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Metropolitan University Steering Group - First Meeting – June 3, 2014

University of Southern Maine

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Metropolitan University Steering Group

University of Southern Maine

First Meeting – June 3, 2014

Room 211 Wishcamper

TENTATIVE AGENDA

11:30 a.m. LUNCH. Kindly be prompt and seated, as we have lots to do.

11:50 a.m. Greetings from USM President Theo Kalikow

11:55 a.m. Greetings from UMS Chancellor James Page

12:00 noon Guest Speaker. Chair Dick Barringer will introduce, Andrew Seligsohn, Associate Chancellor for Community Engagement, Rutgers University/Camden. Dr. Seligsohn will share what his urban university has learned about building the metropolitan university and take questions.

1:00 p.m. Round Robin Introductions. Dick will invite you to introduce yourself to the group. In addition to your affiliation and work, please share briefly one example of what you see as the most important stakes here – for the university, for the community, or for any interest you may represent.

1:45 p.m. Indicators Brainstorm. Jack Kartez will lead a start-up conversation on identifying key indicators for monitoring MU development and success, as called for in the Charge.

3:15 p.m. BREAK

3:30 p.m. Review of the Charge and Organizing to Address Tasks 1-6. (Dick /Jack)

We'll seek to agree on several small work groups of members and resource persons to investigate and report back on best practices and needs to meet major parts of the Charge (*for our second meeting in mid-to-late June, by agreement*).

- Connecting with members of the CUMU
- Creative leaps
- Put on hold questions of organization, needed resources
- Report back key findings and ideas for our next steps

(Meeting #2 will be devoted to sharing and digesting the results of this work and moving on.

5:00 p.m. ADJOURN

Note for those who cannot attend: Notes will be taken of the meeting, distributed, and posted to the USM website. You may call-in for any part or all of this meeting, at 207-228-8553; and kindly let Dick Barringer know which of the Tasks 1 through 6 you would prefer to work on, at 780-4418 or barringr@usm.maine.edu . Thank you.

MU Steering Group: Background and Charge

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.”¹

At much the same time, a new association of American colleges and universities was founded by a group of university presidents² 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 numbering nearly one hundred – share is a purposeful and systematic commitment to the *place* in which

¹ Kellogg Commission on the Future of State and Land-grant Universities, *Returning to Our Roots: Executive Summaries*, 1999.

² Including USM's own at the time, President Patricia Plante.

each resides, an abiding engagement and mutually beneficial relationship with their communities and *their* needs.³

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;
5. Recommend the necessary and appropriate organizational/coordinating infrastructure, internal and external, and including a standing planning, assessment, and oversight body;

³ See Steven Diner, *2010 Presidential Address*, Metropolitan Universities Journal, July 2010.

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:

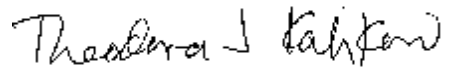
Richard Barringer, Muskie, Chair
Luci Benedict, Chemistry, Faculty Senate
Meredith Bickford, Professional Staff Senate
Libby Bischof, History
Kim Dominicus, Classified Staff Senate
Barbara Edmond, Maine Philanthropy Center
Cathy Fallona, Education
Kyle Frazier, Student Body President
Marcel Gagne, L/A 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
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 that reads "Theodoros J. Kalikow". The signature is written in a cursive style with a large initial 'T'.

Theo Kalikow, President
June 3, 2014



Pathways to the Metropolitan University

Wendell Pritchett
Chancellor

Andrew Seligsohn

Associate Chancellor for Civic Engagement and Strategic Planning

Rutgers-Camden

What Is a Metropolitan University?

Distinctive mission: To unleash the resources embedded in the campus to advance regional goals

- 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
- 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

Shulock, N. & Ketcheson, K. Assessing the Metropolitan University Mission, *Metropolitan Universities: an International Forum*, 10 (2000): 4:63-72.

Elements of a Systematic Approach

- 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
- Resources and structures for regionally-relevant research
- Resources and structures for outreach
- Economic development strategy and staffing
- College access and pipeline programs
- Platform partnerships
- Consistent messaging about the anchor institution role and the centrality of engagement

Exemplars

- UMass Dartmouth
- University of Louisville
- University of Nebraska-Omaha
- Northern Kentucky University
- Syracuse University
- Portland State University

Factors Determining Time to Liftoff

- What is already happening through centers and institutes, the curriculum, etc.?
- Is there pent-up demand for engagement among students and faculty?
- Do you have willing partners among community organizations and anchor institutions?
- Can you immediately provide funding to incentivize action?

Factors Determining Financial Costs and Benefits

- Will you need new staffing? Can you re-define roles, appoint faculty leaders, etc.?
- What incentives will work for faculty?
- What external support is available, e.g., community foundations, corporate CSR and foundations?
- Can you shape an attractive admissions profile, focusing on a new academic program, experiential learning, internships, etc.

Pitfalls

- Internal
 - Perception of top-down approach
 - Choosing focus areas from above rather than locating interests that dovetail with existing capacity
 - Perception of conflict with academic rigor
- External
 - Sense that the university shows up only when it benefits the university
 - Language of using communities as laboratories
 - Creating multiple projects without sufficient staff support

Relationship to academic organization

- Professional schools are early adopters with high impact
- Social sciences easy to recruit
- Natural sciences more challenging to recruit but potentially high impact
- Metropolitan mission can become a criterion for evaluating proposed programs

Means to Engage Community

- Begin by listening
- Build from existing relationships
- Invite partners and potential partners to campus for conversations with the president
- Before starting these events, develop a general plan for moving from talk to action, including a timeline

Benchmarks

- President's Higher Education Community Service Honor Roll
- Carnegie Classification for Community Engagement: 2020
- Local purchasing
- Local hiring
- Total economic impact
- Students enrolled and graduated from low-opportunity communities

The background features a large, faint, circular seal of Rutgers University Camden. The seal contains the text "UNIVERSITY OF NEW JERSEY" at the top, "1766" at the top center, "RUTGERS" at the top right, "THE STATE UNIVERSITY OF NEW JERSEY" at the bottom, and "CAMDEN" at the bottom center. The seal also features a central sunburst design.

RUTGERS

CAMDEN

camden.rutgers.edu
chancellor@camden.rutgers.edu

Maine's Metropolitan University: The Future of USM
As presented at the Faculty Senate May 29, 2014

On February 28, 2014, the Direction Package Advisory Board at the University of Southern Maine presented a set of recommendations for transforming USM into a “Metropolitan University.” The term was borrowed, along with the slogan “Because Place Matters,” from the Coalition of Urban and Metropolitan Universities, a national organization founded in 1989 to highlight and promote the distinctive roles of urban universities as “anchor institutions” in the growth and revitalization of cities and the surrounding communities economically and socially connected to them. According to the CUMU, besides being major employers in the region, Metropolitan Universities like USM have the “intellectual capacity” to “stimulate and nurture new economic enterprises, ...build the workforce, and ... enrich the cultural life” of the region. CUMU’s “21st-Century Declaration” cites specifically the power of a vibrant and thriving Metropolitan University to improve local education, direct urban planning and development, and nourish and promote local culture and the arts. With “a mission that includes teaching, research, and public service,” member universities, in the words of the CUMU Strategic Plan,

- are responsive to the needs of the community while striving for national excellence,
- understand that mutually beneficial partnerships are a tool for accomplishing strategic goals,
- provide an educated citizenry and workforce for their state and region,
- have a diverse student body that is reflective of the demographic characteristics the region, [and]
- serve as an intellectual and creative resource for the metropolitan region.

Metropolitan Universities are, thus, comprehensive institutions that provide access to a full range of knowledge and research experience for all the region and beyond: they are neither parochial nor limited in focus, nor is their research, teaching, or service simply *about* the region; rather they are *for* the region. They serve the region as an intellectual and creative resource, one that strives for “national excellence” while engaging in a dynamic and intellectually curious collaboration with cultural, creative, social, health, and entrepreneurial organizations

The USM faculty, staff, and students have all embraced the concept of the Metropolitan University, not least because it is what we already are and wish more fully and explicitly to implement. Much of what the Advisory Board ostensibly proposes is, in fact, already defined in USM’s current Mission Statement, articulated in its general education requirements, and enacted throughout the curriculum in the form of internships, service learning projects from every school and college across the university on three campuses, and extensive collaboration with both entrepreneurial and cultural institutions in Portland and the region. Indeed, other than substituting the word “Metropolitan” for “regional, comprehensive,” it is difficult to see how the Direction Package “Vision/Identity” improves upon what was ratified in 2010 by the University of Maine System Board of Trustees:

The University of Southern Maine, northern New England’s outstanding public, regional, comprehensive university, is dedicated to providing students with a high-quality, accessible, affordable education. Through its undergraduate, graduate, and professional

programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service. Distinguished for their teaching, research, scholarly publication, and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship, and creativity, USM provides resources for the state, the nation, and the world.

From its first sentence, the Mission Statement stresses the importance of quality, accessibility, and affordability. It clearly articulates a focus on the liberal arts, sciences, applied technology, health and professional programs. It emphasizes the values of a faculty committed to teaching, research, publication, and performance, all crucial to the distinctive role a university plays in society and equally important to the role of a comprehensive university in a metropolitan context. It addresses aspects of academic culture necessary for the achievement of its goals—critical inquiry, civic participation, academic freedom, and diversity—and identifies programmatic areas consistent with an urban/metropolitan/regional focus: sustainability, environmentalism, liberal and creative arts, and community. Finally, the Mission Statement understands that, though it resides in Portland, Gorham, and Lewiston, USM is not bound by its immediate location, but addresses and responds to statewide, national, and international constituencies. That USM already defines itself as a Metropolitan University should not be surprising; it's been a member of CUMU off and on since the Coalition's founding.

Though adapted from the CUMU "Declaration," the Advisory Board's vision of Portland as a 21st-century city and the role of USM in it diminishes both. This was especially clear when the Board's recommendations for creating a Metropolitan University were followed within days by the Administration's proposal to cut several programs and faculty central to it. For example, while the Board highlighted the visual and performing arts as one of USM's distinctive features, the Provost cut faculty from Theater. While it stressed entrepreneurship, he reduced the Economics Department by a third. It chanted "location, location, location" as President Kalikow proposed eliminating Northern New England's sole graduate program devoted to the interdisciplinary study of this location's history, people, and culture. As it called for emphasis on science, she proposed eliminating Geosciences. As they called on USM to "connect intellectual resources with community needs," both the Board and the administration ignored the majority of such collaborations already in place, including the Theater Department's own performances at Portland Stage's Studio Theater, major careers and achievements by Geosciences graduates, and ANES's record of supplying graduates and faculty expertise to area museums and other cultural institutions.

As it ignores the Mission Statement, the Board's Direction Package misdirected recommendations create a gap between its espoused values and the actual cuts subsequently proposed; this suggests what is actually envisioned for USM is more limited and parochial. These limitations are implicit in the document's unexamined corporate language of "flexibility" and "innovation," in the exclusive focus on applied research in cities reimagined as "living

laboratories,” and in the assertion that, rather than the pursuit of knowledge for its own sake or even the education of Maine citizens for theirs, the primary role of the university is to “offer intellectual resources” in the service of entrepreneurship. In other words, rather than collaborative, USM’s relation to Portland and Southern Maine is envisioned as mainly supportive, its core function—the aim of both students and faculty—specifically whatever directly champions economic growth, itself narrowly conceived in terms of profit and jobs. At no point in the Direction Package is there any reference to the existence, much less the value, of theoretical and interpretative speculation and inquiry or other forms of the primary research that underlie and make possible the applied learning, entrepreneurial innovation, and economic gain praised throughout.

This cramped conception of a Metropolitan University follows from an equally pinched view of the metropolis itself. Indeed, in its major conception, the Advisory Board endorses the vision and promise of the Mission Statement in its commitment to the fundamental importance of location. Yet, in its attempt to articulate this promise, it seems not to truly understand what draws people to the city. They concentrate on the geographical connotations of “metropolitan,” but miss its cultural: Portland is the artistic and cultural hub, not just of the metropolitan area, but of Maine, and not just of Maine, but of all of Northern New England. A destination city, frequently and prominently featured in national media, Portland is recognized widely and routinely for its local food, sophisticated culture, and enviable way of life. As the Advisory Board acknowledges but does not seem to grasp, the economic and social power of a city is embodied in the creativity, skills, and talents of its people and measured, not just by the number of jobs they create, but by the cultural and artistic resources they value and promote. More than luxury add-ons for the consumption and enjoyment of summer residents and tourists, Portland’s artistic and cultural resources, especially those unique to the region, distinguish this city from all others. This is why ANES, with its focus on regional culture and identity and ties to local organizations that preserve and promote them, should be strengthened, not eliminated. It’s why USM’s Performing and Visual Arts should have a regular, prominent, and even more visible presence in Portland, not only in Hannaford Hall and the Area Gallery in the Woodbury Center, but also in Merrill Auditorium, on the Portland Stage and the stages of other downtown theaters, in the galleries on Congress Street, and eventually in the makers’ space projected for East Bayside—the future Portland Arts and Creative Enterprise Center.

USM *is* ideally situated. Its location argues strongly for the out-of-class, hands-on learning called for in the Direction Package and for strengthening those graduate and professional programs best suited to the city’s needs. However, we categorically reject the assumption, implicit in the Direction Package and manifested in the administration’s initial round of program and faculty retrenchments, that a university fully engaged in Portland and Southern and Central Maine, one integrated into the area’s business community and dedicated to their mutual success, cannot or should not intrinsically link a strong grounding in a liberal arts curriculum with technical and professional disciplines. Such a curriculum allows students more than occasional or superficial access to the broad fields of inquiry and rich intellectual traditions that have long defined what it means to be educated and are still defined as such and available as such to their peers elsewhere. The liberal arts—in their original and true sense—join humanities, arts, science, math, all knowledge: they are thus the core of a university education, and any suggestion that they are otherwise or that a Metropolitan University no longer needs them either does not understand the

liberal arts or is relying on a false opposition. Those small discussion classes that are the backbone of the humanities and social sciences help to cultivate the personal relationships that develop into professional contacts that grow and sustain a regional economy. The nurse will better serve a diverse city if she knows the history and culture of some of its immigrant residents or even the language they speak. The lawyer will better serve clients if he is deeply aware of the nuances of language. The physicist who understands aesthetics will better grasp both the beauty and the ethical implications of the technological breakthroughs in the universe she studies.

Everyone in Southern Maine, but especially those who do not have the option of going elsewhere, should know that the extraordinary resources of this city are theirs and that the one public university available to them is capable of delivering a genuine education. Anything else is shortsighted at best and at worst offensive. It is simply not true that the people of Southern Maine deserve anything less than the kind and quality of education available at public institutions in other states or at private colleges and universities in this state simply because they are here.

In implementing this vision, we recommend that all members of the USM community follow the established procedures in the *USM Constitution* to collaborate and affirm the authority of all units and to work in a transparent, good faith process from this time forward. We further recommend that the "engaged" work of a Metropolitan University—work already in process—be implemented with our explicit focus on the development of an institution truly recognized as "an intellectual and creative resource *for* the metropolitan region" [emphasis added] and not a limited or parochial one simply *about* the region that places permanent barriers on the future of students in Southern and Central Maine. We seek to graduate leaders from a university that is "responsive to the needs of the community while striving for national excellence." Finally, we recommend that our Metropolitan University be developed through the Financial, Sustainable, and Academic Authority & Fiscal Responsibility recommendations of the Alternative Plan

Metropolitan University Steering Group (MUSG)

University of Southern Maine

Meeting Notes

First Meeting – June 3, 2014

Room 211 Wishcamper

Notes: Next meeting of the MUSG will be on Tuesday, June 24, 9:00-1:00, in Wishcamper 102, for reports on Best Practices and Outreach Meetings. Personal assignments are listed on p. 5 below, under III.1 Best Practices Research and III.2 Outreach Meetings.

With the help of our SG colleagues, Outreach Meetings have been scheduled as follows:

LAC on Wed., June 11, 2-4

CSTH on Tues, June 17, 9-11.

CMHS on Thurs., June 19, 8:30-10:30

CAHSS on Thurs., June 26, 10-12

All SG members and resource persons are invited to attend. Details to follow.

Present: Richard Barringer (Chair), Cecile Aitchison, Luci Benedict, Meredith Bickford, Glenn Cummings, Kim Dominicus, Barbara Edmond, Martha Freeman, Marcel Gagne, Emma Gelsing (Recorder), Dennis Gilbert, Chris Hall, Kristi Hertlein, Jack Kartez (Facilitator), Susan King, Lynn Kuzma, Ryan Lowe, Joy Pufhal, Rob Sanford, Martha Scott, Michael Shaughnessy, Tracy St. Pierre, David Swardlick, Liz Turesky,

Absent:

Libby Bischof, Kyle Frazier, Dahlia Lynn, Scott Schnapp

Guests: Jim Page, Theo Kalikow

Part 1: Introductions & Keynote

1. Greetings from USM President Theo Kalikow

- High importance of this work to USM's future
- Great gratitude for its undertaking

2. Greetings from UMS Chancellor James Page

- Refinement of the MU concept to help define what kind of leader USM needs to move work forward, by end of August/early September; help shape the job description for the presidential search
- Effort will persist for a considerable amount of time
 - This is a process of analysis, design, implementation, and evaluation
 - \$500,000 for MU which comes from savings accrued from administrative savings – not from campus cuts
 - See *BoT 2014 Strategic Outcomes* on the System website that addresses this

3. Keynote Speaker Andrew Seligsohn , Associate Chancellor for Community Engagement, Rutgers/Camden U. Dr. Seligsohn shared what his urban university has learned about building the metropolitan university and took questions. (See Powerpoint slides, attached.)

Q & A for Andrew Seligsohn

- Advice for forming platform partnerships?
 - With whom do you already have strong relationships? Do an inventory, opportunities to expand
 - What are the really big regional needs that you can offer help with
 - Are there partners that are working across a range of issue areas where you can see multiple pathways of connection and build on that
 - Possible to do things that may benefit the university more without exploiting anyone – *mutually beneficial relationships*
- What has been the role of Student Affairs in the MU-building process?
 - They have a close working relationship with Student Affairs and have been part of the conversations since the beginning
 - Student Affairs has their own funding for programs for community engagement activities
 - Collaborate on many projects together
- Do you note community engagement on your transcripts?
 - “Unbelievably challenging” – technical/computer problems
 - Faculty eventually decided to incorporate community engagement in the general education requirements, so a pathway there
 - Creating a civic engagement certificate is another path
- Have you done an MU economic impact assessment for Rutgers/Camden?
 - Not a systematic one but they collect a lot of data about economic impacts
 - Document purchasing, hiring, etc., are measureable to some extent
 - Lots of describing but they are trying to do more analysis
- What organizational structure is best, so community views this as a contribution and to incorporate new faculty as they come in
 - Important for people to know they’re not going to be told what to do but to create enabling structures for it
 - Solving logistical problems is essential to encourage people to be a part of major partnerships – on all sides
 - They hold campus events to introduce community partnerships to faculty and students
- Other partnership strategies described:
 - Campus Compact - University assists
 - Pull in a range of services and make schools the centers of community life
 - Make it possible for Rutgers students to do their work study jobs in the community
 - College outreach and pipeline work HESA
 - Understanding financial aid, applications, etc.
 - Banks and bank foundations can be very interested

4. Round Robin Introductions. All attendees introduced themselves and briefly shared what they see as the most important stakes involved here – for the university, for the community, and for any interest they may represent. Three recurring themes that came out during the round robin:

- Reputation,

- Identity,
- Respect.

Part II - Indicators Brainstorm. Jack Kartez led a start-up conversation on identifying key indicators for monitoring MU development and success, as called for in the Charge; and to:

- Develop a common framework among us as a building block for what we are going to do on this committee; and
- Be clear on what being a metropolitan university means – that it includes research, etc. and does not mean that we will stop doing any of the things we are already doing
- The goal is to look at best practices and figure out what will work here at USM; to find who is doing it best and translate that into our university here.

Worksheet: Startup on MU Indicators, Benchmarks, and Measures of Success

#1. What will success in developing the MU look like for *USM's regional community* in 3-5 years?

What will be the key indicator(s) of success?

- Majority of organizations (any sector) in the region that have boards would have a member of the USM faculty, admin or students on their boards
- Focusing on special populations that our region serves (ex. Increased higher education for refugee populations)
- More customers
- Healthy regional “consortium” of sustained partnerships that’s made up of alumni, faculty, current students, community members etc.
- Local businesses are hiring more USM graduates because they understand how talented they are through their internships and community engagement
- Fresh and vibrant sense of relevance being promoted by students, faculty, and staff, and the partnerships
- Packaging of USM’s progress for marketing and communication
 - o 4 things Lynn presented for the metropolitan university
- USM has a uniqueness that distinguishes it that gets described in a consistent way by all
- Anyone will list USM in the top 5 academic institutions in Maine
- Some sort of central function that’s a business and community engagement so that those interested in partnerships can be evaluated and look at opportunities
- Increasing out-of-state students
- Increasing word of mouth about interactions with USM
- USM recognized as a driving force for increasing all types of wealth within this region – increasing the resource base of the region
- More things like “Principal for a Day” or bringing faculty/administrators into the community schools
 - o Programs like this have come out of the Chamber
 - o Recruiting students through practical engagement with USM
- Intimate collaboration between the community colleges and the universities

- Significantly adding to the leadership capacity of the region
- Bring the people who are already in leadership positions to USM to advance to the next level
- “A place to come to for a life and a career in Maine”
 - o “Year Up” in Boston, recent graduates (underprivileged and GED programs) for a model
- Change USM’s perception of “not being easy to work with”

#2. What will success look like in developing the metropolitan university look like for *USM’s students* in 3-5 years? What will be the key indicator(s) of success?

- Employed in Maine as leaders, business owners, and then providing internships, alumni relations, hiring USM grads
- All graduating seniors marching at commencement
- More community within the student body as they go through their experience at the university and within their work with the community
 - o Get students to join clubs in their respective programs
- Students graduating have electronic portfolios to demonstrate the work they have done
- Every student would have had and talk about a great internships that ideally would provide employment
 - o Thomas College as an example of providing jobs
- Giving students educational credit for experiential learning outside the university
 - o Maine people need to be engaged in multiple senses in order to learn and keep their attention
 - o Make this a hands on learning place
- Build on learning assessments that are already happening
- Finding a way to alleviate student financial burden to open up time for internships
- Internships earlier in the student career

#3. What will success in developing the metropolitan university look like for *USM* in 3-5 years? What will be the key indicator(s) of success?

- Accept that you need to spend money to make money as a university
- Increase money coming in through donors, students coming in, alumni relations, etc
- **University needs a growth strategy not a cut-strategy**
- Its not enough to say that we want to grow the investment, you have to rationalize the current spending against the mission/vision of the metropolitan university
 - o Not within the framework of this committee, we should focus specifically on the current USM budget problems. It is not this committees responsibility to define who is pulling their weight and who isn’t. This may, however, be a conversation that needs to be had.
- We need to have a UMS strategy for each campus
- Commitment from the system to the Metropolitan University plan
- Growth can come from enrollment growth as a result of community firms/organizations committing to send a certain # of students to USM
 - o PRChamber has set a goal, for example, of 1000 new students from partners

- We have to identify what is value added and non-value added to the students and the community
- 47% of people in greater Portland area have a degree of some sort; but many Mainers have college credit but not a degree – we need to help these people complete their degrees
 - o A lot of Mainers are the first generation college students in their families
- Be able to hold a cohort of students for 4-6 years to graduation instead of churning
 - o Economics of student retention
- **We need a systematic approach and structure for interested persons to fit into within the university – faculty, students, and partners**

Part III - Review of the Charge and Organizing to Address Tasks 1-6

1. Best Practices Research

Dick has spoken with Dr. Barbara Holland, editor of the Metropolitan University journal (and may ask her to come visit with us as we move forward). He spoke with her about other universities known for implementing best practices for the MU. We agreed on several small work groups of members and resource persons to be in touch with each of these universities about their best practices by phone or video conference; and to report to the SG at its next meeting on best practices and needs to address the Charge, as follows:

Portland State University – 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

Each team will be provided a contact person and video conferencing technology if needed; and will use the *MUSG Background and Charge* document as the “script” for their conversations, focusing on Tasks 1 through 6.

2. Outreach Meetings

We agreed to attempt as soon as possible an outreach meeting with each USM College, its faculty, staff, and community partners. The goals of each College-wide meeting will be both to share what the MUSG is attempting to do, and to listen to concerns and aspirations for the MU. Jack Kartez, Dick Barringer and Emma Gelsinger will attend each facilitated meeting. All MUSG members are encouraged to attend, as well. Dick will contact the Dean of each College asap to seek their help and support in this.

Volunteering to assist in organizing each College Outreach Meeting are:

LAC – Marcel Gagne, Liz Turesky

Management and Human Service – David Swardlick, Cathy Fallona
Arts, Humanities, and Social Sciences – Dennis Gibert, Libby Bischof, Michael Shaughnessy
Science and Technology – Rob Sanford , Luci Benedict

It may be important to coordinate meetings with campuses and not just colleges. Dick will contact Dahlia Lynn about the desirability of a Gorham campus meeting.

Meeting # 2: Tuesday, June 24, 9 to 1, in Wishcamper 102, with lunch

Meeting #2 will be devoted to reports from the Best Practices research and Outreach Meetings, digesting these, and planning next steps.

Miscellany

We will send out an updated MUSG Background and Charge document and Contact List by the end of the week.

What is the resource team for? The resource team will be fully participating members of the MUSG, and will provide expert knowledge, insight, and support in their respective areas.

Part of the job of the MUSG is to model behavior by being positive and productive.

A USM delegation of faculty, staff, and students will attend the CUMU annual conference at Syracuse U. in October.

Sharoo Wengland is working on a website for the MUSG work, to be up soon.

Respectfully submitted, Emma Gelsinger
June 5, 2014