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## Direction Package Advisory Board Notes - December 13, 2013

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## Direction Package Advisory Board Notes

December 13, 2013

University Events Room, Portland Campus

### **Attending:**

Bill Wells, Jeanne Munger, Rick Vail, Ed Mckersie, Kristi Hertlein, Margo Luken, Amy Amico, Jessica Picard, Christy Hammer, Blake Whitaker, Lynn Kuzma, Laurenz Schmidt, Kelsea Dunham, Jon Barker, Joy Pufhal, Monique LaRocque, Bruce Clarey, Joe McDonnell, Pamela Roy, Gary Johnson, Mary Sloan, Kelly Fitzgerald (in place of Judy Shepard-Kegl until her late arrival), Andy Anderson, Carol Nemeroff, Judy Shepard-Kegl, Jerry LaSala

### **Guests:**

Theo Kalikow, Dick Campbell, Susan Campbell, Bob Caswell, Martha Freeman, Michael Stevenson, Sharoo Wengland, Stephen Houser, Nick (Muskie student), and a second student

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### **Ground Rules for the group - Dave**

- It's imperative for productive meetings that we all have respect and dignity for each other
  - Asked for agreement that no personal attacks would be allowed
  - Discussed the opportunity to have very difficult emotionally-laden conversations without them turning into outbursts
- Dave asked the participants if they would all agree to a ground rules of respect and dignity and no personal attacks during the DPAB meetings
  - The DPAB unanimously voted to agree to these terms
- Harvard developed work on negotiation – it is known by many names including Win-Win Negotiations, Getting to Yes, etc. (see attachment)
  - The basis of this work is that everyone who comes to a conversation comes with a desired position to solve an interest
    - A position by definition is one way to solve an interest v. an interest which by definition can be solved in multiple ways
- Dave, as the facilitator, will help lead the discussions into successful conversations about interests

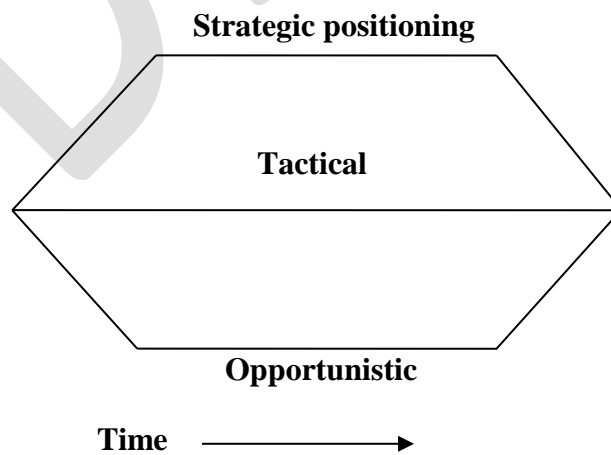
### **Subgroups**

- Comment: Would like to hear the System Update before beginning the subgroup work
- Comment: Short-term work must be driven by the long-term work and we need the System overview prior to being able to make decisions about the short-term work at USM

- Comment: I would advocate we stay together as a larger group and tackle the problems together because the subgroups topics are intertwined and we will need to know what each group is planning to make decisions needed as a whole
- Comment: We can't view each subgroup as an entity to itself that will solve the problem. We can't get overwhelmed by the complexity and enormity of the problem either.
  - We have to approach as though each problem has an approachable outcome and consider how that outcome will affect the other challenges we are faced with
- Comment: I don't think we are ready to break out into subgroups. We need to look at best practices from other universities and we need to tap into the process and experience of others in the room and in the System to see how they worked through similar problems in the past.
- Comment: USM currently has three competing missions. We need to decide what the real mission of the university is and work towards that. We will have to work on several of these issues on a horizontal level. We need to define our current state, decide what our future would look like, and then figure out how to reach the goals set through this process.
  - Dave – this complete process usually takes 3-5 years when done linearly and USM doesn't have the time to spend on this process. We must do these processes simultaneously.
- Comment: We need to know what the unmovable restraints are before being able to make decisions so we have a good understanding of how to reach the goals we set from the DP.
- Comment: We need to take into account what the community, region and taxpayers need from this university.

Dave:

- We are doing three things simultaneously



- USM is working on all these processes simultaneously and on a horizontal approach

**Clarification on Monique's subgroup:** How do we differentiate ourselves from the rest of the campuses in the marketplace? A common denominator people believe in: USM wants to serve the State and we are in the best location in the state. Let's use these two concepts as the starting building block to build what we think the university should look like.

### **System Update by Dave Stevens**

- This information is not set in concrete, it is a tentative, iterative plan, and is still in the process of being formed but the final plan will be presented to the Universities over the next couple of months.
- This is an exercise aimed to serve the students and members of the State of Maine in a better, more efficient way.
  - The three groups who are discussing these changes include: the System Presidents Council, System Academic Affairs and the System Financial Group
  - The System recognizes that all the System campuses have been making budgetary cuts for the last several years, but the reductions have not been strategic across the System or on the campuses.
  - The System needs to begin thinking as a whole and not as competing campuses.
- Prior to the potential faculty settlement the total budget cuts that need to take place over the next five years is \$87M for the System as a whole.
  - Since 2008 more money has been taken from the administration than from academic affairs
- The System has 7 universities serving 1 state with finite demographics
  - The seven campuses were originally merged from competitors not collaborators, and the systems have not dramatically changed to incent different behaviors
- The State of Maine only has 1.3 – 1.4M people
- The emerging idea is to look at collaborating efforts across the System
  - There would be potentially three groupings of programs/services within the System:
    - Unique or differentiated program (MFA, Creative Writing?)
    - Shared programs among campuses (i.e. Marine Sciences?)
    - Common – certain administrative ideas or programs that are common among all 7 universities (i.e. IT, languages? etc.) (Common does not necessarily mean all online classes)
  - The idea is for the System to support the needs of the State
- Comment: We have tried this before and it did not succeed.
  - Response: What was seen as not possible five years ago may now be possible due to the many changes that have occurred both in the System, State, and economy.
- Comment: The Common idea needs to be for the present, not the future, but this requires a major change of thinking for the faculty across the System

- Comment: The smaller campuses exist for the purpose of having them meet their regional needs in their areas. If the System combines or shares many programs, the smaller campuses may lose their advantages in their areas.
  - This has been discussed among the System Presidents and they recognize that each System campus will need to have a niche of its own that will be kept at the campuses
- Comment: If the System and the campuses are successful at making this model work, the System might be the first successful System in the U.S. to make the process happen.
- Comment: How will we implement the sharing of faculty across the System?
  - We will figure this process out as we are moving forward. Right now we need to get the vision piece complete.

### **What this would look like at a University Level**

- The first thing needed at the university level is to create a mission for the campus. The mission will need to fit into the context of the other 6 universities in the System.
  - It will state what the specific niche for the individual university is and what it will offer the state.
    - USM's will need to include how it will serve the metropolitan area of the State of Maine.
    - UM will represent the land grant and research portion of the State.
    - UMachias, Fort Kent, Farmington, etc. will represent their area
  - Secondly, the universities will need to decide how their academic programs fall into 4 key areas:
    - Signature (Distinct competitive advantage and brand)
    - Emerging (Can be signature with investment)
    - Core/Foundational (Keep, but not in one of two categories above)
    - Evolving – (combine, downsize or eliminate)
  - To invest in programs, the university will need to look at its shared or downsizing programs and see if they can be shared with other campuses in the System or can be downsized or eliminated for the purpose of reallocating the funds.

### **Change Management**

- There are two overall levels of change management
  - Is what we have running at the optimum level of efficiency/effectiveness?. (Before we make cuts, are we running as efficient as we could be?)
  - Focus (what are we going to grow, sustain, eliminate, etc.?)
- Comment: So part of the charge for the DPAB will be to make recommendations on what programs will be cut from the university? Is this correct?

- Yes, you are making the recommendations of what will be cut from USM as well as what will be enhanced, traded with other campuses, what can be made more efficient, etc.
- Comment: In this process, should we make the assumption that we will not be hiring any additional faculty members?
  - No, do not make that assumption
- Dave: One of the items listed in the proposed faculty settlement (up for ratification) is a retirement incentive for certain faculty members. There are somewhere between 200-300+ people that might be eligible for this retirement incentive across the System.
- Comment: Are there potential loans from the System that could be used for restructuring a campus in the System?
  - Yes, there is some reserve money that can possibly be loaned to campuses but that money must be paid back on a short-term basis and before the money would be loaned, the campus would have to have focused plan to show that they could pay it back.

### **System Academic Programs**

- Nathan Grant has compiled a list of all the programs across the System and Sue Hunter and the CAOs are in the process of creating a list of the overlapping programs across the System.
  - This list will be shared within the next couple of weeks for the universities to begin having discussions about what each university's signature, emerging, core/fundamental and evolving programs will be.
- Comment: Is there a way to pull a list of all the courses that are shared amongst the System?
  - Yes, this process of looking at shared programs across the System is just the first step.

### **Dave – what are the programs that could most quickly impact the revenue stream**

- Comment: The Provost laid out a great vision for the university and we need to begin putting that vision into place soon, before we do the cutting, so we do not lose USM's PR advantage.
- Comment: What if multiple campuses have the same program and one campus has more community involvement with their program than the other? How do we figure out which program would be closed or kept?
  - There will be discussions amongst the campuses to make these decisions and decisions will be made on how we best serve the needs of the students and State.
- Comment: Accreditation is an important aspect of programs and we need to keep this in the forefront when looking at which programs to move, close, share, etc.

- Comment: Several comments from people who state that they like the idea of moving USM and the System towards this new model.
- Comment: If we do this process it will be a major disruptive change that will change the culture for the campus and System, will change reward systems, etc.
  - Classics, French, Marine Sciences, and other programs are already being looked into

### **Academic Affairs Streamlining - Theo**

- The academic calendar submission dates are February 7 for the Fall '14 schedule and February 14 for the Spring '15 schedule
- Theo has asked Michael to work on a full academic year calendar for FY15 instead of doing the schedule one semester at a time.
  - This will provide the students with the opportunity to plan their schedules more effectively
- Additionally, Theo is asking Michael, the Deans, and the rest of the leadership in Academic Affairs to look at the class sizes and the teaching requirements to ensure faculty are fully meeting the needs of the students and their contractual obligations
- Michael will be speaking with the full Academic Leadership teams on Monday, December 16 to go over this outline and begin this process
- An update on the process will be given at the Friday, December 20 DP meeting

### **Subgroup work – Dave**

- There subgroups will be formed and the groups will work on their projects and then report on feedback and concerns at each upcoming meeting
- Subgroups:
  - Visionary/Identity – looking at the identity of the university in this region and across the System
    - Members: Monique (co-chair), Ed (co-chair), Gary, Kelsea, Margo and Lynn
  - Short-term Budget Challenges – look at short-term aspects of the budget deficit both revenue and cost side, with the exception of details of academic programs (done by group 3 and AA leadership)
    - Members: Joy (co-chair), Laurenz (co-chair), Amy, Jessica, Blake, Rick, Pamela and Kristi
  - Program Committee – This group will look at USM's new mission categories of signature and emerging programs, core/foundational and evolving programs
    - Members: Jeanne (co-chair) Bill (co-chair), Mary, Jon, Carol, Andy, Judy, Bruce, and Bob Blackwood
  - Regularly attending members still to be assigned: Joe, Christy and Carlos

- All of these groups will need to work simultaneously and will need to share information across the groups continuously so that all of our efforts are coordinated
- Comment: It may be good to have the Deans be resources to each of the three groups

**Data Requests:**

- All data requests should go to Bob Caswell. Please note, all data requests should outline the specific need, or question, the group wants to answer.

**Parking Lot**

Developing a framework for the Strategic Plan – not the budget

Include examples of other systems or businesses that have done a similar process

**Next meeting:**

December 20<sup>th</sup>, 9:00am – 2:00pm

**NEW LOCATION: Due to scheduling challenges, the meeting has been moved from LAC to 133 Wishcamper, Portland**



### III. PRINCIPLED NEGOTIATION

#### A. BUILD WORKING RELATIONSHIPS, DON'T REACT TO EMOTIONS -- SEPARATE THE PEOPLE FROM THE PROBLEM

"Everyone knows how hard it is to deal with a problem without people misunderstanding each other, getting angry, or upset, and taking things personally." If we fail to appreciate how differently our partisan perceptions cause each of us to view the world, we will disproportionately take our own interests into account. This will interfere with our ability to solve problems.

##### 1. Turn The Opposition Into Someone You Know -- Build Working Relationships As You Negotiate.

Be unconditionally constructive, rather than relying on reciprocity.

Remember Ben Franklin's technique of asking to borrow a book from a foe so that he could turn that foe into a friend.

###### a. Consult Before Deciding

"Ultimately it is my responsibility to decide how best to .... But before I make any decision, I'd like to hear your views ...."

###### b. Avoid Early Commitments, Remain Open to New Information

"We will consider every opportunity to avoid a strike, and we are always open to new ideas from ...."

"Even though you feel ..., I have decided, at least for now, not to .... If you will ..., I am prepared to consider ...."

##### 2. Don't React To Emotions, Yours or Theirs

###### a. Recognize and Understand Emotions

Ask yourself: what is producing the emotions? are they responding to past grievances? are emotions spilling over from one issue to another? what do they care about?

"You know it seems like you are upset about something. Maybe we should talk about what's making you upset before we continue with our talk about ...."

###### b. Remember to "Go to the Balcony" -- Don't React

Remember Thomas Jefferson's adage: "When angry, count ten before you speak; if very angry, a hundred."

c. Active Listening

"Let me see if I understand what you're saying. It sounds like you think...."

"Did I understand correctly that you are saying...."

"From your point of view, the situation looks like...."

d. Acknowledge the emotion

"I can see why you feel strongly about this, and I respect that. Let me tell you, however, how it looks from my angle...."

"You know the people on our side feel we have been mistreated and are very upset. We're afraid an agreement will not be kept. Personally, I think we may be wrong in this feeling. Do the people on your side feel the same way?"

e. Allow The Other Side To Let Off Steam

Allow the other side to continue until he or she has said their last word.

f. Use I Messages, Rather Than Assign Blame

"I feel let down," instead of "You broke your word."

**B. IDENTIFY INTERESTS -- FOCUS ON INTERESTS, NOT POSITIONS**

A position is the concrete things that one wants; interests are the intangible motivations that lead one to take the position -- one's needs, desires, fears, and aspirations. One needs to identify both sides' interests in order to reach an agreement. To have a good solution to a problem, it should meet your interests as well as mine.

To help identify interests ask:

1. Ask Why? Look Forward For The Purpose.

"Why is it that you want that? Why do you want...? What is the problem...? What are your concerns...?"

"I'm not sure I understand why you want that. Help me to see why this is important to you?"

"I hear what your saying. I am sure the company policy has a purpose, could you explain it to me?"

## 2. Ask Why Not?

"Why not do it this way...?"

"What would be wrong with this approach...?"

## 3. Reframe, And Draw Them Into Problem Solving.

Consider Senator Joseph R. Biden, Jr.'s approach: "Mr. Gromyko, you make a very persuasive case. I agree with much of what you've said. When I go back to my colleagues in the Senate, however, and report what you've just told me, some of them -- like Senator Goldwater or Senator Helms -- will not be persuaded, and I'm afraid their concerns will carry weight with others." "You have more experience in these arms-control matters than anyone else alive. How would you advise me to respond to my colleagues' concerns?"

"Look, we're both lawyers. Unless we try to satisfy your interests, we are hardly likely to reach an agreement that satisfies mine and vice versa. Let's look together at how to satisfy our collective interests."

"If I understand what you're saying, your interests are in ..., ..., .... Is that right?"

## 4. Negative Inquiry

"I don't understand, what is it about ... that is bad?"

## 5. Don't Forget Basic Human Needs

Security; economic well-being; a sense of belonging; recognition; and control over one's life.

## C. INVENT OPTIONS -- DEVISE CREATIVE OPTIONS TO SATISFY INTERESTS.

Devise creative options by: (1) separating the act of inventing options from the act of judging them, (2) broadening the options on the table rather than looking for a single answer (shuttle between the specific and the general), (3) searching for mutual gains, and (4) inventing ways of making the decision easy.

Ask What If?

What if we were to...?

How would you suggest that we get it accomplished?

What would you suggest that I do...?

What would you do if you were in my shoes...?

What would you say to my constituents...?

#### D. STANDARDS OF FAIRNESS

"The more you bring standards of fairness, efficiency, or scientific merit to bear on a particular problem, the more likely you are to produce a final package that is wise and fair. The more you and the other side refer to precedent and community practice, the greater your chance of benefiting from past experience."

##### 1. Agree on Standards -- Ask "What's Your Theory?"

Where do you suggest that we look for standards to resolve this question?

Does ... have standard specifications for ...?

What's your thinking about what makes that fair...?

Does our competition throw in that service for free...?

How did you arrive at that figure?

What makes that fair? You must have good reasons for thinking that is a fair solution. I'd like to hear them?

##### 2. Agree on a Procedure

For example, having one child cut while the other child chooses.

Pick someone you both regard as fair and give him a list of the proposed criteria and ask either for his advice or for him to make a decision

Pick someone you both regard as fair and ask him to give advice on what standard to use in settling the matter.

#### E. WHEN TO WALK AWAY

The reason to negotiate is to determine whether you can satisfy your interests better through a negotiated agreement than you could by pursuing your Best Alternative to a Negotiated Agreement (BATNA).

Hence determine both yours and their BATNAs.

#### F. PROPOSALS

Consider developing 3 proposals.

What do you aspire to?

What would you be content with?

What could you live with?