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Metropolitan University Steering Group - Meeting Notes CAHSS Discussion Meeting – June 26, 2014

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Metropolitan University Steering Group

University of Southern Maine

Meeting Notes

CAHSS Discussion Meeting – June 26, 2014, 10 a.m. – 12 noon

Talbot Lecture Hall, Luther Bonney Hall

<u>Present:</u> Richard Barringer (Chair), Jack Kartez (Facilitator), Emma Gelsinger (Recorder), Lynn Kuzma, Dennis Gilbert, Michael Shaughnessy, Libby Bischof, Kim Dominicus, Susan King

<u>Guests:</u> Adam Tuchinsky, Alan Kaschub, Annie Chuprevich, Art Handman, Assunta Kent, Eileen Eagan, Erin Bartoletti, Glenn Nerbak, Hayden Anderson, Jacquetta Searle-Grey, James Carter, Jan Piribeck, Jeanne Curran, Joan Mather, Kate Wininger, Kerrianne Falco, Keva Wright Berry, Kim Grant, Mary Nelson, Melissa Cilley, Nancy Gish, Pam Edwards, Patti Volland, Raphael Diluzio, Rebecca Nisetich, Sharmon Toner

Part I: Welcome, Charge, and Introductions

- Welcome and Comment – Lynn Kuzma, Dennis Gilbert, Libby Bischof, Michael Shaughnessy
- Charge to MUSG - What the MUSG is doing and is not doing: Dick Barringer, Chair MUSG *(see attached powerpoint)*
- 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 CAHSS Community, Students and/or College (See *Appendix II* for full responses)

Major themes that came out of the Key Indicators discussion

- *A major concern that USM is not a "user-friendly" institution for both members of the university and community partners, and impedes those interested in doing or are already doing the work of the MU. It was noted that learning how to work through these barriers can be part of a faculty/staff member's job; and that these efforts should not be undervalued by the institution.*

- *As mentioned at other Outreach meetings, we need to find a way to document and get USM stories out to the university, itself, and to the surrounding community. There are a lot of great things happening at all 3 USM campuses, but few seem to know about it.*
- *While building a systematic structure is important, emphasis was placed on not making this yet another bureaucratic structure. We need strategically to place people in positions to help support faculty and students doing the work of the MU.*

Part III: Next Steps and Accountability

- Emma, Dick and Jack will send meeting notes out to MUSG and those at the CAHSS 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 will 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 Introduction

- Responses from students in my capstone course are evidence that the MU concept works and is truly beneficial to students. I hope to see this continue and grow
- As a nonprofit ED I'm hopeful that USM can offer leadership in dialogue between communities – community members don't always have the resources to get together and figure out how to serve their communities.
- I do a lot with k-12 research and my most important hope is to stop hearing my students say that certain things "aren't for them;" that all kids in Maine will feel that college is something they can access and do
- In 3-5 years we'll be recognized as the center of Southern Maine; we need big, new ideas to fit into this MU structure
- That all the enthusiasm I've seen will work out; my concern is that we talk about MU but what I want to see is if we've answered where the metropolitan university is? Where will this area be in 10 years?
- My concern has been the amount of resources we are allocating (both public and private) to ensure that USM is the quality university it should be. USM has an enormous responsibility and the ability to be the driver of economic, social and cultural life in Southern Maine (ex: School of Music)

- My fear is that we will lurch forward into yet another plan, and continue to redefine ourselves without being clear about who we are
- I'd like to see the high school mentoring program that's been beneficial to many New Mainers continue, to deepen and grow it's relationship with USM (bridge program for first-generation college students)
- I came from UConn that has very robust service learning and I'm excited about the goal to achieve Carnegie classification
- That we look at a long tail vision instead of a short tail vision. Businesses invest in themselves to grow, instead of cutting their funds. My fear is that we are not doing this, and that our administration and BoT are not being transparent enough
- The arts are a driving force in the MU concept, and the IT infrastructure is important to distributing the kinds of activities that are going on at USM
- My hope for this model is that USM will cease to be this region's best kept secret; we need to document carefully what we do
- We need human and financial resources in order to make an impact on the area
- To sustain the viability of the School of Music and see more involvement of other major music groups in the area
- I think the intellectual and cultural ecosystem here in Portland is really strong, and can only get stronger with a thoughtful MU process by USM
- That what we do becomes as seamless as possible with the community, and takes advantage of the possibilities that are out there
- My fear is that this becomes so burdensome bureaucratically that it gets lost
- I came back to Maine because I wanted to live and work in Portland. There are many people who want to live here and want to go to USM
- My hope is that we get to the point where the community members are all aware of the success of our programs, and how integrated we already are – even when we are not sponsored by USM
- I look forward to the day when we have contacted our community members and you say you're from USM and proud of it
- I hope this group will be able to change the atmosphere and population of the state so they're more supportive
- For theater to grow as a department. We are very active and it's difficult to get that message out there
- We have internal connection problems; a student has no idea where to go to find internships
- Awareness, awareness, awareness. The stories of student success at USM are getting lost
- Its good to see our disconnecting the financial and the programmatic aspects of this, because they are not connected in that way
- I hope this becomes a movement and that people give sincere and critical buy-in
- My hope is always to improve advising across the college and the campus. My concern is that it's always a chore to do advising. Advising is teaching

- I keep hearing about how we did this before and nothing happened; I really hope this is the one that sticks
- USM will have a strong reputation and identity in the whole state of Maine
- Whatever it is that we plan for our community engagement activities, we need an evaluation method for improvement
- Really getting people to understand the value of education – it's not just accruing debt
- My fear is that this could be a way of privileging those who's courses and scholarship are directly related to community engagement, and leaving out those who's work is not directly related
- I have constantly been delighted at the breadth and scope of things that go on at this university. USM has the potential to be one of the great metropolitan university, and I'm afraid that we will lose that
- The importance of being systematic; we've tried to be expansive and have failed at being systematic about it
- While there are financial rewards for faculty, I think they respond to the opinions of their peers. We have to work closely with departments to expand their criteria for evaluations, so that community engagement becomes widely accepted and valued
- We have had endless meetings, committees, reports, etc. none of which has come out with anything except the unsystematic dismantling of USM. Recognize that the word university comes from the word universe
- My hope is that something will come out of this: recognition of something Jim Page said, that you can't have a university if you don't being in new, younger faculty
- I'm glad we're having this meeting in Talbot, because the pictures show what a university education should really be
- We need to make sure not to only think about one area – we need to think globally
- A part of my concern is that we are already doing this a lot; and everything I do I do on my own, without support
- I'm concerned about the systematic, bureaucratic, administrative approach that will create another major administrative structure
- Maintain a high level of service to students and faculty, but we are losing so much staff

Appendix II: Notes on Key Indicators

- That people in Maine will know what you mean when you say "the university"
- A clear place to call the university and say I need a person to do "x," and for the university to call and say I need "x" in the community
- Faculty and staff that "look like" the community (demographically)
- The university's main # never works – have a real person answer it
- We already have incorporated the MU concept in our university, and we all do this; but never get any recognition

- That the work people are doing is visible and people know our story. Why aren't we hearing these stories now?
- That people in the university, itself, will know about present collaborations
- That we regularly see community representatives sitting at the table with us, working with the university to bring together programs and initiatives
- Balanced reciprocity
- "Portland University"
- We need to learn what the community really wants from us
- "Metropolitan" includes cooperation with all the educational institutions in the area
- Understand how the administrative structure works, so that we know how to do things. *There are so many barriers to doing this work*
- A lot of the other universities are trending towards the health sciences; USM has the chance to differentiate what it is doing
- Businesses need people who can write. I could do workshops for people and businesses, but it's such a struggle with the administration
- The bureaucracy is an impediment, so that you either don't do this work or you just do it on your own. For community partners, it is just as hard if not harder
- Have systems in place to help create partnerships and then to support it
- We need an office for service learning and a list of ongoing community partnerships
- Individually I worked with professors - but there was no systematic way of knowing what they were doing in their classrooms that I could partner with
- Be a place for both the university and communities to dialogue with each other
- A central office, once you get out in the community, isn't so important; it's important to focus on *the web* that's created within the community. It will always come down to building the relationships you have
- Have a list on the website of what people are doing
- Fiscal pressures are due to declining enrollments. We can be a resource to the community but we need to focus on increasing student enrollment
- Prospective and current students are USM Alums; we won't survive without students
- The process of overcoming obstacles with community and the institution are part of the job of faculty members. What it comes down to is the orientation of our faculty members so they view this as part of the work that they're doing
- We have to reorient the faculty to see the present obstacles are an opportunity change and grow. Make sure those efforts aren't undervalued by the institutions

Respectfully Submitted,

Emma Gelsinger 7/1/14