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Metropolitan University Steering Group - Gorham Campus Discussion Meeting – July 1, 2014

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Metropolitan University Steering Group
University of Southern Maine
Gorham Campus Discussion Meeting – July 1, 2014, 10am-12pm
#217 John Mitchell Center

AGENDA

- 10:00 a.m. Welcome & Comment: Hosts Dahlia Lynn, Rob Sanford, and Luci Benedict
- 10:10 a.m. Charge to the MU Steering Group; what the MUSG is and not doing
Dick Barringer, Chair MUSG, Emeritus Professor, USM
Introduction of Facilitator, Muskie School Professor Jack Kartez
- 10:25 a.m. Self-Introductions by Those Present and Brief Aspirations for the MU: What is Your Most Important Hope or Stake Today?
- 10:45 a.m. Description of Visioning Process that MUSG worked on June 3; we will go through the same exercise here:

What will be the key outcomes or indicators of success for the MU in 5 years – for the community, for our students, and/or for the College?
- 11:45 a.m. Next Steps & Accountability: Dick Barringer
- 12:00 p.m. Adjourn: Dahlia Lynn

Metropolitan University Steering Group

University of Southern Maine

Meeting Notes

Gorham Discussion Meeting – July 1, 10:00 a.m. – 12:00 p.m.

217 John Mitchell Center, Gorham Campus

Present: Richard Barringer (Chair), Jack Kartez (Facilitator), Emma Gelsinger (Recorder), Dahlia Lynn, Libby Bischof, Joy Pufhal, Rob Sanford, Meredith Bickford

Guests: Albert Bean, Andrew McLean, Bonnie Steams, Carl Blue, Charlie Fitts, Dale Robin Goodman, David Cole, David Early, Beth Higgins, Gail Minichiello, Helen Gorgas Goulding, Jay Graves, Jim Rand, Jim Smith, John Zaner, Lisa Belanger, Margaret Brownlee, Matthew Reid, Mike Wing, Patricia Murchie, Paul Nelson, Bob Bertram, Sarah Holmes, Susan Campbell, Thomas Poirier

Part I: Welcome, Charge to MUSG, Introductions

- Welcome and Comment: Hosts Dahlia Lynn, Rob Sanford, Libby Bischof
- Charge to MUSG - What the MUSG is and is not doing: Dick Barringer, Chair MUSG (*see attached powerpoint*)
 - *What are you not doing?*
 - *We are not engaging in curricular reform, restructuring, or budget cutting. We are looking at the costs and benefits of going in this direction – I expect this to be a 5 year effort*
 - *I don't know of a single instance where there was transformative change in a public university system without leadership from the governor*
 - *Sometimes you have to say what you are **not** going to be, definitively, so that it is clear*
- Introduction of Facilitator - Jack Kartez, Professor, Muskie School of Public Service
- Self-Introductions - Identify most important hope or stake today
 - See *Appendix I* for notes

Part II: Key Indicators of Success for the MU in 5 years for Gorham Community, Students and/or Campus (See *Appendix II* for notes)

Major themes that emerged from the key indicators discussion:

- *An emphasis on follow through and aligning all of the university (and its policies) with the MU idea. We do not want this to turn into just “another shiny new idea” – needs to be a focused, concise, effective effort on the part of the university and done quickly. If it’s not going to be done well, we shouldn’t be doing it at all!*
- *A lot of student services/support represented at this meeting, reiterating the fact that this MU idea needs to be visible to prospective and current students, as well as alumni. Clarity on the identity of USM needs to be communicated effectively to students, and students need to have easy access to the resources and opportunities that accompany the work of an MU. At the same time, students need to be leaders in this change at USM.*
- *Leadership and investment in resources and infrastructure are vital to the success of the MU concept at USM.*
- *We cannot wait to move forward with this. If we are going to do it we need to be bold, strategic, and effective in our actions. “There will be winners and losers.”*

Part III: Next Steps and Accountability

- Emma, Dick, and Jack will send meeting notes out to MUSG and all those at the Gorham Outreach meeting asap
- MUSG will work over the summer with other MU institutions on best practices
- The MUSG will consider a Fall university-wide convocation as the first step in implementing the MU
- We publish all working papers and drafts on the website, and invite comments, at www.usm.maine.edu/musteeringgroup
- Our goal is to finish laying out these implementation steps by the end of the summer, so work may begin in Fall

Appendix I: Notes on Introductions

- We have always been a strong bridge from the community to the campus – because of that connection we have a supportive role to play with this effort - if only we knew what it is
- We’re here to see what the next step is
- Build the infrastructure to bring community learning alive as our nationally recognized identity. We need to do it well with enough resources
- I wish to see USM be recognized by the Carnegie Foundation. For our students, I hope to see all campuses come together as a community and integrate our students into the community
- As we talk about MU our minds go right to Portland; my hope is that Gorham will not be left out of this conversation

- My hope is that the faculty realize that the distance between Gorham and Portland and Portland and Gorham is the same – more “USM faculty” instead of “Gorham” or “Portland” faculty
- Articulate an institutional promise to our students, faculty, and staff that we can support institutional change
- As USM prospers the town of Gorham prospers
- When students step on to campus they will feel the excitement about being engaged with the community
- I am concerned that this not become “the next big thing” with fragmented implementation; and that these discussions lead to a clear vision to move forward
- My hope is simple – that Facilities Management keep the buildings standing; my greatest fear is that we won’t.
- I want to learn more about it and I’m concerned that this will be the next shiny thing – I’m curious about the subset of the MU
- I am an alum of USM and this is an important part of my professional life. For me, figuring out how to continue to build that bridge to positively inform both communities; this is not a new thing, this is what we’ve always been working towards
- An explicit and focused statement of the institution’s direction and mission
- If we choose this direction, that the university get squarely behind that
- When we use the term metropolitan, I don’t want to see our smaller communities outside of the cities get left out
- That we have a clear definition of what the MU means; my fear is that a lot of prospective students don’t know what’s going on here. Lack of clarity can cause even more confusion for students
- My hope is that we can move forward to Carnegie Classification
- This has been adopted by the BoT. This committee has the task to put into action the directions that have been proposed. Are we actually doing it? We need to move swiftly in this direction, even though budget cuts will affect it
- This seems like an incredibly sensible direction, given where we are located. My thoughts are that the messaging and the language that goes out publicly is really critical in moving forward. We can’t be afraid to look under the hood of everything we’re doing.
- This is something that needs to be sustainable, and our students need to return as alums with pride in going to USM
- My hope is that students get more opportunities to mix in with the community and dabble in vocations they might be interested in
- My fear is that we’re not being bold enough. To thrive in the 21st century, I think that almost everyone at USM needs to be involved in this.
- This is a direction we need to go in. Many are already engaged in this. My fear is that the focus will become Portland rather than Gorham
- We have one side saying we need to rebrand, but they cut bus service and closed the bookstore. Actions need to match words.
- Community advisory board, a clear charter, clear goals and benchmarks

- My hope for USM and my own personal work ethic is that I'd rather do 10 things really well instead of 20 things halfway
- This is a philosophy, not just a place. The goal would be to get everyone to buy into that idea. My hope is that I can show students exciting opportunities and that the rigidity of where and how students learn fall away
- I want to see a really clear vision and focus and follow through – to see the opportunities that students can do in all three communities

Appendix II: Notes on Key Indicators

- Whether everybody's measurements are in line with the university
- Redefine who our student body is
- Change the rewards system
- Everyone has to buy into this. When people are hired they need to be aware of the expectations
- Very strong partnerships with the community colleges
- The whole institution will need to change in varying degrees
- Some people will have been 'hurt' by this process. There's a feeling that we have to carry everyone, and we can't hurt anyone.
- Investment is effective
- The array of courses available that are internships, independent studies, coop courses (set a target/percentage increase/replace some gen ed learning)
- Measure to what extent southern Maine is already a MU; describe what we are already doing
- There are a lot of challenges in curricular development but there are also many things already in place
- All students at USM can take an internship to replace a 3 credit course for their major
- To use the structure to its maximum advantage, and that students will understand it
- The "thirds" is realistic – when is the silent majority going to step forward? We are here to serve our students, get rid of the political BS. If you buy into this, it can't be a secret
- We have to have a safe environment for people to come forward and get support
- That all units be able to clearly articulate who we are and who we serve, with a confidence in the infrastructure we have to support it
- Answer what it means to be a USM student/faculty
- % of students/faculty who have/engaged in internships – positive trends
- # community members volunteering at USM
- # of community partnerships
- Get engaged and start measuring our impact on the community
- Retention and enrollment. We need to be more entrepreneurial

- Clarity about the message of the MU at USM and really strong, dynamic leadership, language & marketing
- If people on campuses can explain what a MU is
- What are the learning outcomes for students? Identify the outcomes of engaged education for students.
- Improved perception of USM; students are our best recruiters
- The faculty/staff experience also needs to be more positive; we can't continue to let it be painful
- What is the minimal amount of enrollment we need, and how do we build around that?
- Very active alumni association. No 50 year class at commencement and no one from the alumni association to welcome students into the alumni association
- I would hope that all new faculty are hired are in line with MU and their qualifications have shifted to emphasize community engagement
- That faculty say "I came to teach here because I do this and it's what I want to do"
- Create a broader idea of what it means to be a faculty member at USM
- Access from other parts of the region – we serve a diverse student body and need to make sure we have a system of support for diverse student learning
- Notion of leadership is essential. I wonder if to drive that point home we should look at institutions that were successful and then fell off. What was driving their failure?
- Consequences for not meeting expectations
- Affording students the ability to move through degree program and into an internship in the community – getting hired and making a life in Maine
- That the students help lead the change in the university. Benchmark: half the student body engaged in the student government

Respectfully submitted,

Emma Gelsinger

July 2, 2014