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Metropolitan University Steering Group - Third Meeting – July 17th, 2014

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Metropolitan University Steering Group

University of Southern Maine

Third Meeting – July 17th, 2014, 12 noon – 4:00 p.m.

Wishcamper 102

DRAFT AGENDA

- 12:00 n. Welcome and Lunch
- 12:15 p.m. Learnings from Outreach Meetings & Best Practices – Jack
1. Outreach Meeting Indicators (Yellow Sheets)
2. Best Practices, from reports
(Note: In each case we will attempt to synthesize essential points, along the lines of the “Systematic “ MU lessons learned at Rutgers/Camden by Andrew Seligsohn & Co.)
- 1:15 Information Items – Dick
1. Carnegie Classification Committee/Friends
2. Corporate Partners Meeting
- 1:30 Discussion Items – Dick
1. Convocation Planning (planning committee?)
2. Syracuse/CUMU Delegation (who goes?)
- 2:00 Beginning the MUSG Report – Jack
1. The Presidential Job Description
2. Draft Outline of the MUSG report (drafting assignments, committee?)
- 4:00 p.m. Adjourn (to join Theo’s farewell event in Glickman 7?)

Metropolitan University steering Group

University of Southern Maine

Meeting Notes

Third Meeting – July 17th, 2014, 12 noon – 4:00 p.m.

Wishcamper 102

**Next MUSG Meeting will be on Thursday, August 7th, 12 noon – 4:00 p.m.
in Wishcamper 133**

Assignments for the next meeting, as follows:

- **Convocation Planning: *Michael Shaughnessy, Luci Benedict, Cathy Fallona***
- **Presidential Job Description Drafting: *Jack Kartez & Liz Turesky***
- **MUSG Report Drafting: *Libby Bischof, Glenn Cummings, Dennis Gilbert, Dick Barringer (plus Jack and Lynn; Emma Gelsinger to summarize each Best Practice Report)***
- **UVU Best Practices report: *Dahlia Lynn and Michelle Jacobus***

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

Not Present: Kristi Hertlein, Lynn Kuzma, Scott Schnapp, Ryan Low, Cecile Aitchison, Martha Freeman

Guests: Alex Greenlee, Student BOT Representative

Part I. Reports on Outreach Meetings & Best Practices

Outreach meetings (see Appendix I for notes)

- Libby Bischof presented a Powerpoint that combined her and Liz Turesky's notes on themes from individual meetings, as well as cross-cutting themes and benchmarks drawn from outreach meetings as a whole. Themes that emerged from individual outreach meetings tended to reflect the 'category' of attendees (staff, faculty, business community, student life, scholarship, location, etc.). Libby's Powerpoint also identifies structural needs for USM as it moves forward with the MU concept. (See Powerpoint attached)

- Tracy St. Pierre noted integration of faculty in developing community engagement in their courses as a recurring theme
- Themes from this discussion (See appendix I for notes)

Best Practices Reports

Portland State University

- Much of Libby's presentation reflected in PSU's experience
- PSU has been doing this for almost 20 years now, they didn't start it to increase enrollments, but because it was the "right thing to do"
- Commuter school, larger than USM
- They have structured everything around this – made a system-wide commitment. It has become a faculty-driven effort originating from faculty already doing the MU
- All capstones by undergraduates have a community engagement theme – capstone courses are now self-sustaining after a \$230,000 investment in capstone course development
- HUB: PSU Center for Academic Excellence
- They talk a lot about sustained relationships they have with community partners
- They are making a Partnerships Council that works with the President's Office
- It's about enhancing the lives of the community
- Student success and student engagement
- Administrative support
- Were there centralized efforts for the capstone project? They got a core group that put them together and it took on a life of its own. They wanted to make as few hurdles as possible so people could feel free to engage
 - The "new core" at USM is set up for this
 - At LAC they already have somewhat of a system set up for this
 - There's a lot of potential

UIPUI

- It's not just service learning, but its service and learning.
- It took them 18 months to come up with their vision statement because of all the good ideas they had
- Carnegie documentation, reaccreditation and awards required support by her office
- Presidents understand the importance of UIPUI becoming an anchor in the community

Part II. Information & Discussion Items

Carnegie Classification

Corporate Partners Meeting

- Dick asked the MUSG committee to think about corporate partners event to come in Nov. (Wex event) – potential link to our own possible convocation
- Bring barabara Holland as a Libra Scholar for a few weeks to visit and assist USM? **Dick will explore with Barbara.**

Convocation planning (see Appendix II for notes)

- There is strong interest in convocation planning, and agreement we need to do something. It was suggested that the convocation be a series of events throughout the academic year, on all three campuses. It was noted that we need to be cautious with the content of the event – we need to be sure to explain we are facilitating the growth of the university and its community engagement practices instead of simply laying out a plan for people to follow. There will also be a struggle between making the cuts at USM that are required in the fall and gaining university-wide support for the MU idea as a growth strategy.
- A planning committee was established: **Michael Shaughnessy, Luci Benedict, and Cathy Fallona have volunteered to report back to the MUSG's next meeting with ideas/suggestions on how to proceed with a convocation and the content of it.**

Syracuse/CUMU Delegation

- The Coalition of Urban and Metropolitan Universities is holding its annual conference in Syracuse on October 5th through 7th, 2014. MUSG funds allow for a five person delegation from USM. One of the spots is reserved for either Liz Turesky or Michelle Vazquez Jacobus since they were asked to present a paper at the CUMU conference. It is important that the USM/Syracuse delegation be representative of faculty, staff and students.
- MUSG members will let Emma know if they are interested in attending or would like to nominate someone to attend. Emma will contact CUMU for a RSVP deadline and a final decision on the delegation will be made by this deadline. **Note: Deadline for early registrations, at reduced cost, is August 15.**

Part IV. Beginning the MUSG Report

The Presidential Job Description (see Appendix III for notes)

- The MUSG developed a list of characteristics/traits to be used in informing the presidential job description for USM's next president, a primary task of the MUSG. **Jack Kartez and Liz Turesky agreed to organize and summarize the list generated by the steering group to put into the report to the Chancellor.**

Draft outline of the MUSG report to Chancellor (see Appendix IV for notes)

There are potentially 2 parts to the report –1) response to tasks, and 2) narrative

TITLE:

1. Abstract and Summary
 - a. Include vision statement
 - b. How the MU concept supports the current mission statement
2. History & Context of Community, USM, demographics and it's development
 - a. Troubled culture facts? (need to contextualize in terms of why)
 - b. State of the university/Maine (profile)
 - c. Maine is a great place to live but still needs help – the same goes for USM
3. The Challenge & Opportunity for the Region and State
 - a. Why now?
 - b. Definition of an MU
 - c. Emphasize the growth
 - d. A sincere desire to better the community
4. What we've learned
 - a. What does systematic mean?
 - b. Summary of other places and facilitate buy-in
 - c. Existing models/Examples/Success stories
5. Vision Statement (#1 in the charge)
 - a. Use Libby's summary to form the basis of the vision
 - b. Driving philosophy and approach; accountability
 - c. What USM can and already does contribute
6. Concrete measurable objectives (3-5 Years from now)
 - a. Establish Senior Leadership of Engaged Learning (or other title)
 - b. Expect every academic and non-academic to discuss what it means to be an MU in his or her unit.
 - c. Expectation of measurable outcomes for each unit
 - d. Rewards and expectations

- e. Sustainable, involved, student body
- f. Embed MU into the curriculum, require it of students
- g. Establish a central office
- h. Cataloguing of MU activities
- i. Appropriate performance benchmarks and criteria; will involve strategic choice
- j. Achieve Carnegie Classification by 2019
- k. Central organizational principle to which all will be accountable
- l. Identify foundational partnerships and organizational means to engage
 - i. Use examples from best practices
- 7. Restructured, user-friendly website
- 8. What this means for USM/system leaders
 - a. Implementation, follow-through and evaluation
- 9. What this means for faculty, staff, students, community
 - a. This is an institutional promise about what USM is and what it is going to do
 - b. Facilitate access/resources to MU for faculty
 - c. Facilitate access/resources to MU for students
 - d. Facilitate access/resources to MU for community
- 10. Investment Needs
 - a. What are the projected costs?

A drafting committee of Glenn, Libby, Dennis, Dick, Lynn, and Jack, with Emma's help, will begin and report to the MUSG meeting on August 7.

Appendix I: Notes on Outreach Meetings Discussion

- *This is a fantastic summary, which also strikes me as the work plan for the administration moving forward. How can we strategically go after the majority of these bullet points? What university in America would not want to follow this? We use the term MU as a given, it would be powerful if we really thought about what we want this university to be called moving forward.*
- *This is encouraging and very inspirational. We kept hearing the skepticism of past failures from the raw data – this is not just in the internal community at USM. Taking on this “work plan” will be very encouraging to the community and someone applying for the presidential job*
- *It is encouraging to see the commonality. This has to happen and it's not anyone else's problem or job. By strongly moving ahead with this you will get an inspirational leader instead of a caretaker*
- *This document has both strategies and benchmarks – the MUSG could create a work plan from this for the University*
- *A sense from this and Dennis's piece and my experience in community engagement – the propensity for community engagement is behavioral and integral. It needs to be more about giving than taking. “Turning outward” to*

- the community is essential for USM and we need to remember that as we move forward.*
- *Even though there needs to be an external focus, we need to get our house in order. This is everyone's job, not just one person. This needs to function regardless of who is here and that is something we have not been able to do at USM so far.*
 - *Asking community needs, tailoring courses to the community, etc., are other themes that were present in the outreach meetings*
 - *The idea of first getting one's house in order; it's hard to really do a good job getting ones house "in order" unless you know "in order to do what"*

Appendix II: Notes on Convocation Planning Discussion

- *There's a lot of curiosity about this, perhaps we need a convocation in the fall*
- *It seems that this is an opportunity not to miss – could build a lot of interest and excitement*
- *Might be an opportunity to showcase what we already do that fits this mold (Ted Talks), but then also what do we need/want. Would be a nice way to bring the internal/external*
- *The vast majority of the USM community is absent over the summer – a convocation would be a great way to introduce the new interim president and the work we're doing*
- *To skeptics, both internally and externally, this won't feel real until it IS real*
- *There's a difference between what we're laying on you versus what we are facilitating in terms of engagement for faculty, staff and students*
- ***This should be a series of events instead of just one***
- *What would we actually be doing at this event?*
- *The Libra funds could provide a real coordinated effort to engage faculty*
- *Convocation means bringing people together with an action plan*
- *I think we need to figure out what this all means as USM – as a student I see these presentations as the perfect university but I think before we tell people what we're doing, we really need to decide what it is we're going to do to become that*
- ***I love the "reboot" idea.*** *Maybe we don't' need to have a an exact plan, it might be better to include people in the planning process for USM, instead of just making a plan and giving it to people*
- *I want to remind everyone that the English department had a Libra scholar program that was similar to this. IF every college were to throw into this idea of having many workshops*
- *I only heard interest in MU but not an overwhelming endorsement of it. What I heard was a growth model for retention and enrollment. We have to be careful about how we "use" the community. We are asking people to make sacrifices without any vision – this is a leadership disaster.*

- *I fear that the chancellor doesn't understand it's an impossible situation to drop any president into. You can't ask people to come to our new growth strategy when you cut programs and faculty.*
- *We are a MU, but we've already heard that we have no systematic way of doing it. **It's an opportunity to remind people who we are.***
- *When I hear caution I hear that this is not an academic exercise, in terms of a convocation we need to not just seem purposeful but we need to actually execute these things. We have to keep expectations realistic.*
- *We have an obligation to the communities we are speaking to right now to lay out what it is we're are doing here*
- *For some things the fall might be too fast*
- ***Planning Committee: Michael Shaughnessy, Luci Benedict, Cathy Fallona,***

Appendix III: Notes on the Presidential Job Description Brainstorming

- *Missouri State Ideas from presidential job search: Experience: developing relationships, leaning and managing large complex organizations, experiences managing complex financial environment, insuring students success, demonstrate capacity to lead a university with a deep and continuing regional connection*
- *On the CUMU, Julie Hatcher is on the board and she mentioned that the president should have some experience working with public, private partnerships in the urban setting in addition to a skill set that understands how to use USM resources to build a powerful community and understand the potential of USM to become an anchoring institution within its community*
- *Make reference to the fact that the BOT has designated USM as the MU of Maine and that the university is committed to building its engaged scholarship, learning, and teaching capacities*
- *Experience working at a university with multiple campuses*
- *Bridge builder – responsible steward*
- *Have capacity for building community, building rehabilitating relationships, effective communications across all levels of USM, able to set priorities, new initiative focus and impact audit towards existing and new programs*
- *Serves as a compelling spokesperson, chief advocate and leader of the universities mission*
- *Visionary leader who shares the vision of USM as Maine's MU*
- *Be able to execute strategic planning for engagement with community*
- *Someone who demonstrates a history of learning an institutional culture and understand a community very quickly*
- *Having a certain level of interest in people and be able to work across the extended UMS community*
- *Ability to engage across backgrounds, interests and status in support of a successful institution*
- *Understands the transformational nature and/or power of higher education*

- *Articulate and embrace the values that are inherent in an academic community: as, academic freedom and shared governance,*
- *Experience with non-traditional students*
- *Experience working effectively with elected officials, industry, nonprofit leaders, and other stakeholders*
- *Worked in an institution of similar size and scope*
- *The person needs to have character, be likeable, be approachable, instill confidence, build trust*
- *Be dynamic and have a high EQ*
- *Someone who is interested and willing to be a part of the community*
- *Be active enough to be expected to teach a class, to be a member of the community*
- *What do we expect them to do?*
- *Experience with the disciplines of enrollment and retention and increasing both*
- *Embracing the MU as a growth strategy, and we expect delivery on that*
- *Lead USM to Carnegie classification as an engaged institution in 2020*

Appendix IV: Notes on Drafting MUSG report to the Chancellor

- *We need to synthesize everything we've learned here into a report. Reference the documents the MUSG has come up with in our final report.*
- *UVU is the largest flagship university in the system. Michelle and Dahlia will do best practices outreach.*
- *Core practices, Strategic engagement council, office*
- *Identify what an MU is, define what we mean by engaged learning. Engaged learning needs to be transformative for everyone (students, faculty, community)*
- *What are the opportunities and challenges are*
- *What are the costs and benefits?*
- *Most important part of the report is the Abstract and the Summary – needs to be inspiring and engaging*
- *Sense of place*
- *Here's what we already do and how do we support continuing to do it*
- *We need to establish an identity around what we already do*
- *Here's how we plan to embed this into this institution, in terms of teaching, scholarship and learning*
- *Every sentence is fair game to be used against you*
- *What if moving forward with the MU is a way of fulfilling our current mission*

MUSG White Paper – DRAFT 07.14.14

Introduction. On May 28, 2014, USM President Theo Kalikow announced the formation of a Metropolitan University Steering Group (MUSG) under the chairmanship of Richard Barringer, Professor Emeritus in the Muskie School.¹ The MUSG is comprised mainly of members of the university who have had success employing practices associated with the Metropolitan University concept, with support from USM resource persons and advice from representatives of the Greater Portland and Lewiston-Auburn communities at large. The group's charge is "to recommend a strategy and implementation plan that will make the Metropolitan University concept the strategic focus of USM going forward."

At its inaugural meeting on June 3, the steering group (SG) began formulating strategies to address the seven tasks contained in the charge and listed below. Since then, the information-gathering process has proceeded along two tracks: researching best practices employed by institutions that have emerged as national leaders in the Metropolitan University (MU) movement; and holding a series of open forums or "outreach meetings" to introduce the SG's process and goals to all members of the USM community. These forums, organized by both USM college and campus, have brought faculty, staff, students, and community stakeholders together to share ideas, hopes, and concerns about how USM will distinguish itself as Maine's Metropolitan University. What follows is a summary of the SG's findings to date and a set of proposals for matching USM's existing resources to the objectives identified in the charge.

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

The 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 identity would be dominated by the gravitational pull of the Greater Portland area. A counterbalance to this concern 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

¹ See Attachment 1 for the full MUSG membership and its charge.

concentrations of diverse communities, they are distinguished as successful Metropolitan Universities 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 the corollary, “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 do so without adequate institutional support or recognition. Among the SG’s proposals is that the university adopt policies that make community engagement and public scholarship opportunities *systematic* across and throughout all USM; remove institutional barriers and impediments; provide robust support and incentives; and regularly and consistently recognize and reward these practices.

Such policies will not succeed, however, without concerted and consistent leadership. Therefore, the SG proposes that presidential search emphasize qualities and dispositions that will ensure sustainability of a systematic Metropolitan University 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.

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 developing a 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 Metro U culture in such a way that it enables current practitioners to thrive, and to make 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 USM metropolitan 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.

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 an 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 priority;
- 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 any barriers, impediments, and disincentives that hinder community-based partnerships;
- Recognition of excellence in 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 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.

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 (benchmarks), the SG proposes that experience, scholarship, and teaching relevant to community-based learning be foregrounded in position descriptions for new faculty lines and, as appropriate, for professional and classified staff hires.

Curricular policy should be refocused to embed Metropolitan University practices more clearly within USM's General Education program.

Policy should also be developed more robustly to support disciplined-based internship programs.

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 Associate Provost 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 an open-door, 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, Metro U concepts will be vigorously marketed and engagement opportunities, widely visible and easily accessed on campus.

With regard to prospective students, an ongoing program of publicizing current student successes must 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.

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 Metropolitan University practices, the 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.

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.

(Note: Add other focus areas, as: Creative Economy? Public Health? Other?)

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.

Attachment 1: Background and Charge to the MUSG

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."²

At much the same time, a new association of American colleges and universities was founded by a group of university presidents³ 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

² Kellogg Commission on the Future of State and Land-grant Universities, *Returning to Our Roots: Executive Summaries*, 1999.

³ Including USM's own at the time, President Patricia Plante.

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.⁴

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;

⁴ See Steven Diner, *2010 Presidential Address*, Metropolitan Universities Journal, July 2010.

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:

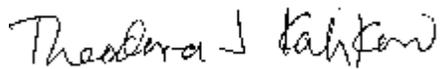
Richard Barringer, Muskie, Chair
 Luci Benedict, Chemistry, Faculty Senate
 Meredith Bickford, Professional Staff Senate
 Libby Bischof, History
 Kim Dominicus, Classified Staff Senate
 Barbara Edmond, Maine Philanthropy Center
 Cathy Fallona, Education
 Kyle Frazier, Student Body President
 Marcel Gagne, 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
 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.

A handwritten signature in black ink, appearing to read "Theo Kalikow". The signature is written in a cursive, slightly slanted style.

Theo Kalikow, President, June 3, 2014