Strategic Plan Steering Committee Meeting Minutes
April 2, 2012

Attendees: Nancy Artz, Roxie Black, Katherine Greenleaf, Monique LaRocque, David Nutty, Rob Sanford, Sue Sepples, Jim Smith, Glenn Wilson, Mike Watson
Absent: John Burgess, Chris Camire, Adam Tuchinsky, Jeannine Uzzi
Guests: President Botman

Updates: We had few updates to report. Mike is working with Bonnie Troester in IT to develop the database. The work is coming along slowly, but we still hope to have a prototype of a database to show by end of semester.

Discussion:
Rob spoke about strategic planning and what we have been doing this year, which forms an important base for future work. Planning includes action. It is an iterative process. Must be about taking action. We need to mobilize resources, and provide tools to help others with making decisions. We need to have a plan and make it interactive.

Indispensable university. Its all about education, but doesn't preclude being socially responsible.

Strategic Planning needs to provide the broader context for other work, such as Foundation of Excellence. We need to mainstream it. We will put forth our recommendations that SP should be part of the restructuring of the university. The SPSC needs to be moving the larger university agenda forward. Needs to be a continuing steering committee.

Once the database is created, it needs to be assigned to someone that will be responsible for keeping it updated and relevant. Possibly a new group will emerge, to keep it current? What about the next strategic plan? What is the transition from this SPSC to the next one? We need to take advantage of faculty expertise (e.g. Rob’s experience in planning). As we start the next plan, we need to have people on the committee that work well together with a good mix. This SPSC currently has a good mix. Would like to see this committee exist with some turnover. Always should have expertise on the committee, and must provide continuity. It’s not the SC’s job to actually keep the database current. We are maturing as an SP team. We need to devise a mechanism by which we continue the process. We need to have a lot more students involved on the Task Teams and also more people involved from all levels.

How about our collaboration as a university within a university system? How does our SP relate to other SP within the other systems? How do we feed back into the system? Our context—should we make a recommendation that our SP be integrated into the SP of the system?
Discussion: the Indispensable University with President Botman:

Employers want well-educated people who not only know the technical skills, but just as importantly, have broad based knowledge. The business community recognizes the need for the core curriculum. Even the scientific community makes mention of the core curriculum. They are saying they want people with good liberal arts background.

What is it to become an indispensable university? PLA, Service Learning, teachers, nurses, working with museums, cultural institutions, etc. Campus ventures. Students from interdisciplinary fields working with faculty members to solve problems. It's also about hosting lectures, etc. No city is great without a great university. People want to come here because there is a lot going on here. Concept of I.U. is being indispensable to our community.

We do a lot of the things already that define an indispensable university. But, we don't tell our story. We need to tell our story to ourselves.

Monique: One thing we could explore is Carnegie’s Community Engagement Classification—to be formally recognized as an institution committed to community engagement and a way for us to formally document all the many activities we do at USM in service to it. Part of our brand is to feel that we do this. School of Business, for ex; over past 20 years, we have become more engaged than before. Some of it is individual faculty members. We need an interface, where people in the community know what we can and can’t do for them.

Jim—we need to participate in something very big. Fund a big deal. Work with partners and ride with it.

Su--One of the frustrations, is that even when we want to do big stuff, there are barriers. It takes a lot of banging on door. Culturally we don’t see ourselves as leaders. We act like a poor institution. We don’t act like big shots. There needs to be a different voice; a voice with an ego. We don’t have that ego here. It’s a cultural attitude. Inferiority complex. Internally our sense of self is not good.

There seems to be a lack of understanding in the community about what we do. They don’t seem to understand that we do research at USM. An indispensable university does research and does applied work. What research do we do to respond to local problems? There aren’t enough people that know the work that is being done.

We have to earn the title of indispensable university. If the community doesn’t see that we are indispensable, it is because we haven’t told them our message.
Katherine—our workforce stays here. We have the only location in state where people can return to get more education. The community is our student base. How do we increase accessibility to our university? We need to embrace our commuter population. Our commuter population is underrepresented. We need to figure out how to get more commuter students engaged.

John—USM seems discombobulated. We don’t have an identity. Who is USM and what are we known for? What are our strengths? We can use the web better. Ex. Commuter portal-for ride-shares.

In defining the comprehensive university, USM has more breadth and depth than any other institution in Maine; both in terms of our physicality, research development and commercialization. R&D&C.

Burgess—we need to get more stories about students we don’t hear about. The press would like to hear about what students are doing and their successes. Student leader spotlight.