



Forging a New Identity

Report of the Metropolitan University Steering Group

Richard Barringer, Muskie School, Chair
Jack Kartz, Muskie School, Facilitator
Emma Gelsing, Research Associate
Kenneth Gross, Graduate Assistant
Cecile Aitchison, Advancement
Lucille Benedict, Chemistry
Meredith Bickford, Athletics
Elizabeth Bischof, History & Political Science
Rachel Cormier, Student Government Association
Glenn Cummings, University of Maine at Augusta
Kim Dominicus, Office of the Provost
Barbara Edmond, Maine Philanthropy Center

Catherine Fallona, Education & Human Development
Kyle Frazier, Student Government Association
Martha Freeman, Human Resources and Office of the President
Marcel Gagne, Lewiston-Auburn College Advisory Board
Paula Gerstenblatt, Social Work
Dennis Gilbert, Communication & Media Studies
Chris Hall, Portland Regional Chamber of Commerce
Kristi Hertlein, Student Success
Susan King, Academic Assessment
Lynn Kuzma, History & Political Science

Ryan Low, University of Maine
Dahlia Lynn, Office of the Provost
Joy Pufhal, Student Affairs
Robert Sanford, Environmental Science
Martha Scott, Office of Sponsored Programs
Michael Shaughnessy, Art
Tracy St. Pierre, Marketing & Brand Management
David Swardlick, School of Business Advisory Board
Elizabeth Turesky, Leadership & Organizational Studies
Michelle Vazquez Jacobus, Social & Behavioral Sciences

December 4, 2014

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Page 1 photos, from left: John Mitchell Center, Gorham Campus; New Wing, Lewiston-Auburn College; Abromson Community Education Center, Portland Campus. Layout by Peter Weed of Hutchins Weed Communications.

Executive Summary

Higher education in the United States is today in its time of greatest change and challenge in three generations, and the University of Southern Maine is not exempt from the resulting turmoil. Under a mandate from above and with widespread support from major constituencies, USM is currently undergoing strategic re-purposing and restructuring to become Maine's Metropolitan University (MU).

The Metropolitan University Steering Group (MUSG) spent summer 2014 exploring this prospect by a variety of means, and concludes that the Metropolitan University initiative is a worthy goal and viable strategy to pursue as the central focus of a larger growth strategy for USM. Indeed, we find it to be a virtual necessity in the current setting of higher education in Maine and nationally. We believe USM must either become a university committed to engaged teaching, learning, scholarship, creation, and service through community partnerships of mutual benefit, or cease to be.

We further find that, given the non-strategic hollowing-out of university staff by previous administrations in response to successive budget shortfalls, this transition will not be achieved without significant new investment to sharpen the identity of USM, focus its organizational culture, and return it to its historic roots as an extension of community needs and aspirations. Nothing less than this transformation will suffice to achieve the vision we share as a group, and which we believe to be widely shared across our three campuses and various constituencies. It is a vision of USM firmly grounded in the fundamental principles of academic excellence, engaged teaching and learning, and enduring partnerships for student success.

In recent times USM has referred to itself variously as “a combination of Orono/South and Cambridge/North,” (a land-grant/research university) or “Bowdoin on the cheap” (a traditional liberal arts college). We believe this has deprived USM of a strong identity and unified culture; created

“Metropolitan universities are destined by their mission to become the land-grant institutions of the twenty-first century.”

Jeanette Seaberry and Joe L. Davis, University of Nebraska at Omaha

confusion in the minds of many as to just what USM really *is*; made it all the more difficult in lean budget times to make strategic decisions based on a clear sense of mission and purpose; and led USM to aspire to be “all things to all people,” at times “a

mile-wide and an inch deep.”

At the same time, Barbara Holland, internationally-known scholar of metropolitan universities, has observed:

“USM is not really unusual in any way (this is meant to be happy news, not a dismissal of challenging conditions) in that it has similar challenges to all regional/metropolitan universities: it is not clearly a research-dominated university nor is it a teaching-dominated college. It is a hybrid of these two core academic roles. Yet, national academic culture seems to reward and respect institutions that do one of these functions as a dominant identity. With a hybrid identity and a ‘traditional’ academic culture, conflict and confusion are inevitable activities for faculty who try to push identity one way or another.

“The Metropolitan University identity has emerged in the last 30 years as a respected and valued identity for public urban-located institutions that seek to do well in both research and teaching, largely through a focus on their metropolitan region. This is a positive and exciting path forward for USM.”¹

Today the seeds are present to bring a new vision and identity to USM. It is time now to focus on the culture and to cultivate opportunities for growth. This transformation and growth will require visionary leadership that penetrates the entire institution, and behavioral change at every level of each college and department. Along the way, we are cautioned by MU colleagues to remain ever-vigilant that:

“The lure and familiarity of traditional models of higher education are powerful.... The traditional university has been accepted for hundreds of years; the metropolitan university model is brand new by comparison. Even our own faculty need constant reminding that where they work is not like where they were educated.... A laser focus on the metropolitan mission is invaluable.... (It) supplies the criteria for decisions regarding budget, academic program emphasis, new faculty hiring, and the university's extracurricular offerings.”²

¹ Dr. Barbara Holland, Senior Fellow at the Portland State University, is co-founder of the Coalition of Urban and Metropolitan Universities and editor of the Metropolitan University Journal. Personal communication dated September 22, 2014.

² Nancy B Shulock and Kathi E. Ketchison, “Assessing the Metropolitan University Mission,” *Metropolitan Universities: An International Forum*, Spring 2000, wherein the authors address the MU experience at their respective universities, California State University/Sacramento and Portland State University

To this end, the MUSG strongly embraces and recommends the following vision statement for USM, to be achieved five years hence:

USM is an integral and indispensable partner to the communities it serves, and takes great pride in the energetic support of its many, engaged partners. Engaged teaching, learning, scholarship, creation, and service thrive in a seamless organizational structure, ensuring an integrated and fully aligned student pathway from recruitment to graduation. We are an accessible and affordable source of transformative higher education for our students, a birthplace for first and new careers, an incubator for applied research and economic development, and a training ground for public service. We are Maine's Metropolitan University.

To realize this vision and become Maine's Metropolitan University, USM will need to:

- Re-invent itself as a community-based institution of higher education, one that invites and welcomes the community onto campus and extends its classrooms, scholarship, and related activities into the community through mutually beneficial and enduring partnerships;
- Achieve Carnegie Foundation Elective Community Engagement Classification in the year 2020³; and
- In the process, become known throughout the region and the Northeast as a leader in merging academic excellence and innovation with the opportunity to test one's learning against critical thinking and problem-solving challenges outside the classroom.

In this report, the MUSG offers recommendations and a timeline for necessary administrative actions to be taken by the USM President, Provost, a new MU senior leadership officer, Deans, and the steering group, itself. Budgetary recommendations address resource needs to achieve Carnegie Classification in 2020, as well as the MU-related needs of the new senior leadership position, students, faculty, staff, and community. These total some \$125,000 in one-time expenditures and \$925,000 in annual operating costs, the latter possibly to be diminished by reallocation of savings realized through the UMS' newly-centralized administrative services.⁴

³ The Carnegie Foundation's formidable "First-Time Classification Documentation Framework" defines community engagement as "collaboration between institutions of higher education and their communities – local, regional, state, national, and global – for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." See http://classifications.carnegiefoundation.org/downloads/community_eng/first-time_framework.pdf.

⁴ See footnote 27 below.

The Fresno State MU

Historically a land-grant university engaged with its agricultural community, Fresno State had become viewed as an elitist institution, out of touch with the lives of the city's people and issues affecting the good of the community. It engaged with the Mayor and the City's Downtown and Community Revitalization Department to tackle blight in the city, especially in the adjacent Lowell neighborhood. Faculty developed curricula for students through specific projects, internships, and service-learning that included the programs in engineering, public administration, psychology, art, theater, social work, construction management, and real estate finance. Among others, collaborations included:

- Mentoring of elementary students as conflict peer-mediators;
- Construction management students assessed building code violations and built wheelchair ramps throughout the neighborhood;
- MBA students conducted real estate analysis of existing homes and properties; and
- A fieldwork class in anthropology spearheaded inclusive methods of conducting effective neighborhood meetings.

For Fresno state, re-engagement with the community was seen as a return to its roots. It meant the university's moving beyond traditional scholarly and teaching activities, and adapting these in support of the community while maintaining a disciplined environment of learning for students and faculty, alike.

Annual operating costs will continue through Carnegie Classification in 2020, in advance of which time we expect that USM's larger growth strategy will cover these through increased enrollments and revenues. Inasmuch as the UMS Chancellor and Board of Trustees have designated USM as Maine's Metropolitan University, to be its distinctive identity and role within the System, the MUSG recommends that they assume responsibility for ensuring that adequate resources for success are made available during this critical, five-year transition period.

Introduction and History



Professor Lucy Benedict and a chemistry student testing new product for Biovation, Inc.

This report represents the consensus of a working group of faculty, staff, students, and community members appointed by the President of USM. Its membership was not necessarily intended to be representative of particular departments or academic units, but rather of its faculty members' demonstrated commitment to public, civically engaged education and community action. The report is but the first step in the overall strategic transformation of USM. As a consensus document it does not necessarily reflect the individual opinions of every member on every issue; a larger, more involved unfolding and participation of the entire USM community is now required in a methodical yet speedy response to the compelling need

“Unless education has some frame of reference it is bound to be aimless, lacking a unified objective.... There exists in this country such a unified frame. It is called democracy.”

John Dewey, American Philosopher and Educator, 1937

for change and action.

Higher education in the United States today faces its most dramatic and fundamental changes in more than two generations, since the decades when returning American soldiers swelled student ranks under the G.I. Bill. For many institutions like USM, however, the pressure to adapt comes today not from expansion but from shrinkage, driven by the nation's declining number of traditional students; competition from new,

private sources and teaching modalities like on-line and distance education; and the burdensome cost of college education that has outstripped any measure of broader price shifts over the past two decades.

For elite research universities and private liberal arts colleges, these pressures have not been so great. Such institutions can afford to innovate by giving away some of their value in so-called MOOCs,⁵ and building recreation facilities worthy of four-star resorts to attract students and their parents. For more hard-pressed institutions like USM, the survival equation presents a different and unprecedented challenge, as well as the question of our very existence.

The question is whether USM is any longer *needed*—whether what it provides may not, in fact, be gained more readily from other, better-resourced and more resilient institutions. A close look at USM's history, however, provides a ready an-

⁵ “MOOC” stands for “massive, open, online course” of the variety pioneered a few years ago by the Harvard- MIT edX program, and now offered to the world by many elite universities as well as private educational corporations. A recent analysis found that many educators believe that, “using the metrics by which we judge traditional higher education (prestige, completion rates), MOOCs have failed to fulfill their original promise.... The companies that rode to fame on the MOOC wave had visions (and still do) of offering unfettered elite education to the masses and driving down college tuition. But the sweet spot for MOOCs is far less inspirational and compelling. The courses have become an important supplement to classroom learning and a tool for professional development.” See Jeffrey J. Selingo, “Demystifying the MOOC,” *The New York Times Education Life*, Sunday, November 2, 2014.

swer to the question. For decades, USM and its predecessor institutions have provided unsurpassed educational access for a predominantly first-generation and often place-bound college population, until most recently at an affordable price; a go-to place for graduate and professional education that has created a large legacy of public, private, and nonprofit leaders; and an educational experience with committed and available faculty and staff that has often been compared to that of more elite institutions. For many Mainers, these are attributes that cannot readily be found together except at USM.

Answering the challenge of resilience and necessary change is more difficult. In investigating what is needed to move USM towards its charge as Maine's Metropolitan University, we have looked beyond the abiding requirements of being engaged with our students and with our community partners in local economic, civic, and cultural life. These are part, but not all of what it means to be an institution that will meet the challenges of this time. As the history of USM demonstrates, the engaged role has long been part of its constitution;⁶ but institutional barriers and disincentives, as well as precious few resources to transform the institution are also present today, and must be addressed with energy and determination for success.

A stark example of the wrenching shift in thinking needed to address the multitude of challenges USM faces is the continuing conflict between production and innovation here. On the one hand, USM's fiscal failure is encapsulated in the need to generate more paying-student credit-hours with a declining student population. On the other hand, the singular credit-hour focus incentivizes divisions between units at USM that lead to internal competition for those credit hours – strengthening rather than removing the silos that have long been decried as barriers to collaboration, innovation, and adaptation. Further, academic work policies and practices (as, varying course loads across departments) often obstruct rather than facilitate cross-unit and community collaborations – as may be seen in the historic difficulties in co-teaching courses, especially across departments.

21st century life seldom if ever presents its challenges in packages that align neatly with traditional academic dis-

⁶For example, records of the USM Office of Community Based Learning (CBL) and Lewiston-Auburn College indicate that of some 1348 USM graduates in 2012, 520 had engaged in some form of CBL, or 38.5 percent. See Liz McCabe Park, *USM Community Based Learning*, USM Office of Engaged Learning, March 2013; and M. Vazquez Jacobus, L. Philbrick, and T. Bailey-Curry, *USM Lewiston-Auburn College, Annual Report of Community Engagement 2013-2014*, USM LAC Druker Office of Community Engagement, 2014.

⁷USM recently re-joined the Coalition of Urban and Metropolitan Universities (CUMU), "the organization for universities and other anchor institutions that recognize that Place Does Matter.... Together we commit to being responsive to the needs of our communities by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan challenges through teaching, research, and service." See the list of current CUMU members at <http://www.cumuonline.org>.

The Wisconsin/Milwaukee M.U.

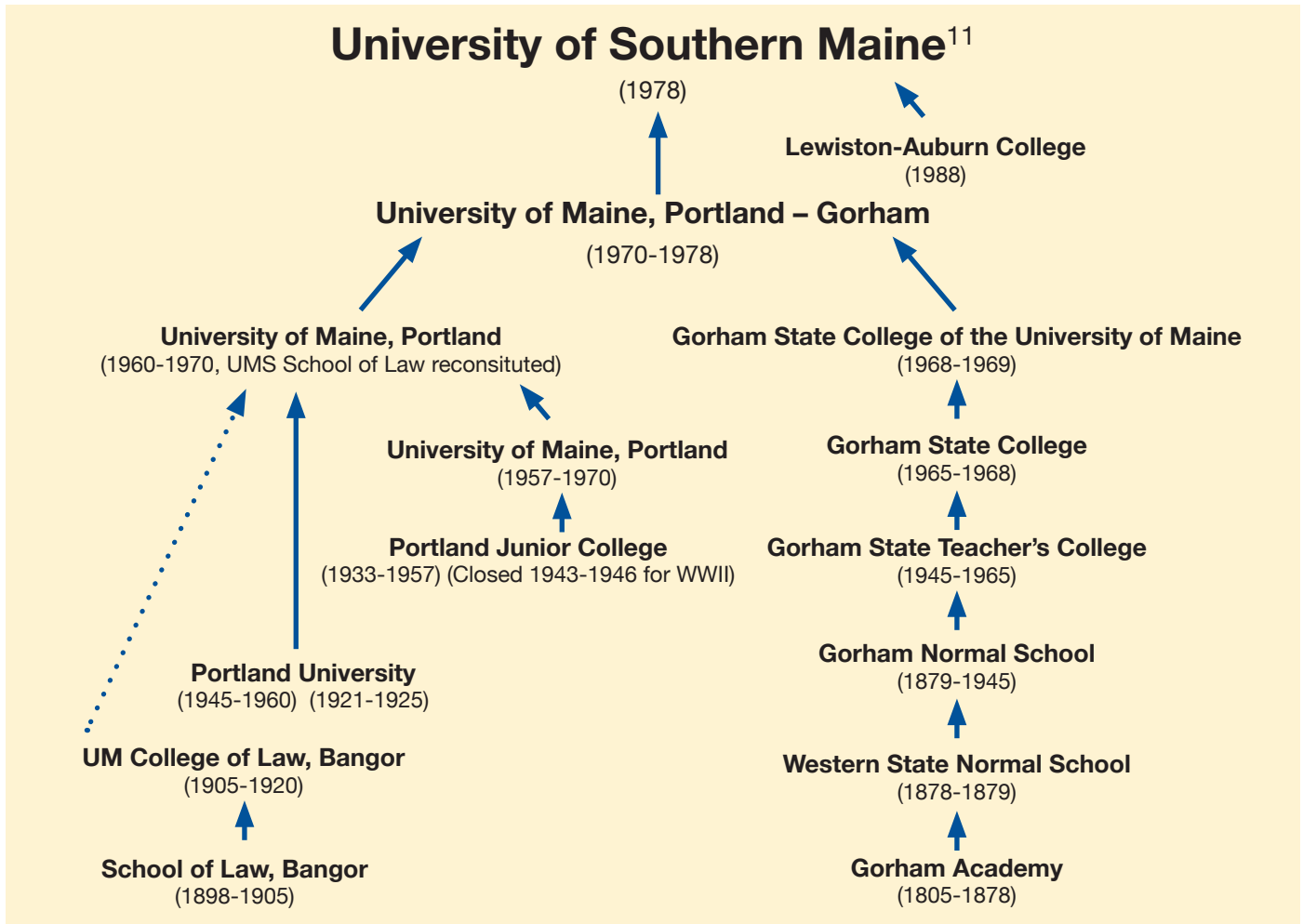
UW/Milwaukee was challenged by the nearby Big Ten schools of Wisconsin (a mere 75 miles away), Northwestern, and Michigan that attracted many of the best students from southeastern Wisconsin. The Milwaukee Idea, UW/M's path-breaking plan of engagement, was conceived in response to set its own, distinctive path amid this strong competition. Recent projects include:

- The Center on Age and Community in conjunction with Robert Wood Johnson Foundation conducted a study of walkable neighborhoods and their impact on the health of seniors in four neighborhoods;
- The Healthy Choices Initiative, in cooperation with the Milwaukee Women's Center, explored the relationship between substance abuse and HIV/AIDS, enrolling 375 women in its educational programming;
- The Department of Architecture's Community Design Solutions has used a Quick Response Team to address community issues such as façade improvements, low-income housing development, and inner-city urban design; and
- KnowledgeFest, wherein faculty and students annually present their community-based work and its benefits to the larger community. A KnowledgeFest Community Scholar in Residence is awarded as a fellowship to one who will bring related experience and expertise to UW/M courses and projects.

The Milwaukee Idea has allowed UW/M not only to compete for students, but to attract new, young, dynamic faculty, as well.

ciplines. Credit hour-counting as the sole measure of value – which it has become – will not allow our meeting civic challenges that most often demand cross-disciplinary collaboration. We must remind ourselves, especially in the current strategic setting, that what *really* matters is the total institution's growth in credit hours – not who gets the credit internally. This is but one example of the larger challenges addressed in this report through the Steering Group's highly participatory, multi-interest effort to learn what is needed to grow USM towards success as an engaged university.

In recent times, presidents Robert Woodbury (1979-86) and Patricia Plante (1987-91) have been notable for their efforts to advance the Metropolitan University idea at USM; these efforts were not made systematic across the university, however, and did not persist through subsequent administrations.⁷ A brief history of the university is useful to understand its current challenge and, especially, to remind both the university and the communities it serves of their historic and enduring bonds.



In 1978, on the occasion of the centennial celebration of the University of Maine at Portland-Gorham (re-named the University of Southern Maine later in the same year), the Maine Legislature issued a joint resolution honoring the work of the university, founded in 1878 as the Western State Normal School in Gorham. It proclaimed: “Through the years its name has changed... but its purpose has endured, making it one of the State’s leading institutions of higher learning;... Now, on the eve of this, the centennial anniversary of its founding, the university... possesses even greater potential for providing increased service to the citizens of the region and the State.”⁸

When the town of Gorham celebrated its 150th anniversary

⁸ “Excerpts from the Joint Resolution in Honor of the University of Maine at Portland-Gorham on the Occasion of its Centennial Year,” *The University of Southern Maine Centennial Catalog, 1978-1979*, preface.

⁹ Governor Robie, “Address of Welcome,” *Celebration of the One Hundred and Fiftieth Anniversary of Gorham, Maine, May 26, 1886* (Portland: R Thurston and Co., 1886), 53.

¹⁰ Edward Winslow Hall, *A History of Higher Education in Maine*, (Washington, D.C.: Government Printing Office, 1903), 193.

¹¹ “Graphic Representation of USM History,” Department of Special Collections, Glickman Library, University of Southern Maine. <http://usm.maine.edu/library/specialcollections/graphic-representation-usm-history>. (Retrieved 7/27/2014.)

in 1886, Maine Governor Frederick Robie, a Gorham native, recalled: “The Normal School building was erected in 1878, much to our credit, but much more to our educational advantage.”⁹ Robie was right to credit the townspeople, for when the Maine State Legislature in 1878 chartered the state’s third Normal School in Gorham to train the region’s teachers, the town of Gorham agreed to raise \$15,000 for a new building.

In the following year, the former Gorham Female Seminary transferred its old Academy building, dormitory, and land to the State for the new Normal School; and the citizens of Gorham again raised more than \$27,000 via a special tax and a subscription campaign for a handsome new building, erected in 1878 and now known as Corthell Hall, home to USM’s noted School of Music.¹⁰ The first term of the Western State Normal School commenced on January 29, 1879, with eighty-five students enrolled; since that auspicious date, thousands of men and women from Maine and beyond have received a high quality, affordable education.

The diagram above illustrates how USM evolved over the course of one hundred years from the Western State Normal School to the current institution, and illustrates the parallel development of the university’s two initial campuses at Gorham and Portland. The Lewiston-Auburn College (LAC) campus was established some years later, in 1988, at the behest of its

own, local community. As USM's centennial course catalog reminds us, "the Portland campus began as Portland Junior College, a community college developed by local businessmen during the Great Depression of the 1930s, when higher education had to be within commuting distance."¹²

The land involved was originally part of the Deering Estate, home to one of Portland's most prominent families when the city enjoyed its heyday as a shipping port." It then became the University of Maine-Portland, while the Gorham Normal School became the Gorham State Teacher's College, then Gorham State College, and finally, the Gorham State College of the University of Maine. In 1970, the University of Maine System merged the two campuses into the University of Maine at Portland-Gorham, to become known informally as "Po-Go". Following the initially controversial and difficult merger, the Board of Trustees in 1978 renamed the new institution the University of Southern Maine.

When we examine the original charters and histories of our founding schools and colleges, then, we find various institutions, each intimately connected to the community of which

it was part – Gorham, Portland, and Lewiston-Auburn – connections we must once again foster and strengthen. At the same time, the complex origins and evolution of USM have yielded a veritable crisis of identity that has bedeviled the institution for four decades, through times of national recession and budget shortfall and, now, in a time of restructuring and chronic budget crisis. The question today is: What will USM become, better to meet and serve the needs of its students and Maine people going forward?

Behind the founding of each school, college, and campus that now comprise USM was ambition to create a place of higher learning that would address the needs of a growing community, whether it be in training the region's educators, businessmen and women, community leaders, nurses, and lawyers, or, more recently, the region's artists, scientists, musicians, actors, social scientists, social workers, and liberal arts students. The predecessors of this fine institution, in every instance, were created at the request of and in partnership with community leaders, to serve the growing needs of Southern Maine. *It is to these founding principles and partnerships to which we must now return to advance the prosperity of the region and the success of the university in the 21st century.*

¹²"The University of Southern Maine Centennial Catalog, 1978-1979, 3

MUSG Process and Findings

In fall 2013, amid a “perfect storm” of changing demographics, diminished state appropriations, and unprecedented competition in the marketplace for higher education, USM undertook a facilitated “Direction Package” process to assess its future identity, needs, and resource allocations. From this process emerged a widespread consensus, internal and external, that USM would best build its future upon its historic strengths and assets, by joining the national movement of “metropolitan universities” endeavoring to strengthen and transform their communities through engaged teaching and learning and mutually beneficial partnerships.

To this end, the Metropolitan University Steering Group (MUSG) was established in June 2014 to advance the metropolitan university idea at USM, charged by then-President Theo Kalikow and Chancellor James Page to recommend a strategy and implementation plan that would make the Metropolitan University concept the strategic focus of USM going forward.¹³ During the months of June, July, and August 2014, members of the MUSG conducted a series of Outreach Forums across the university, one with each of its four colleges, on each of its three campuses, and with its Board of Visitors. The purpose of these forums was to share ideas, hopes, and concerns about how USM will distinguish itself as Maine’s Metropolitan University; and to elicit suggested performance measures and benchmarks to assess its success five years hence. The meetings were attended by in excess of 250 faculty, staff, students, and community stakeholders.

At the same time, members of the MUSG conducted research by telephone, Polycom, and in several instances follow-up site visits to assess “best practices” at ten national leaders in the MU movement: Northern Kentucky University, Rutgers University at Camden, Purdue University at Indianapolis, Portland State University, Syracuse University, UMAss/Boston and Lowell, University of Michigan at Dearborn, University of Wisconsin at Milwaukee, and Utah Valley University. Leaders at each institution have been most gracious and forthcoming in sharing the strengths and weaknesses, the successes and failures of their MU efforts, so we might learn from their experience.¹⁴

From this best-practice research we have learned that:

- There exists a variety of successful models for the engaged university, each adapted over time in its own, particular

¹³ See Background and Charge to the MUSG, Appendix A.

¹⁴ We are especially grateful to Dr. Barbara Holland for her kind introduction of the MUSG members to these universities and their MU leaders.

¹⁵ See Appendix E, Selected Readings.

The Northern Kentucky M.U.

Northern Kentucky University (NKU), located across the Ohio River from Cincinnati, serves a region with an aging population, a low percentage of college-educated residents, a low highschool graduation rate, and a local dependence on agriculture. Since 1998 it has developed an extensive community engagement network covering a diverse range of topics across traditional academic disciplines in programs geared to strengthen college preparation and non-profit management; and in its:

- Center for Innovation & Entrepreneurship that facilitates business incubation and provides student teams to address business development issues;
- Center for Environmental Restoration that partners with the Army Corps of Engineers in its largest project, the Northern Kentucky Stream and Wetland Restoration Program; and manages 3300 acres of permanently conserved land, 61 miles of streams, and 15 acres of wetlands;
- Center for Public History that focuses on supporting the efforts of museums, municipalities, and the Mammoth Cave National Park, with services that include artifact preservation, exhibit construction, and documentaries;
- Scripps Howard Center for Civic Engagement that focuses on issues related to citizenship and public stewardship, and hosts events related to democracy, citizenship, and current events; and
- Alternative Dispute Resolution Center that provides services and trainings in effective conflict resolution techniques as an alternative to traditional methods.

way to its unique capabilities and circumstance;

- USM, as it seeks to become Maine’s Metropolitan University, is at the very beginning of an organizational learning process for which there is no fixed formula, that is experimental and iterative in nature, where setbacks as well as successes are to be expected; and
- If we preach and expect transformational learning and intellectual risk-taking from our students, we must each expect it of ourselves and model this behavior for them.

A careful reading of the literature on metropolitan universities¹⁵ shows them to share a systematic and abiding commitment to *engaged* teaching, learning, scholarship, creation, and service that is characterized by:

- Conviction that, as anchor institutions, they have the skills and the human, intellectual, technological, and social resources to engage in the critical challenges facing their communities, and to build community capacity;
- Their critical alignment of mission, leadership, branding and marketing, budgetary support, infrastructure development, faculty and staff development, recognitions and rewards, and strategic plans that are foundation indicators of the MU's commitment to *community engagement*;
- Engagement that is not simply *transactional*, based on considerations of exchange or one-sided benefits, but is purposefully organized toward the goals of building long-term relationships of mutual respect, trust, and benefit with its partners, and of its being *transformative* for *all* parties involved; and
- New understanding, new skills, and a new way of understanding both the university and the community that allows authentic and mutually beneficial university-community partnerships to develop and flourish.

“But we’re already doing this” is a recurring theme we heard at the Outreach Forums. One after another, current examples of successful community-based learning and public scholarship were cited, frequently followed by, “We’re just not doing a good enough job of telling our 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, even though they most often do so without significant, if any institutional support or recognition.¹⁶

From our best-practices research we have learned that, for greatest effect, the MU idea must be systematically integrated and aligned throughout the institution; that USM must:

- Adopt policies to make engaged teaching and learning opportunities available throughout the university;
- Remove institutional barriers and impediments to these;
- Provide robust incentives and support, and recognize and reward excellence; and
- Regularly and consistently measure performance and progress toward the vision.

¹⁶ See Appendix C, *Selected Engagements and Partnerships*.

¹⁷ Personal communication, November 20, 2014.

¹⁸ We are grateful to Wendell Pritchett, former Chancellor of Rutgers/Camden and Andrew Seligsohn, former Vice Chancellor and now President of the Campus Compact, for sharing this important insight with us.

“But we already do this!”

“The common comment we hear that ‘we already do this’ is misguided. We don’t need to just tell our story better, we need a better story. We need to evolve to be outward-facing, deeply reoriented toward developing student knowledge, skills, and full human potential through active and reflective learning; serving the community; and thinking of that community as genuine partners in teaching, research, and service, not as recipient-objects. This would bring about a re-vision of the structure, function, role, and expectations of the university. This deep reorganization of our idea of the university is not going to happen overnight; indeed, it may never be fully realized! But wouldn’t it be interesting and helpful to keep this idea in mind as our guiding light, to hold our current notions lightly, so that we don’t let our traditional assumptions dictate the limits of our imaginations now?”¹⁷

Theo Kalikow, former USM President

In particular, we have learned that *systematic* community engagement calls for each of the following:

- Senior leadership for the effort with university-wide reach;
- Faculty and staff capacity-building for engaged teaching and research;
- Alignment of tenure and promotion standards;
- Curricular reform and re-development;
- Related student co-curricular opportunities;
- Resources and structures for regionally-relevant research;
- Resources and structures for effective and productive outreach;
- A development strategy (with staffing) that addresses the regional economy;
- College access and pipeline programs;
- Platform partnerships to support the focus areas of engagement; and
- Consistent messaging of the centrality of engagement and delivery on its promise.¹⁸

MUSG Vision, Goals, and Recommendations



The School of Music engages Maine youth in instrumental ensembles.

As a result of this outreach and research effort, the MUSG strongly embraces and here recommends the following vision for USM, to be achieved five years hence:

“USM is an integral and indispensable partner to the communities it serves, and takes pride in the energetic support of its many, engaged partners. Engaged teaching, learning, scholarship, creation, and service thrive in a seamless organizational structure that ensures an integrated and fully aligned student pathway from recruitment to graduation. We are an accessible and affordable source of transformative higher education for our students, a birthplace for first and new careers, an incubator for applied research and economic development, and a training ground for public service. We are Maine’s Metropolitan University.”

To realize this vision, we recommend that the immediate goals of Maine’s Metropolitan University effort be for USM to:

- Re-invent itself as a community-based institution, one that invites and welcomes the community onto campus and extends its classrooms, scholarship, and related activities into the community through mutually beneficial partnerships;
- Achieve Elective Carnegie Classification as an Engaged University in the year 2020; and

The MU “Elevator Speech”

“Maine’s Metropolitan University seeks to develop student knowledge, skills, and potential, and, at the same time, to build the future of the region – economically, socially, ecologically, and civically – through mutually beneficial relationships with community partners.”

- In the process, become known throughout the region and the Northeast as a leader in merging educational excellence and innovation with the opportunity to test one’s learning against critical thinking and problem-solving challenges outside the classroom.

In the present strategic setting, we believe these goals may be advanced only under two conditions, namely that:

- They be framed as part of a broad growth strategy for USM, rather than as a zero-sum proposition; and
- They be embraced as part of a larger cultural shift within USM to a systematic approach to the university’s future development, as outlined above.

To these ends, we offer the following recommendations:

Administrative Recommendations:

1. That the President understand his/her important role in encouraging engagement in the world around us by promoting and encouraging faculty to pursue community-engaged teaching, learning, scholarship, creation, and service; and, in particular, will:

- Establish an effective and sustainable growth model for the university, with the understanding that the metropolitan university initiative is the most significant, if but one part of this strategy;
- Recruit the MU senior leadership officer on a priority basis, with responsibility for both MU implementation and USM strategic planning;^{19, 20}
- Lead the overall MU effort with internal and external constituencies and interests, and hold the Provost, senior MU leadership officer, and Deans responsible for its development and successful implementation;²¹
- Determine and publicize the initial focus areas and platform partnerships for USM as Maine's Metropolitan University (e.g., community and economic development, education, public health, and environmental sustainability);
- Initiate a USM-wide strategic planning process with community engagement as its focus, and charge a drafting committee to reformulate USM's mission statement to incorporate the MU engagement focus; and
- Ensure that the MU mission is addressed effectively through energetic collaboration among faculty, staff, and students.

2. That the Provost recognize that s/he, as much as any USM administrator, will set the tone for where community

¹⁹ This combination of responsibilities proved especially important to the launch of the successful metropolitan university initiative at Rutgers University-Camden.

²⁰ Note: MUSG Member Sanford disagrees with the recommendation that a senior MU leadership position be created, taking instead the position that the MU approach should be inculcated throughout and incorporated within the existing leadership structure; and that implementation facilitators be appointed at a lower level, in support of the faculty for each of the three USM campuses.

²¹ See Appendix C, Presidential Search Statement prepared by the MUSG in accordance with its charge.

²² The Portland State University and University of North Carolina/Greensboro are regarded as models for their treatment of "scholarship of engagement" in their guidelines. Prof. KerryAnne O'Meara of the University of Maryland is a scholar who studies the issue; see her "The Tenure System Is Broken: Here's How To Fix It," *Slate*, January 16, 2014 (from *Inside Higher Ed*, January 13, 2014).

²³ See Provost Joseph McDonnell's letter of October 6, 2014, to the USM community, pp. 3 and 9, and its "Criteria" attachment posted by the USM Faculty Senate to its Blackboard.

The UMass/Boston MU

UM/Boston was founded fifty years ago to serve the Boston area's demand for access to public higher education that was not being met by the flagship campus in Amherst. Today it has grown into a major urban university; and is a Carnegie-classified Engaged University that enjoys almost a thousand partnership programs in the broad topical areas of environmental sustainability (11%), public health (17%), education (23%), and community and economic development (49%). Fully three-fifths of its academic departments today collaborate with a community partner to develop teaching and scholarly product with community benefits. Included among these many engagements are:

- The Small Business Development Center that, in 2013, facilitated nine new business starts and thirteen transactions involving \$2.7 million in working capital, as well as advisory services to 470 clients;
- Multi-disciplinary research into Working Conditions of Brazilian Housecleaners in Massachusetts that resulted in the Massachusetts Domestic Workers' Bill of Rights; and
- The Archeology department's alliance with the Eastern Pequot tribe to establish a field school that documents artifacts from the 330-year history of the reservation.

In the past year, more than 80% of UM/Boston's 12,500 students took part in 780 community-engaged classes, and fully three-fifths of all grant revenues to UM/Boston was connected to community-engaged programs and initiatives.

engagement fits as an institutional priority for faculty and how it will be rewarded; and, in particular, will:

- Engage the faculty and all the university's scholarly life in the MU mission;
- Oversee the integration of engagement opportunities for all USM students into the curriculum;
- Facilitate the review and revision of all MU-related academic policies, including issuing guidelines for the inclusion of community engagement in tenure and promotion standards as core faculty work and one important way to contribute to the university's mission and scholarship in a field;²²
- Replace the current, exclusively credit-hour based evaluation of programs and departments with a portfolio approach that will give expression to engaged teaching and learning; and transform USM to "a more student-centered, interdisciplinary, and fiscally sustainable metropolitan university"²³;
- Task a faculty leadership group to develop (1) needed

institutional and departmental learning outcomes for student engagement with the community, and (2) a “Citizenship and Community Engagement” minor or other appropriate engagement vehicle for recording on student transcripts;²⁴

- Aggressively facilitate collaboration across colleges and departments through joint appointments, curricular integration, etc; and
- As faculty vacancies occur, especially over the next five years, re-deploy replacements to meet the strategic requirements of the MU mission and platform partnerships.

3. That the MU senior leadership officer understand that s/he is responsible and accountable across USM to advance the MU mission, implement its requirements, and achieve Carnegie Elective Classification as an Engaged University in 2020; and, in particular, will:

- Enjoy a direct reporting line to the President and co-equal relationship with the Provost and line responsibility for both the MU initiative and the USM strategic plan initiated by the President;
- Work with the President and Provost to reconceive and integrate necessary administrative functions in support of the MU;
- After appropriate consultation, recommend focus areas and platform partnerships for initial MU efforts, to be determined and promulgated by the President;
- Work with USM Advancement and other revenue-producing offices, including the Office of Sponsored Programs, to identify and secure resources to advance the MU mission;
- In concert with the Provost, lead creation and oversight of a newly-established Center for Community Engagement and Career Development, a consolidated, one-stop shop for community engagement and career opportunities for students, and related information and access for faculty, staff, employers, and the external community;
- Establish the following annual events at USM: (i) a meeting on best practices for community engagement, (ii) a grant program to stimulate and an awards program

²⁴ Note: the Maxwell School of Citizenship at Syracuse U. has developed a successful program of double-majors in “Citizenship and Civic Engagement,” available to all students throughout the university.

²⁵ Note: The budget figures shown represent best estimates of investments needed, including benefits for personnel. Together, they add to some \$125,000 in one-time expenditures and \$925,000 in annual operating costs through Carnegie Classification in 2020, in advance of which time we expect the larger USM growth strategy to cover these through increased enrollments and revenues. A survey of peer institution spending on MU activities shows wide variation in per-student expenditures, ranging from \$100 to \$900 annually. The annual investment recommended here is well below the median, at approximately \$150 per USM student

²⁶ See “Leadership Statement and an Invitation to Apply for the Presidency of the University of Southern Maine,” University of Southern Maine, November 14, 2014, p. 1.

to celebrate community-engaged scholarship, and (iii) professional development opportunities for faculty and senior administrators to learn about innovative scholarship and community engagement;

- Organize and lead a multi-stakeholder visioning, advisory, and support team for the purpose of transitioning to Maine’s Metropolitan University in 2020 (see MUSG below); and
- Ensure that classified and professional staff are kept advised, informed, and engaged in the MU mission and process throughout; and promote greater understanding of the necessary role of professional and classified staff in advancing the MU agenda.

4. That the College Deans understand that each bears line-responsibility for MU implementation within his/her college; and, in particular, will

- Work to foster cross-college collaboration;
- Work together to identify community partners and issues to focus on for a sustained period of time;
- Reconstitute their advisory boards with members who reflect new and current community partnerships; membership on advisory boards should be term-limited;
- Work with USM Advancement and other revenue-generating offices, including the Office of Sponsored Programs, to identify funding opportunities for MU initiatives; and
- Help set criteria for the hiring of new faculty, and support promotion and tenure standards that recognize and are consistent with the MU mission.

5. That the MUSG, going forward:

- Be reduced in size to some 10-12 members appointed by the President, and continue in existence through 2020 as a visioning, advisory, and support group to the MU senior leadership officer; and
- Be comprised of faculty with demonstrated commitment to engaged teaching and learning, members of the reconstituted college advisory boards, and appropriate administrative and student representation.

Budgetary Recommendations:²⁵

Inasmuch as the UMS Chancellor and Board of Trustees have designated USM as Maine’s Metropolitan University, to be its distinctive identity and role within the System,²⁶ the MUSG recommends that they assume responsibility for ensuring that adequate resources for success are made available during this critical, five-year transition period, as follows:

6. Create a senior leadership position with responsibility for the MU mission and USM strategic planning, with authority, resources, and accountability to realize the MU mission and effect its implementation:

- Estimate cost of \$150,000 for this position, and recommend this be realized by reallocating savings from the recent centralization and assumption of USM administrative services by the UMS office:²⁷
- Economic development professional support staff person: recommend this be carried out by the new Director of the Center for Economic and Business Research (CEBR);
- Operating budget to support the engaged teaching and learning partnership functions within a structure to be determined by the President: estimate \$150,000/yr; and
- A Faculty Liaison designated within each college: estimate \$50,000/yr. for course releases.

7. In Support of Students:

- Develop a curriculum that has community-based learning broadly incorporated into it: estimate \$100,000 (one-time) for facilitator and faculty time to design and implement needed changes;
- Support for internship and volunteer activities for credit: estimate \$250,000/yr. for student stipends that may incorporate federal work study monies; and
- Support USM's newly transformed and consolidated Academic Advising Centers (one on each campus), to be coordinated closely with the Center for Community En-

gagement and Career Development; recommend costs to be realized through administrative savings.

8. In Support of Faculty and Staff:

- Faculty development in engaged teaching and learning, through conferences, networking, workshops, and materials: estimate \$100,000/yr; and
- Competitive seed funding for MU Initiatives and Awards, in recognition of both individual faculty and departmental MU initiatives: estimate \$100,000/yr.
- Training and resources made available for staff to be successful in carrying out the mission of the MUSG, its logistics and implementation: estimate \$40,000/yr; and
- Rewards and recognition for MU initiatives by staff: estimate \$10,000/yr.

9. In Support of Community

- Investment in USM communications to stakeholders; better information about what resources the university may provide, including a regular report to the region: estimate \$50,000/yr; and
- A purposeful effort by USM to help identify compelling community needs: estimate \$25,000 (one-time) for regional assessment.

10. Additional Administrative Functions:

- A signature web portal and a dedicated webmaster/developer; recommend cost to be assumed within the larger, current USM effort to strengthen its web presence;
- Track and publish USM community engagement and outcomes inventory: estimate \$25,000/yr; and
- Build the necessary data base to achieve Carnegie Foundation Elective Community Engagement Classification in 2020: recommend that this be carried out by the Office of Academic Assessment at nominal cost, possibly through use of The Community Engagement Collaboratory²⁸ recently developed by the University of North Carolina/ Greensboro and Treetop Commons, LLC.

²⁷ For example, the UMS' Human Resources administrative strategy and structure report of September 2014 anticipates a strategic USM/ HR leader reporting to the USM president. In the new System model, virtually all HR functions, even if located at USM, will report directly to the University of Maine System Chief Human Resources Officer. The USM/ HR lead position will no longer have responsibility for directing most HR functions, and might better be adapted to the MU senior leadership position. This administrative change would reduce the MU annual operating outlay to \$775,000 and the per-capita student cost, to \$130. See <http://thinkmissionexcellence.maine.edu/wp-content/uploads/2014/09/HR-Admin-Review-Detailed-Pres-9-14-NEW.pdf>, page 12.

²⁸ This is a new, cloud-based software application for developing a comprehensive description of institutional community engagement and public service activities. The system is now in beta-testing and will be available in Spring 2015.

Tasks and Timeline to Carnegie Classification in 2020

The MUSG has carefully reviewed the Framework for Elective Carnegie Classification as an Engaged University and found its own recommendations to align closely with the classification standards. It will require of USM a concerted and disciplined effort to meet these standards by Spring 2019, the next year in which applications for classification will be accepted. To achieve Carnegie Classification in 2020, the timeline below or some similar effort will be required.

Year 1	Year 2	Year 3	Year 4	Year 5
Fill MU senior leadership position as a priority				Apply for Elective Carnegie Classification
Reconstitute MUSG as transition advisory committee	Review and revise solely credit hour-based evaluation of programs and departments			
Create Center for Community Engagement and Career Development	Develop new institutional and departmental learning outcomes for curricular engagement	Establish "engagement" student transcript		
Begin strategic planning process with community engagement as focus	Revise the USM mission and vision statement to align with community engagement			
Design signature web portal and marketing materials				
Identify substantive focus areas and platform partnerships	Expand projects and engagements based on platform relationships			
	Report on progress to internal and external stakeholders			
Inventory current community engagement activities				
Institute data base for tracking community engagement activities	Assess and report on community engagement activities and benchmark with peers			
Train staff around MU identity				
Appoint Faculty Liaison within each college	Reconstitute college advisory boards to reflect platform partnerships			
Offer faculty development opportunities to create engagement courses				
Identify compelling community needs and generate community input into institutional planning	Devise method for systematic assessment of community perceptions of USM engagement with community	Assess community perceptions of USM engagement		
	Review and revise promotion, tenure and post-tenure guidelines	Institute new promotion, tenure, and post-tenure guidelines		
Seek out grant and other funding sources to support community engagement initiatives				
Institute grant program to stimulate community engaged scholarship	Award grants to enhance community engaged scholarship			
	Create annual "best practices" celebration and awards program			

Appendix A. 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.”²⁹

At much the same time, a new association of American colleges and universities was founded by a group of university presidents³⁰ 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 each resides, an abiding engagement and mutually beneficial relationship with their communities and their needs.³¹

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;
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.

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.

Theo Kalikow, President
June 3, 2014

²⁹ Kellogg Commission on the Future of State and Land-grant Universities, *Returning to Our Roots: Executive Summaries*, 1999.

³⁰ Including USM's own at the time, President Patricia Plante.

³¹ See Steven Diner, *2010 Presidential Address*, Metropolitan Universities Journal, July 2010.

Appendix B. USM Presidential Search Statement ³²

Prepared by the Metropolitan University Steering Group as directed by Chancellor James Page and President Theo Kalikow in their Charge of June 3, 2014; and delivered to the UMS Board of Trustees, UMS Chancellor James Page, and USM President David Flanagan on August 15, 2014.

Wanted: A wise, energetic, and experienced person to lead a multi-campus public university consolidating its identity as the emergent Maine's Metropolitan University.

1. Setting and Strategic Situation.

The University of Southern Maine (USM) is one of seven universities that comprise the University of Maine System (UMS), and has been designated by the UMS Board of Trustees as Maine's Metropolitan University. It is a public, regional, comprehensive university with campuses in Portland, Gorham, and Lewiston ME, and some 300 faculty who deliver high-quality, accessible, and affordable education to 6500 FTE students. It is at once committed to the liberal arts, science and technology, professional education, and the practical application of knowledge to compelling issues of the day; it supports free and open intellectual inquiry and expression; it treats all individuals with dignity, respect, and fairness; it embraces difference and diversity; it honors and supports sustainable development, environmental stewardship, and community involvement; and it is accessible to all who aspire to high academic standards.

As an anchor institution, USM has long been regarded a necessary, even indispensable partner in the growth and development of Maine's most prosperous region and economic driver. Its three campuses lie within a region of nationally-recognized cultural, environmental, and economic assets that displays numerous indicators of rapid growth and change. At the same time, alongside these outstanding assets lie a variety of compelling social, economic, and environmental challenges that call for a public university determined to be an agent of change and to add value to the region's future.

With roots that trace to the post-Civil War era, the USM of today was effectively established in the late 1960s, a time of war in the nation and tumult in American higher education. It came as part of a then-new University of Maine System created by the Maine Legislature, in the merger of a teachers college in Gorham and a junior college, a law school,

and an extended University of Maine presence in Portland. Lewiston-Auburn College was added a decade later at the behest of its community.

The effort to integrate the disparate campus cultures yielded a period of multi-faceted turmoil until the adoption in the late-70s of the "public, regional, comprehensive university" Carnegie classification, in all its vastness of possibility. The underlying conflict re-emerged from time to time, however, especially in the aftermath of national recessions and state budget shortfalls in the 80s and 90s; and climaxed in the wake of the Great Recession of 2007-08, the pervasive fiscal effects of which persist to this day. In July 2014 an interim president was installed to oversee needed re-purposing and restructuring of the university, whose term will end upon the arrival of the new president. For USM to realize the full potential of this re-purposing, the next president will need to sustain its momentum and deliver stable and effective leadership over an extended period of years

2. New Direction.

In Fall 2013, amid "a perfect storm" of challenging demographics, declining enrollments, diminished state appropriations, and intense competition in the regional marketplace for higher education, USM undertook a strategic planning process to reassess its identity, needs, and resource allocations. From this process in Spring 2014 emerged a strong consensus, internal and external, that USM would best build its own future and that of regional communities on its established strengths and assets, by joining the national movement of universities committed to transforming their teaching, learning, and service through engagement and productive, mutually beneficial partnerships.

A Metropolitan University Steering Group was established to advance the metropolitan university idea at USM, and to recommend a strategy and implementation plan to make it the strategic focus of USM going forward; to maximize its impact throughout USM and with its community partners; and afford competitive advantage that will position USM for growth and success, serving the region and, by extension, the State. One benchmark of this success will be USM's qualification in 2020 for the Carnegie Foundation's Community Engagement Elective Classification, a direct charge of the new president.

3. Priorities and Challenges.

- *Culture of Engagement.* Community engagement has been a continuing characteristic of USM since its origins in the 1870's, though not always as a matter of policy. USM now aims to honor this past by placing engaged learning with community partners at the core of its academic identity; and to align and integrate this com-

³² Note: In its content, the search statement reflects what the MUSG has learned from its numerous outreach meetings locally and "best practice" site visits nationally, about what it will require of the new president systematically to integrate the metropolitan university (MU) idea into USM and the communities it serves. In form it follows those of two recent presidential searches, at Missouri State University, dated Oct. 15, 2012, and at Cornell University, dated May 20, 2014.

mitment fully and systematically across its teaching, learning, creation, research, clinical programs, and all their support systems. Consistent with its public mission and stature as an academically distinguished institution, USM will strengthen its engagement with its campus and regional communities, as well as with its state, national and global communities. This will be achieved by creating an even stronger and systematic culture of engagement in USM's living and learning environments, the aim of which is to transform itself, its students, its faculty, its staff, and its partnering communities; and by aggressively recruiting faculty and staff who will enhance an academic culture of engaged teaching, learning, creation, and scholarship.

- *New Business Model.* As at many public universities across the nation today, declining enrollments, static state appropriations, and an intensely competitive marketplace for higher education have led to continuing and painful budget shortfalls at USM. At the direction of the UMS Board of Trustees, the university is now undergoing deliberate and significant organizational change – “reforming, restructuring, and re-purposing” itself as Maine’s Metropolitan University – to re-focus on student-friendly access to their educational and career aspirations, on regional community needs and priorities, and on revenue growth. This effort to renew purpose and create a supportive and sustainable financial model for USM is now underway, will be several years in the making, and will demand of the new president outstanding change-leadership skills.
- *Academic Excellence.* USM’s commitment to academic excellence abides. It is today the region’s pre-eminent applied research institution and aspires to be even better and stronger, with undergraduate, graduate, and professional education programs of outstanding quality. To achieve this, USM must continually enhance its strength in signature fields and departments that span the arts and humanities, science and technology, and its professional schools and programs. Success will depend on USM’s ability to recruit, retain, and nurture a talented, committed, and diverse faculty, as they will be the driving force of the teaching, creation, and research missions; to sustain its long-standing commitment to affordable education, so it may grow its exceptional and diverse student body; and to continue its commitment to attracting and developing high-quality staff from diverse backgrounds, as these provide irreplaceable support to USM’s educational, creative, and research goals.
- *Innovation in Teaching and Learning.* Transformations in teaching and learning through new pedagogies and new uses of technology in and beyond the classroom today reshape all of higher education. USM has participated in this revolution through the creation and promotion of a

range of distance, online, hybrid, and student-centered approaches within the curriculum. Yet the pace of change is so extraordinary that USM must develop a clear vision and effective strategies to realize the fullest potential of these groundbreaking methods. Successful pursuit of the promise of these new pedagogies will advance the outcomes of teaching and learning for students, expand the reach and visibility of the university, and create new opportunities within the new USM business model.

4. Key Competencies.

In all facets of the position, the president will embody USM’s public service mission and commitment to civic and community engagement; demonstrate visionary change-leadership, ethical and cultural competence, and emotional intelligence; assure effective communication of USM’s mission and vision to internal and external constituencies and partners; promote and cultivate private philanthropic and corporate support for USM and its mission; apply effective, data-driven techniques to manage its finances in support of the mission; and commit to achieving Carnegie Classification as an Engaged University in 2020. In particular, USM seeks:

- *Institutional Leadership.* USM’s next president must be a visionary and inspirational leader with the ability to sustain and enhance its position as a regional public university dedicated to creating and disseminating knowledge, and as an indispensable partner in the region’s growth and development. He or she must be able to create and maintain an atmosphere of open and civil discourse; to listen, and capture the best thinking within and without the university and set its priorities; to make timely and effective decisions about USM’s future; and to communicate these priorities and decisions effectively to a large and diverse community, gaining their buy-in and support. His or her approach to decision-making will be data-driven and characterized by openness, fairness, and transparency, wherever possible.
- *Academic Leadership.* USM’s president will have the capacity to create an intellectually rich environment that will attract, engage, and inspire an outstanding and diverse community of scholars, students and faculty, alike. He or she will have a broad interest in and understanding of the academy and its values, including the importance of the arts and humanities in developing effective and successful citizens; a knowledge of or affinity for science and technology and their application throughout modern society; and strong support for innovation in undergraduate and graduate pedagogy, especially for technology-enabled innovations in teaching and scholarship.
- *Managerial Ability.* The president will have managerial skills and ability to capitalize on the strengths, synergies, and separate identities within USM’s distinct and com-

plex organizational structure, and its physical presence in Portland, Gorham, and Lewiston; on the administrative challenges and pedagogical opportunities that exist and may be built within the UMS that aspires to greater concert and system-behavior among its seven member universities; and on the opportunities for innovation and collaboration with the Maine Community College System, a separate but nearby entity. He or she will have exceptional communications skills; experience in managing change within a large, complex, multi-stakeholder organization; understanding of the relationship between physical space and the goals of the university; and the financial skills and acumen to manage USM's complex and emerging business model.

- *Resource Development.* To further USM's mission and achieve its goals in the current strategic setting, the president must effectively represent the institution with a range of diverse audiences and constituencies, public and private; be an effective developer and communicator of USM's vision; be a forceful advocate for the value of USM's teaching, creation, research, and service missions; be actively engaged in identifying and realizing

new sources of revenue, public and private; and work closely with current and prospective donors to build philanthropic support for the university. He or she will have demonstrated success as a fundraiser, including the ability to lead a capital campaign, expand private and public funding levels, and foster entrepreneurial endeavors that will generate new sources of revenue for USM.

- *Political Skill and Global Worldview.* The president must especially have the capacity to represent USM's abiding value to Maine society, and the important role USM plays in addressing many of the region's, the state's, and the nation's great challenges. He or she will have the ability to work in concert with the UMS and with local, state, and national leaders to advance USM's interests in areas such as public policymaking, state and federal funding for higher education and research, community engagement, and other matters related to USM's public mission. Further, he or she will have a global worldview and the ability to work with national and international leaders to identify and pursue opportunities to increase the scope and impact of USM's signature programs in teaching, creation, and research.



Appendix C. Selected USM Engagements and Partnerships

Reported here is a small sample of the many faculty/student/community engagements and partnerships ongoing or recently completed at USM. It will only be through enlargement of the number of such reciprocal and mutually beneficial partnerships that our vision for Maine's Metropolitan University will be realized.

College of Science, Technology & Health (CTH)

Community Engagements

Maine Engineers Week is an annual event shared between the Department of Engineering at USM and the College of Engineering at the University of Maine. This year, under the leadership of USM's David Early and Carlos Luck, over 1500 school-age children and their parents participated.

The Department of Environmental Sciences also held the annual Maine Regional High School *Science Bowl*, run by Rob Sanford and Bob Kutech. This event attracts twenty highschool teams to attend as part of a national competition.

Community Partnerships

The School of Nursing is involved in many ongoing partnerships that are highly beneficial for both USM and the community. For example, the Bayside Neighborhood Partnership promotes wellness for working poor and homeless individuals through health screenings, holiday support activities, youth mentoring, medication education, and a yearly health fair.

The University of Maine's Advanced Manufacturing Center and USM's Manufacturing Application Center work closely together with the Maine Technology Institute (MTI), the Maine Center for Enterprise Development (MCED), and the Manufacturing Extension Partnership (MEP) to support product development, process improvement, business planning, and technology transfers for individuals, companies, and agencies.

College of Management and Human Service (CMHS)

Community Engagements

The USM School of Business hosts a local chapter of *Enactus*, an international non-profit that mobilizes students to make a difference in their communities while developing the skills to become socially responsible business owners. In the past two years, over 300 students have done 50 projects totaling 4,244 service hours. In its eleven years of existence, the USM Enactus team has been a national Quarterfinalist eight times.

The USM School of Social Work, through its Methods of Practice course, focuses on the application of social work

intervention models towards organizational assessment, change, and community practice. Students connect with local and community agencies so that the students may gain valuable community-building skills and help create positive change in Greater Portland communities.

Community Partnerships

Based in the USM Muskie School, the Youth and Community Engagement Initiatives (YCE) helps youth, parents, administrators, families, and community members come together to support historically marginalized populations. The program also provides guidance to the Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission, which was formed to investigate the forced assimilation of Wabanaki Children.

The School of Education and Human Development's *Maine's Urban Teaching and Leadership Laboratory* is a new initiative that works with Portland Public Schools, Lewiston Public Schools, and the Westbrook School Department to develop customized learning strands for teacher certification and advanced school leadership preparation in urban schools.

College of Arts, Humanities, and Social Sciences (CAHS)

Community Engagements

The Model United Nations Program involves USM students with high schools around the State of Maine and New England to prepare and participate in a mock simulation of the United Nations. This annual Model United Nations Program has transformed highschool curricula in Maine by infusing international perspectives. Last year, over thirty schools and 500 students were led by USM global educators assigned to local high schools for their conference participation.

The School of Music is highly active with Maine youth through their choral and instrumental ensembles. Through a variety of programs like the performing arts summer camp, hundreds of elementary, middle, and high school students are involved; and the School has essentially transformed the performing arts in Southern Maine.

Community Partnerships

The college, in partnership with the Portland Public Schools, annually organizes and presents the Portland Children's Film Festival. The event is designed to bring high quality independent and international children's films to Maine, as well as to provide opportunities for local children to develop their own filmmaking talents and interact with artists in the filmmaking industry.

The Media Studies Program, under the direction of Dennis Gilbert, requires its graduating seniors to undertake a Service Learning Project with local non-profit organizations and to showcase their projects. Service Learning partners this year included The Iris Network, Camp Susan Curtis, Winterkids, Casa Inc., The Portland Children's Film Festival, Cultivating Community, and the Portland High School Environmental Science Club.

Lewiston Auburn College (LAC)

Community Engagements

One of LACs' signature courses is an Applied Social Policy course in which work revolves around small group of students who work with a community organization to develop a project for "positive social change." Students are required to produce concrete outputs of benefit to the community, as well as to summarize their project through a written and oral presentation.

"Bringing it Home" is an interdisciplinary civil rights workshop that involves high school and college students, faculty, and administrators, as well as community members.

The final half-day event includes a panel discussion of race relations and civil rights 50 years ago and today- and large Group Action Planning sessions to plan constructive actions to combat racism in schools.

Community Partnerships

Tree Street Youths is an afterschool and summer program focused on providing a safe and lively place for children ages 5-18 to learn, play, and interact with their community. Tree Street Youth is located in the heart of downtown Lewiston, which is exceptional for its vibrancy and solidarity, as well as its poverty rate. The program serves 100 to 150 children every day, most from African immigrant families.

Sandcastle Clinical and Educational Services (SCES) has long served as an internship site for LAC students, and as a collaborative partner on innovative projects. For example, Building Castles Together is a multi-cultural, multi-disciplinary program that integrates art, culture, and social relationships to foster resiliency in children and families, and to strengthen community ties through interactive events and culturally co-created art.



Appendix D. Selected Readings

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- Henry R. Cunningham and Daniel Hall, "Transforming and Sustaining Communities Through Partnerships," *Metropolitan Universities Journal* 25(2) September 2014.
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- Jeannette Seaberry and Joe L. Davis, *The Metropolitan University: History, Mission, and Defining Characteristics*, Wiley Online Library, 1997(79) at onlinelibrary.wiley.com/doi/10.1002/ss.v1997 ; first published online, December 19, 2002.
- Nancy B Shulock and Kathi E. Ketchison, "Assessing the Metropolitan University Mission," *Metropolitan Universities: An International Forum*, Spring 2000.
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