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Metropolitan University Steering Group - 2nd Meeting – June 24th, 2014

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Metropolitan University Steering Group

University of Southern Maine

2nd Meeting – June 24th, 2014

Room 102 Wishcamper

PROPOSED AGENDA

- 9:00 a.m. WELCOME & GREETINGS
- 9:10 a.m. Outreach Meetings. Meeting conveners, with assistance from Dick and Jack, will present the major themes developed from the Outreach Meetings and provide opportunity for questions and discussion. (A small group may be formed to review and summarize responses from the outreach meetings with Jack?)
- 9:40 Best Practices. Those responsible for outreach to CUMU universities will update the group on findings and conclusions, and provide opportunity for discussion. (See university contact list on reverse.)
- 10:40 Brainstorming. Jack will facilitate a brainstorming session on aligning the information from the Outreach Meetings and the Best Practices Outreach with the assigned Tasks of the MUSG (see Task list on reverse).
- 11:30 LUNCH
- 11:50 Brainstorming (cont'd). Jack will continue the discussion and attempt creation of a matrix of MUSG Tasks and Best Practices. Creation of a team to begin drafting?
- 12:30 p.m. Finalize Assignments & Other Business
- Recommended Visits to CUMU partners?
 - Possible Additions to Resource Persons list?
 - Two Further Requests of Deans?
 - Next Meeting?
- 1:00 ADJOURN

Best Practice Research:

- Portland State University – Joy Pufhal, Cecile Aitchison, Michael Shaughnessy
- Michigan/Dearborn – Joy Pufhal, Cecile Aitchison, Michael Shaughnessy
- University Wisconsin/Milwaukee – Dennis Gilbert, Meredith Bickford
- Purdue University/Indianapolis – Susan King, Kim Dominicus
- Northern Kentucky University – Libby Bischof, Cathy Fallona
- SUNY/Binghamton – Luci Benedict, Martha Scott
- Arizona State U. – Glenn Cummings

MUSG Assigned Tasks:

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.

Metropolitan University Steering Group

University of Southern Maine

Meeting Notes

2nd Meeting – June 24th, 2014

Room 102 Wishcamper

Next meeting of the MUSG will be on Thursday July 17th, 12:00 p.m. – 4:00 p.m., in Wishcamper 102, lunch will be served at noon. (The following meeting to be at LAC)

Next MUSG Outreach Meetings are scheduled as follows:

- CAHSS on Thurs., June 26, 10-12, Talbot Lecture Hall in Luther-Bonney
- GORHAM on Tues., July 1, 10-12, 217 Mitchell Center on the Gorham Campus

All MUSG members and resource persons are invited to attend

Personal assignments for the next meeting are listed on page 8, as follows:

- **Summarize and pull out themes from the Outreach Meeting Notes and MU Indicators Worksheet used at these meetings: Libby Bischof, Tracy St. Pierre, Liz Turesky**
- **Draft a brief White Paper based on the brainstorming exercise at today's meeting: Dennis Gilbert, Martha Scott, Glenn Cummings**
- **Visits with CUMU partners? Members responsible for researching Best Practices at Wisconsin/Milwaukee, UIPUI, and No. Kentucky will assess the value of an in-person visit to these campuses and discuss with Dick.**

Present: Richard Barringer (Chair), Jack Kartez (Facilitator), Emma Gelsinger (Recorder), Chris Hall, Joy Pufhal, Meredith Bickford, Dennis Gilbert, Libby Bischof, Cathy Fallona, Lynn Kuzma, Rob Sanford, Dahlia Lynn, Kim Dominicus, Susan King, Luci Benedict, Martha Scott, Liz Turesky, Marcel Gagne, David Swardlick, Michael Shaughnessy, Kyle Frazier, Barbara Edmond, Glenn Cummings, Tracy St. Pierre

Absent: Kristi Hertlein, Scott Schnapp, Ryan Low, Cecile Aitchison, Martha Freeman

Guests: Michelle Vazquez-Jacobus

Part I: Reports on Outreach and Best Practices

Report on Outreach Meetings: Meeting convenors presented the major themes developed from the Outreach Meetings and provided opportunity for questions and discussion.

Lewiston – Auburn College

- Overall there was a lot of passion expressed, probably more than usual

- Tone was well set by Dick, Emma and Jack and that was a positive start to working on solutions
- Very positive outreach, lots of hope at the LAC meeting
- Their desire is for greater integration into the university

College of Management and Human Service

- Business advisory board representations, could have been more representation by faculty but each of the core programs was represented
- Started out positive – community members emphasized how much they want USM to succeed
- The systemic nature of this is being well received – making things we’re already doing a part of the culture
- Emphasized the importance of the existing partnerships and a desire for stronger ones
- Creating procedures and systems that allow for more dynamic and rapid ways of forming partnerships
- A lot of technical concerns about being able to live up to the promise of the metropolitan university
 - What do we really mean by community engagement?
- Challenges with community engagement come with a lack of resources
 - It can be done without negatively impacting the community if it’s done right
 - There’s a lot of literature about how to do this correctly
- There is a willingness of the community to participate in good working relationships and learning

College of Science, Technology and health

- Many programs already have internships or long-term partnerships
- Removal of dis-incentives to doing this work
 - We need to get rid of the things that block progress of this work
 - Most of the fields students enter at the bachelor’s level
- The idea of a growth strategy and the idea of packaging help to curb some of people’s fears

Were there surprising responses at any of the outreach meetings? The technical difficulties working with USM

What is an example of a dis-incentive? Paperwork for internship programs, lack of coordination

Reports on Best Practices Research: Persons responsible for outreach to CUMU universities updated the group on findings and conclusions, and provided an opportunity for discussion

Michigan/Dearborn – Joy Pufhal, Cecile Aitchison, Michael Shaughnessy

- Infrastructure is a major theme
- They have a different situation – a lot of corporate support from Ford

- 1.5 million in spending
- Getting faculty to grow into it
- 7 years ago they declared themselves a MU but didn't really get it moving until they hired a new provost 4 years ago
- Also have a large immigrant population
- There seem to be a lot of things that we sort of do, but on a larger scale
- They have a program director and admin assistant, etc., to support the program
- 1/3 of faculty are committed to the mission, 1/3 indifferent and 1/3 who will never support the mission

University Wisconsin/Milwaukee – Dennis Gilbert, Meredith Bickford

- Most of what we talked about was community engagement
- They have a very clever strategic plan
- Combined volunteerism and service learning into one office in the student union
- Students receive a foundation scholarship after their service
- They are really good at exploiting work study rules – facilitate meaningful work-study jobs in the community. Includes van for transportation of students to work-study jobs
- Centralized, very well organized
- Budget is \$700,000/year
- Embed this in the general education curriculum

I.U. Purdue University/Indianapolis – Susan King, Kim Dominicus

- Meeting with their contact June 30th
- Provided a visual of their strategic plan (handout)
- Strong commitment to not just their community but to the state and beyond
- Every document centers around 3 themes
- President is very involved in the community

Northern Kentucky University – Libby Bischof, Cathy Fallona

- 15,000 students and growing
- Very clear that this university is known for being a MU
- Expectation for kids is that they're going to be able to continue community engagement work in college
- The goal is for faculty to say "I took this job because I want to do this [MU] kind of work"
- MU activity is highly valued in their promotion and tenure
- "Aligning for public engagement"
- List of resources and handbook that grew out of their efforts; much more transparent than USM
- Consistency and stability in relationships is important
- Office was set up by the provost and housed in academic affairs

- The city they serve is Cincinnati even though they are located in a suburb in Kentucky; truly serve a **region**
- Emphasis on outreach
 - Community census to identify needs over 3 years
 - How to track engagement?

SUNY/Binghamton – Luci Benedict, Martha Scott

- Not a metropolitan university but spoke with the Director at the Center for Civic Engagement. Program has grown through her
- Website designed by undergraduate at low cost - “virtual repository” where community members can post opportunities
- Create newsletters to students and faculty every two weeks so that everyone can see what is being done. Send one to parents?
- They created TAE’s which are groups of faculty and community members that work together on major projects in the community
 - Host faculty luncheons to form TAE’s
 - Present ideas that they have

Arizona State University – Glenn Cummings

- “The New American University” ((Powerpoint attached)
- Audit of the cultural, socioeconomic and physical setting
- University is in pursuit of knowledge, not money
- You have to think, what does community need for the future (50-100) years – the human condition
- Knowledge entrepreneurs
- Faculty can have a portal to new information and knowledge by talking to mid-level managers
- Commitment to all kinds of diversity – focus on the individual
- ‘We bring in students and make them excellent’
- Trans-disciplinary thinking to solve problems together
- “Public outreach, global engagement”

Portland State University – Joy Pufhal, Cecile Aitchison, Michael Shaughnessy

- There are a couple people very excited to speak with MUSG members. A meeting is being set up for June 30th

Marketing Update and Conversation (Tracy St. Pierre et al.)

- Could we put descriptions of our several communities on the website?
- “Maine’s Metropolitan University” USM’s campaign moving forward
- People in the community are concerned that that term metropolitan is leaving out rural; We have to help explain the term to them through marketing
- USM has moved to trademark the term

- We need to define what metropolitan university means at USM soon so that people can answer questions
- In Maine, “We live in suburbia, work in the city, and believe we are rural.” (C.Colgan)
- How do we support this idea with our present infrastructure? Biggest frustration
- What does metropolitan mean and what is its impact on Gorham? The community is concerned that metropolitan does not include Gorham

Part II: Brainstorming Session

Jack facilitated a brainstorming session on aligning the information from the Outreach Meetings and the Best Practices Research with the assigned Tasks of the MUSG

1. Vision and Presidential Job Description

○ Job description:

- Leader who will be actively engaged in the community as president and capable of bringing this idea to USM
- Someone who will stay a good while
- Has had experience with transforming a university/ institutional change; a hardy soul
- Interdisciplinary background, not only academic background
- Understand USM relationships and can build relationships; a bridge builder
- Track record of dogged focus
- Proven track record of making change happen from words to action
- Good organizational leader – create structures and infrastructure in this university to ensure success
- Dedicated to the idea of the MU and wants to build the infrastructure
- Intentional commitment to all the communities
- Reach out to faculty, staff & students and have conversations with them – utilize their strengths and resources
- Experienced in executive authority in a large, complex institution

2. ID Strategies: Engagement & Enrollment

3. Indicators/Benchmarks

- Go through the process of answering the Carnegie questions for engagement first
- More new students and retention
- What is the framework of assessment going to be?
 - How many frameworks?
 - Who will do it?
 - Who will have the data?
 - How will this fit into the organization (office, etc.)
- How can we assess benefit to the community?
- Should **outcomes** be the focus of indicators, and not just outputs?
 - Transformational outcomes

- Be intentional about the community/population needs and our interaction with them
 - Creative economy, health and wellness, entrepreneurship, sustainability
 - Indicators ID'd by community partners at the meeting
 - Emerging issue of wealth distribution, gentrification, changing nature of socioeconomic profile of the state
 - How does it feel as we do this? Is it student centric? Are people excited?
 - The community needs to say that this is making a difference
 - How can we inspire people to look at building sustainable, productive communities while using the resources you already have
 - More institution-wide recognition of MU work
 - Improve attitudes about USM in the greater community
 - Help organizations and entities want to come to us
 - Different perception of the institution versus those who represent it
4. Institutional Policies to Advance Effort/Increase Impact
- Inventory of the university as a functioning community partner; we have to know what we're already doing
 - Increase recognition of engagement and community scholarship in promotion and tenure documents
 - Less meetings and more action
 - Establish a policy where staff/faculty get time off for civic engagement
 - Closely align programs with their community, ex: the arts
 - Review some of our current institutional policies – some of them are unclear and loosely followed. Ex: course evaluations are inconsistent in each department/college
 - Raise % of work study funds used to do community work
 - Where is the report on the study Theo asked for on increasing service learning?
 - Identify the external stakeholder groups that are most relevant to each academic discipline/school/college – ask and analyze what the university can do to increase engagement and educational opportunity for the members of those organizations
 - Embed MU in job descriptions, curriculum and performance reviews
 - Identify the policies in place that are barriers to MU activities
 - Fear of liability/risk management
 - No financial/organizational support
 - Lack of permission
 - No extracurricular transcripts to document student experience
 - Multiple efforts by multiple departments with different methods which gives an inconsistent message
 - Perception that we create barriers that don't exist
 - Policies from the System level to USM are very unclear, especially for transferring credits – the System as a whole needs to respond **if they are serious**
5. Necessary Infrastructure (internal and external) – Ongoing

- Remove dis-incentives
 - Clarity and alignment of goals; we must focus and allow those in charge of the MU idea at USM to do their jobs
 - LAC holds meeting with partners annually to define needs
 - We need to institutionalize this
 - Leadership/high level position to make sure things continue across the university – a position that won't be cut
 - Department leadership training
 - Leadership at all levels
 - We need to learn from other CUMU's
 - Positions being filled have MU language that is *consistent*
 - Office of Community Engagement or Office of Transformational Impact?
 - Fundamental role for the university – not just one person and not just an administrator. A collaborative leadership model
 - A concerted effort to hear people's stories. Provide multiple points of access so people only have to tell their stories once
 - Part time faculty can be marginalized in these discussions – faithful resource and contact for many students
 - A structured way to connect all campuses together and know what goes on at each
 - Infrastructure starts with a structure – envisioning a matrix organization so that we can respond in a **nimble** way
6. ID Platform/Foundational Partnerships, areas of focus, faculty and student leaders to serve as mentors
 7. Fall USM roll-out convocation & October CUMU meeting at Syracuse University

Part III: Assignments and Other Business

1. Summarize and pull out themes from the Outreach Meeting Notes and the MU Indicators Worksheet we have been using at Outreach Meetings: Libby Bischof, Tracy St. Pierre, Liz Turesky
2. Draft a brief White Paper based on the brainstorming exercise at today's meeting, as the beginning of our report to Theo and Jim Page: Dennis Gilbert, Martha Scott, Glenn Cummings
3. Visits to CUMU partners? Members responsible for researching Best Practices at Wisconsin/Milwaukee, UIPUI, and No. Kentucky will assess the value of an in-person visit to these campuses and discuss with Dick.
4. Additions to Resource Persons list? Dick recommends that Michelle Vazquez-Jacobus and Paula Gerstenblatt join the MUSG. Approved by acclamation.

5. Further Requests of Deans? Ask each of the Deans each to provide 2-3 examples each of their best community engagements, and of their best community partnerships, for inclusion in our final report. Approved.
6. Invite new Deans to meet with us at the next meeting. Agreed.
7. For those teaching: Title III grant applications are being accepted.
8. Dennis Gilbert has a work-study student who will be documenting instances of community engagement at USM – contact him if you would like to be “documented.”
9. Rob Sanford has suggested that all MUSG folks receive a copy of *Changing Maine: 1960-2010*. Watch for your personal copy in the interdepartmental mail.

Respectfully submitted, Emma Gelsinger
June 26, 2014

The New American University

{ Design Imperatives of the New American University
Arizona State University
Michael Crow

- ⌘ Embrace the Cultural, Socio-Economic and Physical Setting
- ⌘ “uniquely positioned to address the problems of the region....”
- ⌘ University should be “socially embedded, meaningful and productive relationships..... with the region....”

Leveraging Place

- ⌘ The University must be a force, and not only a place.....
- ⌘ Improving the human condition, fostering sustained social advancement and economic growth

Societal Transformation

⌘ A Culture of Academic Enterprise

⌘ Enterprise “inspires inquiry, and fosters the originality and independence of mind that make new knowledge possible....”

The University as Knowledge Entrepreneur

- ⌘ A focus on the individual: outcome determined excellent
- ⌘ “We admit students with differing interest and indicators of intelligence and creativity, even different levels of preparation” . This is our strength

A Commitment to Intellectual and Cultural Diversity

- ⌘ Interdisciplinary, multi-disciplinary, transdisciplinary and post-disciplinary
- ⌘ Focus on a CONVERGENCE of discipline, as knowledge no longer falls within strict disciplinary lines

Intellectual Fusion

& Public Service / Community Engagement
& Outreach

Social Embeddiness

⌘ Transnational, transcultural

⌘ Forming partnership with peer institution around the world and applying our knowledge in other parts of the world – and bringing the world to us.

Global Engagement

USM'S METRO U.

The Work of the MUSG

What Is a Metro U? – 1995

“An institution that accepts all of higher education’s traditional values in teaching, research, and professional service, but takes upon itself the added responsibility of providing leadership to its metropolitan region by using its human and financial resources to improve the region’s quality of life.”

- Dr. Paige Mulhollan, former president of Wright State U., and founding member of the CUMU, 1995.

What Is a Metro U? -2010

(From study of MU's, M.U. Journal 10 (2010) 4:63-72)

“A university with a distinctive mission to unleash the resources embedded within the university to advance regional goals as a:

- ▣ Provider of educational access and excellence for regional students of all ages
- ▣ Educator of the next generation of regional leaders
- ▣ Source of innovation to address regional challenges

What Is a Metro U (cont'd)

- ▣ Participant in conversations on key regional issues
- ▣ Partner in regional initiatives
- ▣ Convener and venue for regional events and discussions
- ▣ Economic actor driving regional growth and opportunity”

CUMU

- ▣ . . . share a mission to “ use the power of their campuses in education, research, and service to enhance the communities in which they are located.”
- ▣ Now numbering nearly 100, they share a *systematic commitment* to the place in which they reside, an abiding and mutually beneficial *relationship of engagement* with their communities and *their* identified needs.

Conditions for Participation

- ▣ 1. That the MUSG effort will be insulated as much as possible from the budgetary challenges facing USM at this time; and
- ▣ 2. That the membership would consist largely of faculty and staff who are already *doing* the MU “thing.”

Charge to the MUSG

- ▣ “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, (to) maximize its impact within USM and with its community partners, and afford competitive advantage to position USM for growth and success....”

MUSG's Specific Tasks

- ▣ Develop a definition and vision statement that is appropriate to USM and will inform the job description for the forthcoming presidential search;
- ▣ Identify strategies to increase faculty and student engagement, and to attract students to USM based on this vision of community-based learning and engagement;

MUSG Specific Tasks (cont'd.)

- ▣ Define appropriate targets, benchmarks and assessment measures, including key indicators of success;
- ▣ Recommend policies that will advance this effort and maximize its impact, including appropriate incentives, rewards, and;
- ▣ Recommend the necessary and appropriate organizational/coordinating infrastructure, internal and external.

Elements of a *Systematic* Approach

(from Rutgers/Camden U. leadership, 2014)

- ▣ Senior leadership with university-wide reach
- ▣ Faculty capacity-building for teaching and research
- ▣ Alignment of tenure and promotion standards
- ▣ Curricular development and reform
- ▣ Student curricular and co-curricular opportunities

A Systematic Approach (cont'd.)

- ▣ Resources and structure for regionally-relevant research
- ▣ Resources and structure for outreach
- ▣ Economic development strategy and staffing
- ▣ College access and pipeline programs
- ▣ Platform partnerships
- ▣ Consistent messaging about the centrality of community engagement

Best Practices on Tasks

To learn what are best practices in implementing our 5 Tasks, from highly recommended peer institutions:

- ▣ Portland State University
- ▣ Wisconsin/Milwaukee
- ▣ Purdue University/Indianapolis
- ▣ Northern Kentucky University
- ▣ SUNY/Binghamton
- ▣ Michigan/Dearborn

Outreach Effort

To hear hopes, aspirations, and fears for the MU at USM:

- ▣ LAC – June 11
- ▣ CSTH – June 17
- ▣ CMHS – June 19
- ▣ CAHSS – June 26
- ▣ Gorham Campus – July 1

Going Forward

- ▣ Spend the Summer researching best practices and reaching out to interested parties
- ▣ Early Fall, report to the President and Chancellor with recommendations and projected costs and benefits
- ▣ Meanwhile, the MUSG welcomes comments and suggestions
- ▣ For more and to be in touch go to www.usm.maine.edu/musteeringgroup

INTRODUCTIONS

Please briefly introduce yourself, and share your *most* important hope or stake here for the community, our students, and/or the university.

REPUTATION

RESPECT

IDENTITY

Indicators Run the Spectrum:

- ▣ Increase Enrollments
- ▣ etc.
- ▣ etc.
- ▣ etc.
- ▣ USM Adds to the Leadership Capacity of the Region

USM/MUSG

Information and Contact at

www.usm.maine.edu/musteeringgroup

8 points from the LAC outreach meeting:

#1. LAC has been doing much of what a Metropolitan University does since its inception 26 years ago. LAC attendees expressed that this has not been well-recognized nor capitalized on by USM nor the U Maine System.

2. Our USM Leadership throughout every level of our traditional hierarchical structure needs to be revitalized. This is vital to the success of a Metropolitan University; . In particular, the new USM president must understand the needs of USM as a whole, that it is part of the UMaine System and must understand the developmental needs of each USM campus to successfully accomplish its goals.

3. Related to leadership, USM lacks a well-organized way for innovative ideas about engagement, partnering, and student development to be carried out; we need a mechanism to introduce, to nurture and to pursue innovation around these ideas.

4. A full assessment of community needs for areas that USM serves is needed.

5. USM faculty, administration and staff need to embrace the view that The USM Metropolitan University region is greater than Portland and include the regions that LAC and Gorham serve, as well as other surrounding Maine communities. What this means is that breaking down the silos is essential to the integrated and well functioning of USM.

6. There can be and need to be many more transfer agreements and dual degree options with seamless transitions between community colleges in Maine and USM academic Programs.

7. A major indicator of this efforts' success would be the launching and sustainability of MU projects over the next few years.

8. There was a common sentiment of hope that the results of this group's work would be an opening for growing our potential as a

university and breaking down the existing barriers.

Overall there was a lot of passion expressed at the meeting and more than usual.

I was reminded from the tenor of the meeting at LAC that the strength of a community is measured by how they respond to challenge. As one of our LAC faculty members commented at the meeting,

"We have all the potential/energy/excitement, and we would be such a force if we were "unleashed""