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Metropolitan University Steering Group - Lewiston-Auburn College Discussion Meeting – June 11, 2014, 2-4 p.m.

University of Southern Maine

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Metropolitan University Steering Group
University of Southern Maine
Lewiston-Auburn College Discussion Meeting – June 11, 2014, 2-4 p.m.
Room 285 LAC

AGENDA

- 2:00 p.m. Welcome & Comment: Dean Joyce Gibson, Professor Liz Turesky, and Marcel Gagne, LAC Advisory Committee Chair
- 2:10 p.m. Charge to the MU Steering Group; what the MUSG is and is not doing
Dick Barringer, Chair MUSG, Emeritus Professor, USM
Introduction of Facilitator, Muskie School Professor Jack Kartez
- 2:25 p.m. Self-Introductions by Those Present and Brief Aspirations for LAC (What is Your Most Important Hope or Stake Today?)
- 2:45 p.m. Description of Visioning Process that MUSG worked on June 3; we will go through the same exercise here:
 - What will be the key indicators of success of the MU in 5 years – for the community, for our students, and/or for the College?
- 3:45 p.m. Next Steps & Accountability: Dick Barringer
- 4:00 p.m. Adjourn: Joyce

Metropolitan University Steering Group (MUSG)

University of Southern Maine

Meeting Notes

Lewiston-Auburn College Outreach Meeting – June 11, 2014, 2-4 PM

Room 285 LAC

Present: Richard Barringer (Chair), Jack Kartez (Facilitator), Emma Gelsinger (Recorder), Liz Turesky, Marcel Gagne, Michael Shaughnessy

Guests: Dean Joyce Gibson, Roxie M. Black, Pat Hagar, Pamela Roy, Dan Stasko, Lucian Gosseleine, David Bowie, Joyce Gibson, Diane Marquis, MaryAnne Peabody, Barry Rodrigue, Michelle Vazques Jacobus, Tonya Bailey – Curry, Bernadette Kroon, Blake Whitaker, John Cleveland, Dick Wagner, Chip Morrison, Brian Davenport

Part I: Welcome, Charge to MUSG, Introductions

- Welcome and Comment - Dean Joyce Gibson, Professor Liz Turesky, Marcel Gagne, LAC Advisory Committee Chair
- Charge to MUSG - What the MUSG is and is not doing: Dick Barringer, Chair MUSG (*see attached powerpoint*)
- Introduction of Facilitator - Jack Kartez, Professor, Muskie School of Public Service
- Self-Introductions - Identify most important hope or stake today
 - See *Appendix I* for responses

Part II: Key Indicators of Success for the MU in 5 years for LAC Community, Students and/or College (See *Appendix II* for full responses)

Major themes that came out of the Key Indicators discussion

- LAC is already doing much of what a Metropolitan University (MU) does but is not well-recognized nor capitalized on by USM as a whole or UMS
- Leadership is vital to the success of a Metropolitan University; the new USM president must understand the needs of USM as a whole and as part of the UMaine System, as well the needs of each USM campus/community
- Related to leadership, USM lacks a well-organized way for innovative ideas about engagement, partnering, and student development to be carried out; we need a mechanism for innovation at USM – LAC has further innovative ideas and initiatives it wishes to pursue.

- A major indicator of success would be if these projects have been launched/moved forward in the next few years
- We need a full assessment of community needs for areas that USM serves
- The Metropolitan University region includes both LAC, Gorham and other surrounding communities – it is not just limited to Portland.

Part III: Next Steps and Accountability

- Emma, Dick and Jack will send meeting notes out to MUSG and those at the LAC Outreach meeting asap
- MUSG will continue communication and outreach to LAC as this process moves forward

Appendix I: Notes on Introductions

- Provide ability to operationalize and institutionalize the Metro U
- LAC should continue to be a strong, vibrant institution and provides a critical role in the community; LAC **is** the community
- Important to see USM as a whole university
- Community engagement and service learning were essential to my education, this practice should be expanded throughout the university system
- I live in Lewiston, my family lives here, my kids go to school here. Being part of it is what is invigorating
- LAC has been operating somewhat as a silo from USM and we had to fight for accomplishments here. My hope is that this campus will be integrated completely with USM. There is a tremendous demand in this community for academic offerings. This is going to take resources and commitment
- Challenges: virtual learning, dollars, private competition, aspirations of local youth, huge change in ethnic diversity in the last 10 years. The institution of USM does not function together as a whole. We cannot make this happen unless you make the point to the system that it needs to utilize all its resources. Policies and practices need to enhance its place in the state. We need a leader who understands the direction we're going with the metropolitan university, which means the MUSG's recommendations for the presidential search are critical.
- Need to find the right balance of LAC being integrated into the total USM while maintaining its unique qualities
- The stake that the community holds is meeting the needs of our local employers for their staffing. Breaking down silos is essential. The value of this institution to the community is found in the students and meeting their needs.

- My best clinical training came from USM and I was lucky to have the privilege to make the decision to teach. I think you have to start where your community is. Interdisciplinary faculty is the real world and we model that here. The nontraditional students are so important and unique to the LAC community.
- I've made all my courses a hybrid of online and in the classroom. We are connecting local students to each other and to the community. There is a problem with the leadership here; we have had excellent proposals for community engagement, we need help and have not received it from the UMaine System and leadership at USM
- I have dedicated the 15 years I've been at USM to community engagement and this is what we have been building here for our entire existence. I am very anxious about this meeting and this group, we have had many of these conversations and they are productive and meaningful. We have to take action. If we can fully institutionalize this I can only imagine what USM would be capable of. We have 176 different community partnerships and a list of projects, and we have never been able to come close to getting them all going.
- We can't do all of the things we need to be doing in our community because "we don't have enough faculty to do it." Anything we can do to break down those barriers. The road to Lewiston is much longer than the road to Portland and very few come this way from USM
- I am a nontraditional student, I work in the Community Engagement Office and I was born and raised in LA. I see the divide from Portland to LAC - it was like being in two different universities. We are doing it right here, and if we can establish some sort of consistency we will be more successful. I have great relationships with community partners and they want students to come on board with them but we cannot connect students enough.
- I'm very proud of what we have done in our program and we seem to include our students more every year in community engagement.
- I'm excited about this process and it may be an opening for growing our potential as a university and breaking down barriers
- We've had growth over the last 25 years, and it is now stagnant due to decline in resources and the build-up in toxic by-products; and eventually will decline if things are not taken care of (epidemiology metaphor). I'm very worried about lack of funds to replace positions from which people are retiring

Appendix II: Key Indicators List provided by Attendees

- We will have Chairs established and funding for community engaged scholars
- Engage alumni in the new vision and engage their resources to support the vision of the MU
- To understand who our customers are and their needs
- To engage students and employers in this process

- To invite younger professionals into this group
- Undertake a comprehensive community interest survey by going to employees and community members; our market has changed in the last 25 years
- We need a tool for measuring community impact
- We need to look at our male population in this community; they are a large part of underachievers in our high schools – nationwide trend. How can we change this? If young men aren't in an athletic program, college isn't the first thing on their mind. We have to figure out why this is happening.
- USM needs to change its model of who they are and what they are, to a model that is more responsive to community needs. The community needs to view the institution differently. The world is changing so quickly and the delivery of education needs to change.
 - o The relevance of what you're offering
 - o How many people are enrolling in your programs
 - o People learn differently (ex. The military provides educational opportunities with no credentials)
- Percent change of courses or programs being offered
- To get the respect of the community back as a resource and for giving back
 - o Not look at the community as "customers"
 - o Emphasize education versus a diploma
- Cooperative vehicle for introducing innovation at USM
 - o We have no way to implement things because there is no vehicle for innovation at USM
- We have all the potential/energy/excitement, and we would be such a force if we were "unleashed"
- Mismatch of course offerings and community needs
- Course offerings need to be an ongoing process and to include nontraditional student's careers
- "Center for Workplace Learning" used to be a good method of accessibility
 - o Online learning may not be the best medium for teaching some subjects
 - o Perhaps teaching in other settings than the university classroom or online
 - o Opening up courses to community members
 - o Sufficient new means beyond online to allow access to learning resources
- The metrics for Carnegie Foundation could provide a framework for us
- Leadership of any organization is critical for achieving your mission – first and most critical thing is the leadership we need at USM to understand the needs of USM, Gorham, and LAC
 - o These parts of the organizations have a full and meaningful participation in the process of attaining that leadership
- If we're going to be successful, we need the resources and the structure to provide the education our students want

- Students need to see connection between their investment and the life they're going to lead – measure the benefit (i.e. employment, etc.)
 - You need to demonstrate that graduates from programs are engaged in their communities
- University should provide the critical role in the community that moves it forward
- We have proposed a 1 + 3 program for high school students that looks at integration with the community and other academic institutions
- Higher Ed resources for the community combined into in a single location for multiple institutions – fully integrated into one physical place – CMCC, LAC, Maine College of Health Professions, etc.
- Center for Lean Learning – healthcare, fiscal, nonprofit, etc.
 - Process learning
 - Building an advisory council of organizations that are already doing this
 - Do this out of LAC – we already have a Certification of Lean Learning in Leadership Studies
- More people taking part in university activities of all kinds
- More transfers from commuter schools – a seamless transition especially from community colleges in Maine
- More course offerings for LAC – MSW & MBA
- No crises for at least two years that require legislative action
- 1 university and not 7

Respectfully submitted,

Emma Gelsinger
June 18, 2014

USM'S METRO U.

**The Work of the
MUSG**

What Is a Metro U? – 1995

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

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

What Is a Metro U? -2010

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

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

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

What Is a Metro U (cont'd)

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

CUMU

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

Conditions for Participation

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

Charge to the MUSG

- ▣ “The Metropolitan University Steering Group is established to advance the metropolitan university idea at USM. Its goal is to recommend a strategy and implementation plan that will make the Metropolitan University concept the strategic focus of USM going forward, (to) maximize its impact within USM and with its community partners, and afford competitive advantage to position USM for growth and success....”

MUSG's Specific Tasks

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

MUSG Specific Tasks (cont'd.)

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

Elements of a *Systematic* Approach

(from Rutgers/Camden U. leadership, 2104)

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

A Systematic Approach (cont'd.)

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

Best Practices on Tasks

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

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

Outreach Effort

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

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

Going Forward

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

INTRODUCTIONS

- ▣ Please introduce yourself and *briefly* share what your most important hope or stake is for community, students, and/or the university.
- ▣ We'll take the next hour+ to continue this

REPUTATION

RESPECT

IDENTITY

EXAMPLES run the spectrum:

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