which each resides, an abiding engagement and mutually beneficial relationship with their communities and *their* needs.[10]

---

[8] Kellogg Commission on the Future of State and Land-grant Universities, *Returning to Our Roots: Executive Summaries*, 1999.

[9] Including USM's own at the time, President Patricia Plante.

[10] See Steven Diner, *2010 Presidential Address*, Metropolitan Universities Journal, July 2010.

In Fall 2013, faced with a "perfect storm" of changing demographics, diminished state appropriations, and unprecedented competition in the marketplace for higher education, USM undertook a "Direction Package" process to assess its future identity, needs, and resource allocations. From this process in Spring 2014 emerged a widespread consensus, internal and external , that USM would best build upon its established strengths and assets by joining this movement of universities engaged to improve their communities through teaching, learning, and productive, mutually respectful and beneficial engagement.

Charge. To this end, the Metropolitan University Steering Group is established to advance the metropolitan university idea at USM. Its goal is to recommend a strategy and implementation plan that will make the Metropolitan University concept the strategic focus of USM going forward, one that will maximize its impact within USM and with its community partners and afford competitive advantage to position USM for growth and success serving the metropolitan region and, by extension, the State. One benchmark of this success will be USM's qualifying in 2020 for the Carnegie Foundation's Community Engagement Elective Classification.

In particular, the Steering Group will address the following tasks, without limit:
1. Develop a definition and vision statement that is appropriate to USM and will inform the job description for the forthcoming presidential search, and provide continuity through the presidential transition
2. Identify strategies to increase faculty and student engagement and to attract students to USM based on this new vision of community-based learning and engagement;
3. Define appropriate targets and benchmarks for years 1 through 5; and assessment measures, including key indicators of desired outputs, impacts, and outcomes (ref. Carnegie Classification for Engaged Campuses);
4. Recommend institutional policies that will advance this effort and maximize its impact, including appropriate incentives, rewards, and recognitions for desired behavior and outcomes;
5. Recommend the necessary and appropriate organizational/coordinating infrastructure, internal and external, and including a standing planning, assessment, and oversight body;
6. Identify potential foundation partnerships, priority topic areas for focus, and cohorts of faculty and student leaders who may serve as mentors; and
7. Plan and organize a September USM roll-out convocation, and an October visit by faculty and staff to the annual CUMU meeting at Syracuse U.

Membership. The Steering Committee will include:
Richard Barringer, Muskie, Chair
Luci Benedict, Chemistry, Faculty Senate
Meredith Bickford, Professional Staff Senate
Libby Bischof, History
Kim Dominicus, Classified Staff Senate
Barbara Edmond, Maine Philanthropy Center

Cathy Fallona, Education
Kyle Frazier, Student Body President
Marcel Gagne, L/A College Advisory Committee
Dennis Gilbert, Communications
Chris Hall, Portland Regional Chamber
Kristi Hertlein, Classified Staff Senate
Lynn Kuzma, Political Science
Rob Sanford, Environmental Science
Scott Schnapp, Maine Association of Nonprofits
Martha Scott, Professional Staff Senate
Michael Shaughnessy, Art
David Swardlick, School of Business Advisory Board
Liz Turesky, Leadership Studies, Faculty Senate

Resource Persons. The following will provide support in the areas indicated:
Student Experience: Joy Pufhal
Evaluation & Assessment: Susan King
Infrastructure: Dahlia Lynn
Budget: Ryan Low
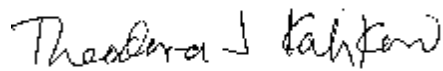Development: Cecile Aitchison
Marketing: Tracy St. Pierre
Outreach: Glenn Cummings
Community Engagement: Michelle Vazquez Jacobus and Paula Gerstenblatt
Facilitation: Jack Kartez
Coordination: Martha Freeman

Term. This assignment commences effective this date and will continue through the Summer
and Fall semesters 2014 with a full report due before the year's end; interim reports will be
regular and timely, and all are to be posted to the USM website. This timeline may be extended
to fulfill the presidential transition task 1, above.

Theo Kalikow, President
June 3, 2014

B. Presidential Job Description[11] (submitted to UMS/BoT on (date))

CONTENTS:

1.Setting and Strategic Situation. The University of Southern Maine (USM) is one of seven universities that comprise the University of Maine System. It is a public, regional, comprehensive university with campuses in Portland, Gorham, and Lewiston ME, and some 300 faculty who deliver high-quality, accessible, and affordable higher education to 6500 FTE students. It is committed at once to the liberal arts, science and technology, professional education, and the practical application of knowledge to compelling issues of the day; supports free and open intellectual inquiry and expression; treats all individuals with dignity, respect, and fairness; embraces difference and diversity; honors and supports sustainable development, environmental stewardship, and community involvement; and is accessible to all who aspire to high academic standards.

USM has, as well, long been regarded as a necessary, even indispensable partner in the growth and development of Maine's most prosperous region and economic driver. Its three campuses lie within a region of nationally-recognized cultural, environmental, and economic assets that displays numerous indicators of rapid growth and change. At the same time, alongside these outstanding assets lie a variety of compelling social, economic, and environmental challenges that call for a public university determined to be an agent of change and to add value to the region's future.

---

[11] Note: In its content, the job description reflects what the MUSG has learned from its numerous outreach meetings locally and "best practice" site visits nationally, about what it will require of the new president systematically to integrate the metropolitan university (MU) idea into USM and the communities it serves, and to align USM with MU needs and practices. Its form follows from those of a recent and an ongoing presidential search, at Missouri State University, dated Oct. 15, 2012, and at Cornell University, dated May 20, 2014.

With roots that trace to the post-Civil War era, the USM of today was effectively established in the late 1960s, a time of war in the nation and tumult in American higher education. It came as part of a new University of Maine System created by the Maine Legislature, in the merger of a teachers college in Gorham and a junior college, a law school, and an extended University of Maine presence in Portland. Lewiston-Auburn College was added a decade later at the behest of its community.

The disparate cultures involved yielded a period of policy conflict until the adoption in the late-70s of the "public, regional, comprehensive university" Carnegie classification, in all its vastness of possibility. The underlying conflict re-emerged from time to time, however, especially in the aftermath of national recessions and state budget shortfalls in the 80s and 90s; climaxed in the wake of the Great Recession of 2007-08 and its pervasive fiscal impacts; and persists to this day in limited quarters. An interim president has of late been installed to oversee needed re-purposing and restructuring of the university, whose term will end upon the arrival of the new president, and whose work will of necessity continue for a period of years.

2. New Direction. In Fall 2013, amid "a perfect storm" of challenging demographics, declining enrollments, diminished state appropriations, and intense competition in the regional marketplace for higher education, USM undertook a strategic planning process to reassess its identity, needs, and resource allocations. From this process in Spring 2014 emerged a general consensus, internal and external, that USM would best build its future on its established strengths and assets, by joining the national movement of universities committed to transforming their teaching, learning, and communities through engagement and productive, mutually beneficial partnerships.

A Metropolitan University Steering Group was established to advance the metropolitan university idea at USM, and to recommend a strategy and implementation plan to make the metropolitan university concept the strategic focus of USM going forward; to maximize its impact throughout USM and with its community partners; and afford competitive advantage that will position USM for growth and success, serving the region and, by extension, the State. One benchmark of this success will be USM's qualification in 2020 for the Carnegie Foundation's Community Engagement Elective Classification.

3. Priorities and Challenges.
Culture of Engagement. Consistent with its public mission, robust community engagement has been a hallmark of USM from its very origins in the 1870s. USM now aims fully and systematically to align and integrate this commitment across its teaching, learning, creation, research, clinical programs, and all their support systems. Consistent with its public mission and stature as an academically distinguished institution, USM will strengthen its engagement with its local communities in Portland, Lewiston, and Gorham, as well as with its state, national and global communities. This will be achieved through creating an even stronger and systematic culture of public engagement in USM's living and learning environments, the aim of which is to transform itself, its students, its faculty and staff, and its partnering communities; and by

aggressively recruiting faculty and staff who will enhance an academic culture of publicly engaged teaching, learning, creation, and scholarship.

New Business Model. Like many public universities across the nation, declining enrollments, static state appropriations, and an intensely competitive marketplace for higher education have led to continuing and painful budget shortfalls at USM. At the direction of the UMS Board of Trustees, the university is now undergoing deliberate and significant organizational change – "reforming, restructuring, and re-purposing" itself as Maine's Metropolitan University – and to re-focus on student-friendly access to their own educational and career aspirations, regional community needs and priorities, and revenue growth. This effort to re-create purpose and a supportive and sustainable financial model for USM is now underway, will be several years in the making, and will demand the utmost of the new president's change leadership skills.

Academic Excellence. USM's commitment to academic excellence abides. It is today the region's pre-eminent applied research institution and aspires to be even better and stronger, with undergraduate, graduate, and professional educational programs of outstanding quality. To achieve this, USM must continually enhance its strength in signature fields and departments that span the arts and humanities, science and technology, and its professional schools and programs. Success will depend on USM's ability to recruit, retain, and nurture a talented, committed, and diverse faculty, as they will be the driving force of the teaching, creation, and research missions; to sustain its long-standing commitment to affordable education, so it may grow its exceptional and diverse student body; and to continue its commitment to attracting and developing high-quality staff from diverse backgrounds, as these provide irreplaceable support to USM's educational, creative, and research goals.

Innovation in Teaching and Learning. Transformations in teaching and learning through new uses of technology in and beyond the classroom are today reshaping all of higher education. USM has participated in this revolution through the creation and promotion of a range of distance, online, hybrid, and student-centered approaches within the curriculum. Yet the pace of change is so extraordinary that USM must develop a clear vision and effective strategies to realize the fullest potential of these groundbreaking methods. Successful pursuit of the promise of technology will advance the outcomes of teaching and learning for students, expand the reach and visibility of the university, and create new opportunities within the new USM business model.

4. Key Competencies. In all facets of the position, the president will embody USM's public service mission and commitment to civic and community engagement; demonstrate visionary change leadership, ethical and cultural competence, and emotional intelligence; assure effective communication of USM's mission and vision to internal and external constituencies and partnerships; promote and cultivate private philanthropic and corporate support for USM and its mission; apply effective, data-driven techniques to manage its finances in support of the mission; and commit to achieving Carnegie Classification as an Engaged University in 2020. In particular, USM seeks:

Institutional Leadership. USM's next president must be a visionary and inspirational leader with the ability to sustain and enhance its position as a regional public university dedicated to creating and disseminating knowledge, and as an indispensable partner in the region's growth and development. He or she must be able to create and maintain an atmosphere of open and civil discourse; to listen, and capture the best thinking within and without the university and set its priorities; to make timely and effective decisions about USM's future; and to communicate these priorities and decisions effectively to a large and diverse community, gaining their buy-in and support. His or her approach to decision-making will be data-driven and characterized by openness, fairness, and transparency, wherever possible.

Academic Leadership. USM's president will have the capacity to create an intellectually rich environment that will attract, engage, and inspire an outstanding and diverse community of scholars, students and faculty, alike. He or she will have a broad interest in and understanding of the academy and its values, including the importance of the arts and humanities in developing effective and successful citizens; a knowledge of or affinity for science and technology and their application throughout modern society; and strong support for innovation in undergraduate and graduate pedagogy, especially for technology-enabled innovations in teaching and scholarship.

Managerial Ability. The president will have the managerial skills and ability to capitalize on the strengths, synergies, and separate identities within USM's distinct and complex organizational structure, and its physical presence in Portland, Lewiston, and Gorham; on the administrative challenges and pedagogical opportunities that exist and may be built within the University of Maine System that aspires to work in greater concert among its seven member universities; and on the opportunities for innovation and collaboration with the Maine Community College System, a separate but nearby entity. He or she will have exceptional communications skills; experience in managing change within a large, complex, multi-stakeholder organization; and the financial skills and acumen to manage USM's complex and emerging business model.

Resource Development. To further USM's mission and achieve its goals in the current strategic setting, the president must effectively represent the institution with a range of diverse audiences and constituencies, public and private; be an effective communicator and forceful advocate for the value of USM's teaching, creation, research, and service missions; be actively engaged in identifying and realizing new sources of revenue, public and private; and will work closely with current and prospective donors to build philanthropic support for the university. He or she will have demonstrated success as a fundraiser, including the ability to lead a capital campaign, expand private and public funding levels, and foster entrepreneurial endeavors to generate new sources of revenue for USM.

Political Skill and Global Worldview. The president must have the capacity to represent USM's abiding value to Maine society, and the important role USM plays in addressing many of the region's, the state's, and the nation's great challenges. He or she will have the ability to work with local, state, and national leaders to advance USM's interests in areas such as public policy

issues, state and federal funding for higher education and research, community engagement, and other matters related to USM's public mission. Further, he or she will have a global worldview and the ability to work with national and international leaders to identify and pursue opportunities to increase the scope and impact of USM's signature programs in teaching, creation, and research.

C. Selected References

Derek Barker, "The Scholarship of Engagement: A Taxonomy of Five Emerging Practices," *Journal of higher education Outreach and Engagement*, 9(2)2004.

Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professorate*, A Report of the Carnegie Foundation for the Advancement of Teaching, Princeton University Press, 1990.

M.J. Brukhardt, B. Holland et al., *Calling the Question: Is Higher Education Ready to Commit to Community Engagement?*, A Wingspread Statement, University of Wisconsin-Milwaukee, 2004, at www.milwaukeeidea.org

Amy Driscoll, "Carnegie's Community-Engagement Classification: Intentions and Insights," *Change, The Magazine of Higher Learning* 40(1) 2008.

Diane M. Doberneck, Chris R. Glass, and John Schweitzer, "A Typology of Publicly Engaged Scholarship,*" Journal of Higher Education Outreach and Engagement,* 14(4) 2010.

Betsy O. Barefoot, Betsy Q. Griffin, and Andrew K. Koch, *Enhancing Student Success Through Undergraduate Education: A National Survey*, The John N. Gardner Institute for Excellence in Undergraduate Education, 2012, at http://www.jngi.org/research-publications/NationalSurvey

Chris R. Glass, Diane M. Doberneck, and John H. Schweitzer, "Unpacking Faculty Engagement: The Types of Activities Faculty Members Report as Publicly Engaged Scholarship during Promotion and Tenure," *Journal of Higher Education Outreach and Engagement*, Volume 15, Number 1, p. 7, (2011)

Jordan, C., ed., *Community-Engaged Scholarship Review, Promotion & Tenure Package.* Peer Review Workgroup, Community-Campus Partnerships for Health, University of Washington, 2007, at http://depts.washington.edu/ccph/healthcollab.html

Kellogg Commission on the Future of State and Land-grant Universities, *Returning to Our Roots: Executive Summaries,* 1999.

Michigan State University, Office of Outreach and Engagement, *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach*, 2009, at http://outreach.mus.edu

Nancy B Shulock and Kathi E. Ketchison, "Assessing the Metropolitan University Mission," *Metropolitan Universities: An International Forum*, Spring 2000.

Jon F. Wergin and Jane M. Grassadonia, *The Milwaukee Idea: A Study of Transformative Change,* University of Wisconsin-Milwaukee, U. S. Department of Housing and Urban Development, December 2002, at www.uop.org