BTU Community Conversation Report
Towson University Listening To Community Needs and Ideas

On September 13, 2016, Towson University and President Kim Schatzel, Ph.D., held a Community Conversation with TU faculty, staff, and community partners from across Greater Baltimore. The needs and ideas that surfaced at the event have been captured in this detailed report to help improve university-community partnerships and to provide a guiding document for the BTU framework.

TOWSON UNIVERSITY'S COMMITMENT

Over the course of its 150 year history, Towson University has been committed to community engagement and making positive impacts in the greater Baltimore region. This work is often done through university-community partnerships. Recognizing this historical commitment to partnerships and the role TU plays as an anchor institution for greater Baltimore, TU President Schatzel is making university-community partnerships a top priority for her administration.

TU's commitment has been renewed and reframed and is now known as BTU (Baltimore + Towson University). BTU will elevate the work that is currently being done and will serve as a framework to guide future partnerships that work for Greater Baltimore.

Moving forward, TU's work will focus on five Primary Impact Areas:

- High-quality and equitable education
- Strong neighborhoods and sustainable communities
- Thriving and competitive economy
- Lifelong health and well-being
- Vibrant arts and cultural community.

COMMUNITY CONVERSATION

To emphasize TU's commitment, President Schatzel invited business leaders and community partners from across Baltimore to meet with faculty and staff for an unprecedented conversation during her busy inauguration week. The Community Conversation helped to identify partner needs, explore ideas and solutions, and to re-energize and re-introduce the community to the BTU framework. The goals of the meeting were to:

- Demonstrate that Towson University is working to expand TU's role in the community
- Convene, connect, and support partners
- Surface partnership opportunities
- Identify partner needs
- Publicize the scope of BTU
- Create this report as the basis for an expanded BTU framework.

In her remarks at the meeting, President Schatzel articulated key needs that echoed throughout the conversation:

- TU must understand partner needs in a consistent manner that goes beyond individual, isolated conversations (e.g., with a partner and a professor)
- TU wants to enhance partner access to its resources
- TU will re-frame its response to community needs across five major impact areas:
  - High-quality and equitable education
  - Strong neighborhoods and sustainable communities
  - Thriving and competitive economy
  - Lifelong health and well-being
  - Vibrant arts and cultural community.

The Community Conversation was a reflection on President Schatzel's commitment to enhance the BTU framework. She told the more than 50 in attendance that, "Tonight is about listening—first and foremost."

"In science, BTU represents a unit of work, power, or energy, and that's exactly what Towson University is investing into our partnerships to make Greater Baltimore thrive," she said.

She explained that, although the partners may have expressed their needs at some time to someone on campus, TU wanted to collect them correctly and consistently. She expressed her gratitude to the partners for their past efforts and encouraged them to share their needs and ideas at the meeting.

She said that, although it will take time to re-frame TU's response to the needs and that not every need can be addressed, Towson University is committed to expanding its impact in the Greater Baltimore region over the long term.

OPENING THE "FRONT DOOR"

At the Community Conversation, facilitated conversations surfaced a host of needs and possible solutions to those needs. Many of the conversations pointed to the fact that most organizations do not know how to access TU faculty, staff, and resources. President Schatzel added that she believed one solution would be a "Front Door" or portal that would facilitate partner access and also identify resources across TU.

At the September 13, 2016 meeting, the partners:

- Agreed with her assessment of TU needs
- Added many of their own (chronicled herein)
- Brainstormed several ideas for support of university-community partnerships
- Welcomed her recommendation for a "Front Door."

The purpose of this report is to begin to open the "Front Door" of Towson University. Herein, the needs and ideas of community partners have been captured in a detailed way to help improve university-community partnerships and to provide a guiding document for the BTU framework.

OVERVIEW OF NEEDS

LISTENING FOR NEEDS

Collecting and sharing a large number of needs and ideas over a very short period of time—in this case, only an hour—can be quite challenging. Not surprisingly, the Community Conversation was intense but focused.

The good news is that individuals and groups can agree rather quickly on needs; solutions can take a while. (For example, we agree "we need to eat." But you may not want the escargot I am offering you.) It's possible, therefore, to surface many needs at a considerable depth in a relatively short period of time.

At the meeting, the partners, faculty and staff were divided into four key interest areas:

- High quality and equitable education
- Community and economic development
- Healthy communities
- Vibrant Arts and cultural community.

The emphasis was, as President Schatzel directed, on *listening for needs*, rather than on problem solving or offering TU solutions or resources.

As the meeting facilitator explained, needs tend to be "verbs." For example, "to support my family," "to recruit good volunteers," and "to resolve conflicts" are all needs. By contrast, "a job," "a student intern," and "a negotiation class" are all possible solutions—and nouns.

Participants were encouraged to offer needs on several different levels. As an illustration, the meeting facilitator offered the old Ben Franklin saying:

For the want of a nail the shoe was lost,
For the want of a shoe the horse was lost,
For the want of a horse the rider was lost,
For the want of a rider the battle was lost,
For the want of a battle the kingdom was lost,
And all for the want of a horseshoe-nail.

In other words,

- A **"nail"** is a basic and fairly-inexpensive <u>solution</u> to the *need* to fasten shoes to horses' hooves
- A **"shoe"** is a <u>solution</u> to the *need* to enable horses to run safely and quickly
- A **"horse"** is a <u>solution</u> to the *need* to deliver riders or soldiers or messages in a timely fashion
- A **"rider"** is a <u>solution</u> to the *need* for information or additional forces
- A **"battle"** is a <u>solution</u> to the *need* to protect and defend a kingdom.

As Franklin's saying illustrates, it can be important to sort and categorize needs for a number of reasons:

- **Needs can have many solutions.** For example, one can use a rider to deliver a message or, as happened during Franklin's time, one can ring bells or hang lights from steeples. Today, you can send a message with a text, email, letter, phone call, etc.
- **Understanding needs can surface opportunities for leverage.** For example, Franklin's point is that small investments (like in nails and shoes) can yield big positive returns. Today, it pays to take a minute to check online to see if you can get a discount coupon for that next purchase.
- **Surfacing needs can unlock hidden resources.** For example, if Franklin's quartermaster had known which horses needed shoes, he might have easily supplied them. Today, a nonprofit many want many thousands of dollars in donations, much more than TU could possibly contribute. Yet, with a little help from TU on the non-profit's website, the donations might flow.
- **Clarifying needs breaks the "What do you need? / What do you have?" cycle.** Towson University has vast resources and its partners have many needs. Matching the needs and resources will be no small task. Understanding the needs helps the partners, because they know what to request, and the University, because it knows what to offer.

With TU faculty and staff facilitating the individual groups, listening and taking notes, the partners shared many needs—and several ideas for possible solutions as well. The groups shared their needs and ideas among themselves at the meeting. This report details their comments based on the notes taken at the meeting.

PARTNER NEEDS

Abraham Maslow's path-breaking work (*Motivation and Personality*, 1954) changed forever the way we look at needs. Maslow described a hierarchy of needs, ranging from the most basic physiological needs (like food, clothing and shelter) to what he termed "self-actualization" ("What a man can be, he must be.")

This report adapts his famous "Pyramid" (see Illustration #1) to create a useful overview of some of the needs articulated by the partners at the Community Conversation (see Illustration #2). This overview shows:

- **Partners have needs at every level.** The partners (and the people they serve) have a wide variety of needs. Some of the needs are organizational; some individual and personal. For example, partners may have a need to teach, mentor, train, recruit, etc. They also may need training and advice themselves. And their clients have needs ranging from getting enough to eat to graduating from school and founding new companies.
- **The most common need "themes" center around the need to connect.** The needs shared by more than one discussion group at the Community Conversation are represented in bold type in Illustration #2. Maslow might call these "social needs." In BTU's case, they demonstrate the need for conversations like the Community Conversation. The partners not only need to connect better with TU, they need to connect better with donors, volunteers, clients and other supporters.
- **BTU may be able to address needs on many levels.** Beyond its impressive physical resources, TU is a vast storehouse of experience, knowledge, talent, and expertise. The key challenge will be to harness those resources to support and intervene at the right level and in the right way.

- **The needs exercise only "scratches the surface."** As is readily apparent, many of the needs have many more needs "behind or under" them. One can easily imagine a spectrum of needs for every one mentioned. For example, a need to recognize additional opportunities can depend on a need to connect with faculty which can, in turn, depend on a need for safe transportation.

OVERVIEW OF SOLUTIONS

It's worth noting that all five of TU's "Impact Areas" are at the highest end of Franklin's hierarchy; they are essentially at the "kingdom," or ultimate outcome, level:

- High quality and equitable education
- Strong neighborhoods and sustainable communities
- Thriving and competitive economy
- Lifelong health and well-being
- Vibrant arts and cultural community.

This is entirely appropriate, since they describe a high-level "vision" for TU and the community. They only represent "solutions" in the broadest sense.

At the Community Conversation meeting, partners brainstormed ideas for solutions at every phase of the Franklin *Nail → Shoe → Horse → Rider → Battle = Kingdom Saved* spectrum. For the purposes of the overview presented in Illustration #3, this report "sorts" examples of several of them—from most basic to advanced—as follows:

- **Nails** – Basic resources, expertise sharing
- **Shoes** – Tools, technology, equipment
- **Horses** – Vehicles, space, transportation, events
- **Riders** – Staff, faculty, students
- **Battles** – Major non-profit objectives.

The overview shows:

- **Partners have many creative solutions ideas.** Suggestions like a "Non-profit Uber" and providing used washing machines are clearly "outside the box."
- **Partners are seeking solutions at every level**. As in the case of needs, the challenge will be deciding which solutions to support and how to support them or modify them.
- **Proposed solutions are just the "tip of the iceberg."** As in the needs exercise, the solutions exposed are likely only a small subset of those that could ultimately help partners. It's worth probing deeper into suggested solutions to discover underlying needs.
- **Partners are unclear about what TU has to offer.** In a sense, a partner suggesting a solution is a little like a person ordering a meal at a restaurant without seeing a menu.
- **TU *may* need to decide what's on the "menu."** One solution to the "ordering without the menu" problem is to actually create a menu of solutions TU will offer. Yet the wide variety of needs and possible solutions seems to dictate a more flexible response.

NEEDS AND IDEAS

Outlined below, by four key interest areas, are notes taken at the Community Conversation. Care was taken to display the needs and ideas as they were discussed without editing.

HIGH QUALITY EDUCATION: NEEDS AND IDEAS

PARTICIPANTS

- Chris Jensen, facilitator; Director, Civic Engagement & Leadership, TU
- Corinne DeRoberts, co-facilitator; Coordinator of Community Service, TU

- Debbie Darr, note taker; Program Coordinator, Partnerships & Outreach, TU
- Will Huff, Deputy Athletic Director, TU
- Alice Fitts, School Counselor, Stadium School, Baltimore City Public Schools
- Shana Hall, Principal, Stadium School, Baltimore City Public Schools
- Devonne Franklin, Community School Director, Baltimore IT Academy/Y in Central Maryland
- Bobby Collins, School Counselor, Featherbed Lane Elementary, Baltimore County Public Schools
- David Wizer, Professor, College of Education, TU
- Barry Evans, Outreach Specialist, Academic Affairs, TU
- Lissa Rapkin, Assistant Director, Pre-Award Services, TU
- Kathaleen Wentker, Educator, Baltimore City Public Schools
- Judy Beiter, Manager of University Partnerships, Anne Arundel County Public Schools
- Cathy Gillette, Coordinator of Digital Media, Anne Arundel County Public Schools
- Maria Busko, Volunteer Services Manager, Catholic Charities—Family Service Division
- Deborah Piper, Coordinator, Teacher Development, Baltimore County Public Schools

DETAILED DISCUSSION

Taken from the notes of the meeting, here is a more detailed outline of the Community Conversation around High Quality and Equitable Education issues. *NEEDS are in Italic type* and proposed **SOLUTIONS are in Bold.**

- Professional Development of Teachers
  - Technology
    - In the classroom—some schools have it but teachers are not trained on *how to use it*
    - Teachers should be *more confident on the use of technology*
    - On other technology—students do not have computers but most do have phones—**training on education apps is a thought**. (Wentker)
  - **Navigation of the curriculum** (Wentker)
  - **Focus not only the bad behaviors, but focus on the positive behaviors** (Wentker)

- Training of New Teachers about their School Community (Baltimore City)
  - *Incoming teachers need to be prepared for the environment and communities in which they will teach*
  - *Need to know how to deal with conflict resolution*
  - *Need to improve retention rates among teachers*

- College and Career Readiness
  - **More exposure, opportunities to learn, why they need a college degree**
  - **Education of different careers—actually understand the variety of jobs and careers**
    - *Most students need to 'see' outside their community and opportunities in the real world*

- After School Programs
  - **Volunteers (teachers and others) currently support clubs but need additional programs**
  - **Not necessarily academic programs but non-academic as well**

- Parent involvement and training
  - *To improve parent engagement in schools*
  - *To increase parent involvement with the community as a whole*
    - Students model their parents—if they see change, they will likely follow and change

- Library (Baltimore City)
  - **An actual library**
  - **Books**
  - **Audio library**
  - **Online access to books**
  - **A librarian**

- Outlets for FUN (Baltimore City)
  - **More of the arts—music, art classes (Stadium Middle School mentioned only having music every 2 weeks)**
  - **Recreation and sports. Not only the need for programs, but for actual equipment like balls**
  - **Fields, courts, places to play**
  - **Field trips**

- Classroom needs (Baltimore City Public Schools)
  - **Overall need for more technology in the classroom**
  - *To train students how to use computers*
  - **Basic classroom supplies**
  - **Planning time**

- Transportation (Baltimore City Public Schools)
  - **Transportation home from school and/or after school programs** (Franklin)**, Schools have children from multiple zip code**

- More teachers/other support
  - **Additional classroom teachers to reduce class sizes**
  - **Foreign language teachers**
  - **Instruction on personal hygiene, sex education, health**
  - **Additional support in the classroom for 1-1 support**
  - **Extra bodies in the school to provide support to teachers and students**
  - **Volunteers, 1-1 mentoring, consistency, teach appropriate behaviors in school** (Busko)

- Improved Morale (Collins—Baltimore County Public Schools)
  - *To improve morale of teachers, staff—More positive, less negativity*
  - **New, fresh ideas**
  - **All leads to a more positive school environment and improved student morale**

- Mentoring (Collins and Busko)
  - **Young mentors to work 1-1 with students**
  - **Providing a connection**
  - **Consistency**
  - **Peer Mediation**
  - Students need *to learn basic social skills and appropriate behavior in school*

- Incentives
  - **Anything to show appreciation (not only for students but teachers as well)**
  - **Field trips**
  - **Visits by sports teams**
  - **Pizza parties, etc.**
  - **Funds to pay for camps**

- Health Services—one hub with services available (Franklin)
  - **Immunizations**
  - **Sports physicals—children are required to have physicals for sports but no access to doctor**

- Basic Needs
  - **When overall basic needs are met, students are more likely to attend school**
  - **Washing machines to wash uniforms**
  - **Personal hygiene**
  - **Food**

- Improved relationship with Police Departments
  - *To keep the image of police/fire as "heroes" as kids get older*

COMMUNITY & ECONOMIC DEVELOPMENT: NEEDS AND IDEAS

PARTICIPANTS

- Matt Durington, facilitator, Professor, College of Liberal Arts, TU
- Ellen Bast, co-facilitator; Research Associate, Regional Economic Studies Institute, TU
- Sharyn Grove, note taker; Associate Director, Partnerships & Outreach, TU
- Tim Leonard, Director of Towson Athletics, TU
- Dana Moulden, Director, Operations & HR, Second Chance
- Rachael Neill, Program Director, GEDCO
- Phoebe Stein, Executive Director, Maryland Humanities
- Kiera DeNoyer, Development Associate, The Baltimore Station
- Lloyd Holmes, GEDCO/Harford House
- Will Anderson, Director, Baltimore County DEWD
- Ron Gallagher, Manager, Weis Markets
- Kyle Newbanner, Weis Markets
- Jeff Rosen, Director, Rosen, Sapperstein & Friedlander, LLC

DETAILED DISCUSSION

Taken from the notes of the meeting, here is a more detailed outline of the Community Conversation around Community and Economic Development issues. *NEEDS are in Italic type* and proposed **SOLUTIONS are in Bold.**

- Baltimore Station
  - **Opportunities for residents to develop outside of treatment**
    - **Continuing Education**
    - **GED**
    - **Workforce development**
    - **Health Issues—Diabetes, Heart conditions**
  - **Transportation**
    - **People have jobs or opportunities and can't get to them**

- Second Chance
  - *To dispose of wood that needs to be utilized by someone—donate, sell, etc.*
  - *To train people to build houses with the materials*
  - *To expand their area*
    - Mostly in DC area now, and want to move more towards Baltimore
  - **Need a treasurer**
  - Need **partners** to *help them develop programming in their space*
    - Refining space for better use—Floors insulated, spring board for the dance class
  - Have had **interns in the past for marketing**

- Baltimore County
  - **Prepared citizens**
  - **Self-starters, entrepreneurs, people who are ready to be independent agents**
  - **Education fuels our economy**
    - **Educators, entrepreneurs**
  - **Mentioned RESI and the Incubator resources**
  - **Local economy needs more direct connections into certain industries—cyber, STEM,**
    - **Need to be engaged with current employers**
    - **Tie institutions**

- - Need a presence in DOWNTOWN!!!
    - Missing the real deep university ties
    - People want the college experience

- Rosen
  - **Talent #1 priority**
    - **Leaders not just workers**
    - **Towson U preparing people to jump in and be engaged in a non-profit and know what it means to be on a board, fundraising, etc. "BUSINESS VOLUNTEERISM"**
    - **If students get involved in their community they are less likely to move away from Towson**

- GEDCO Cares
  - **Volunteers in the**
    - **food pantry**
    - **Job Search program**
  - **Employer for job seekers (homeless population)**
  - **Food donation through food drives or for events**
  - *To have a relationship with other universities*
  - **Need transportation**
  - **GED Classes**
  - **Tickets to TU Athletic events to get people out of the building**

- WEIS
  - *They want to increase their civic opportunities*
    - *Need to recruit employees for their expanding number of locations*
    - *Want to donate food*

- Maryland Humanities
  - *To convince donors of the value of their investment*
  - Serve 800,000 on $150,000
  - They have data. **Missing marketing, litigation support**
- Transportation
  - **"Non profit UBER"—social enterprise Austin Texas does this**
  - **Shuttles for seniors who are trapped in their homes**

HEALTHY COMMUNITIES: NEEDS AND IDEAS

PARTICIPANTS

- Marlene Riley, facilitator; Clinical Associate Professor, TU
- Stephanie Easterday, co-facilitator; Coordinator, Community Engagement & Outreach, TU
- Arthur Smith, note taker; Digital Marketing Specialist, Partnerships & Outreach, TU
- Gabriela Cantarero, Doctor, Johns Hopkins/WRAIR
- John Choynowski, Johns Hopkins/WRAIR
- Maria St. Pierre, Johns Hopkins/WRAIR
- Mikael Kristiansen, Volunteer Coordinator, Catholic Charities of Baltimore
- Allison Brager, Neuroscientist, Walter Reed Army Institute of Research
- Angela Yarnell, Research Psychologist, Walter Reed Army Institute of Research
- Luis Pichard, Research Scientist, Walter Reed Army Institute of Research
- Gwendolyn Lloyd, Program Director, GEDCO
- Paige Koerner, Community Outreach Specialist, The Red Devils
- Palestibe Boone, Activities Coordinator, GEDCO/Harford House
- Michael Bullis, Executive Director, The IMAGE Center of Maryland
- Joanne Williams, Director, Baltimore County Department of Aging

DETAILED DISCUSSION

Taken from the notes of the meeting, here is a more detailed outline of the Community Conversation around Healthy Community issues. *NEEDS are in Italic type* and proposed **SOLUTIONS are in Bold.**

- Common Themes
  - *Need help to identify individuals on campus to connect with*
  - *Need to better understand resources TU can offer*
  - *Need a front door/starting point/app*
  - *Need to break down internal to TU barriers*

- The IMAGE Center of Maryland, Michael Bullis,
  - *To create a disability skills library*
  - *To match functional disability to others with disabilities so they can understand what others are doing and learn from them. It's difficult for individuals with disabilities to learn to do functional tasks*
  - **Should be web based and entrepreneurial and knows TU is the place to house the skills library**
  - *To know how to connect with TU*

- Paige Koerner, The Red Devils
  - **Help with marketing and awareness building (i.e., social media needs). The money they raise goes directly to services, so they don't spend money on marketing and outreach**
  - *To grow exposure,* everything they do needs to stay local
  - They currently work with TU Athletics and are **the charity of choice for October 8 game**
  - Interested in **contact with professors**

- Luis Pichard, Walter Reed Army Institute of Research
  - They are recruiting individuals and groups for concussion research; *to identify operationally relevant performance metrics* and athletes are good subjects to use for that
  - Athletes need to understand that this research helps them as well
  - To identify research marriages, seamless integration with athletics and get analytics and the most of the data
  - currently have a collaboration with Jhpiego and *would like to expand on that*

- Gabriela Cantarero, Johns Hopkins/WRAIR
  - Need help *to communicate with faculty and staff and athletes are a good entry point*

- Mikael Kristiansen, Catholic Charities of Baltimore
  - Provides outpatient clinics and special education services for kids
  - *To recruit foster parents for kids with multiple issues*
  - *To expand it geographically as well*
  - **Need communication and PR strategy**

- Joanne Williams, Baltimore County Department of Aging
  - *To improve linking adults and families with affordable resources (i.e., aides/services/support systems) so they can stay in their homes as long as possible*
  - Affordability is the problem; client population is not poor enough for social programs and not wealthy either; fall into gray area where they can't afford what they need
  - **Access to students who aren't necessarily in a specific major or service-learning course to act as volunteers**

- WRAIR/Walter Reed
  - **Have paid internships for students at Walter Reed, multiple and long shifts**
  - *How to let TU know what businesses and organizations have to offer?*
  - **TU needs an office or database for businesses to upload information for sharing purposes**

- JHU/WRAIR
    - **Need a front door**
    - **Where do businesses start?**

- WRAIR
    - **Need a database for both external partner organizations, but also a single place that TU students can access; problem is internships are only known by certain professors or departments**
    - *Need to break down internal TU walls between personal connections*

- General Discussion
    - Internships come from a course/professor/department
    - Unfortunate that people have to go out of their way (students/workers/businesses) to find good information
    - Organizations often reach out to specific faculty members
    - *Students need to enter the workforce so internships need to be broadcast more broadly*

- Mikael Kristiansen, Catholic Charities of Baltimore
    - *Need to figure out how to go from personal connection with a particular faculty and reach out to other faculty*

- Palestibe Boone, Harford House GEDCO
    - House for formerly homeless men entering society
    - **Need mentors**
    - *Need to understand how to interact with students/people*
    - *Need to go to events*
    - **Need for education and culture and health services/nutrition**
    - **Need programs to come to Harford house**

- John Choynowski, Johns Hopkins/WRAIR
    - **Businesses looking for students and students looking for businesses**
    - **It's too complicated to navigate for students**
    - **Need connection for students with real world opportunities**
    - *Need a match to be made*

- General
    - **Need social media platform to get information out there**
    - **Computer science students could utilize their skills to build platform**
    - **App to download so people can connect with different categories, eligibility; social media is easy (look into Princeton or Stanford and their app)**
    - **In kind resources**

- Miscellaneous Notes
    - *Need help connecting to specific departments and faculty and staff*
    - **Need a "BTU harmony" an online match making application similar to e-harmony or let it go**
    - **Other universities have created such apps.**

VIBRANT ARTS & CULTURAL COMMUNITY: NEEDS AND IDEAS

PARTICIPANTS

- o   Greg Faller, facilitator; Associate Dean, College of Fine Arts & Communications, TU
- o   Marissa Berk-Smith, co-facilitator; Communications & Outreach Coordinator, TU
- o   Dan Sommerville, note taker; Outreach Specialist, Partnerships & Outreach, TU
- o   Betty McGinnis
- o   Belinda Fraley Huesman, Executive Director/CEO, Chesapeake Arts Center
- o   Linda-Denise Fisher-Harrell, Associate Professor/Director, TU/AileyCamp Baltimore
- o   Teri Joyner Johnson, Director/Owner, Teri Joyner Johnson Agency Community Center
- o   Charlie Conklin, President, Gunpowder Valley Conservancy
- o   Kim Callari, Director of Development and Communications, The Baltimore Station
- o   Sandra Perez, Associate Professor, College of Fine Arts & Communications, TU
- o   Gwendolyn Lloyd, Program Director, GEDCO
- o   Lisa Woznicki, Research & Instruction Librarian, TU
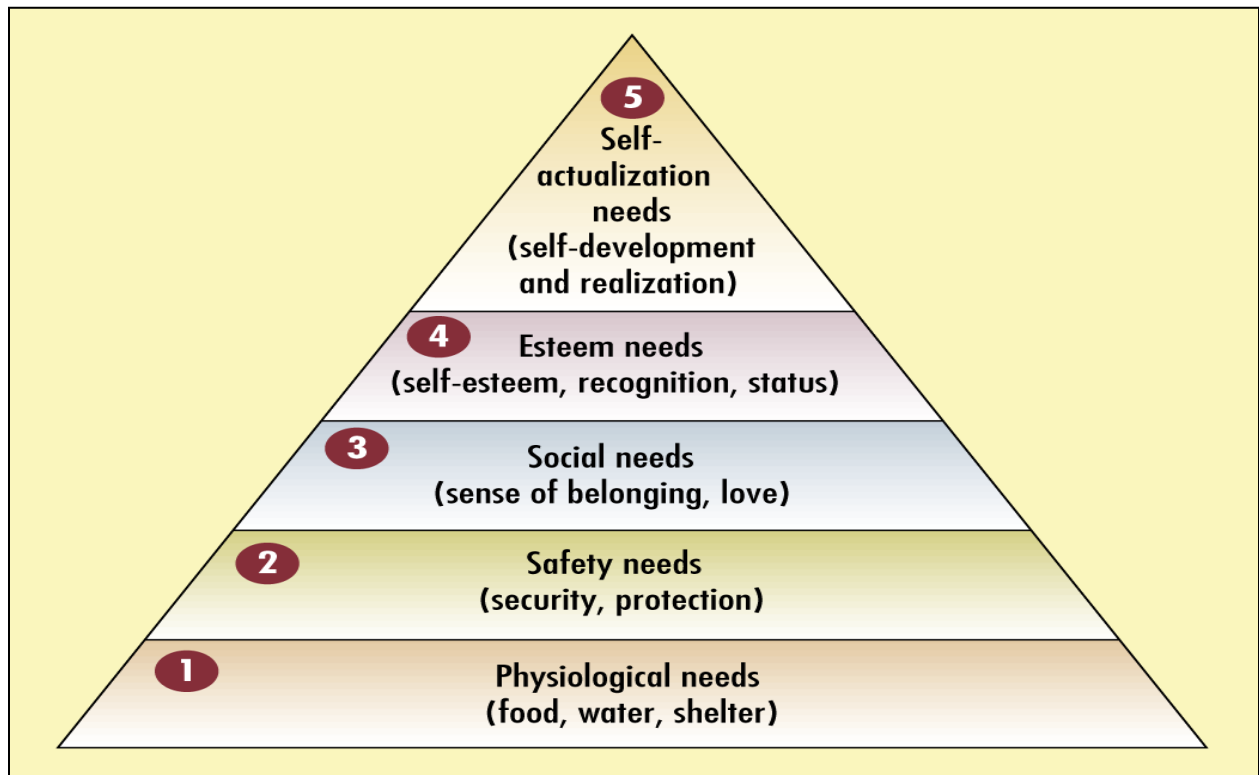- o   Jason Loviglio, Board Member, Wide Angle Youth Media

DETAILED DISCUSSION

Taken from the notes of the meeting, here is a more detailed outline of the Community Conversation around Vibrant Arts and Cultural Community issues. *NEEDS are in Italic type* and proposed **SOLUTIONS are in Bold.**

- Major Themes
    - o   **Programming—whether it be instructors going to or bring people in**
    - o   **Transportation**
    - o   **Technical needs like website development and social media help**
    - o   **Student Involvement—whether it be volunteering or fundraising**
    - o   **Practical needs—art supplies, safety, legal advice**
- Betty McGinnis—*How can the arts and cultural take all 5 BTU groups to build community*

- Belinda Fraley Huesman—Need to get **programming for areas of need**. She has the people if they have the programming. Great instructors.

- Linda-Denise Fisher-Harrell—**Needs programming and space**

- Big need is **transportation** among multiple groups. (John, Teri, Belinda, Linda-Denise)

- Teri—**Space and programming**

- Charlie Conklin—Education about how people affect the environment. Education on how we are impacting kids. Externalities—how things affect other people
    - o   **Needs education** on how the BTU baskets affect us.

- Kim Callari—Works with Homeless veterans. The arts have huge impact on recovery. Need to work with University to have **programming** at their place or bring men to campus to learn. We need transportation. Art therapy.

- Linda-Denise—has **programming** where someone does drumming with Shepard Pratt and kids.

- John-Mentioned **Uber as a transportation solution**.

- Charlie Conklin—Volunteered with Home Team where you **adopt elderly to provide transportation.**

- Belinda—Solutions for transportation—**use church busses that aren't running for transportation. Provides for transportation for programming**.
    - o   Sounds like needs help **marketing**. People don't see her building because it is old. Bringing awareness to the neighborhood.
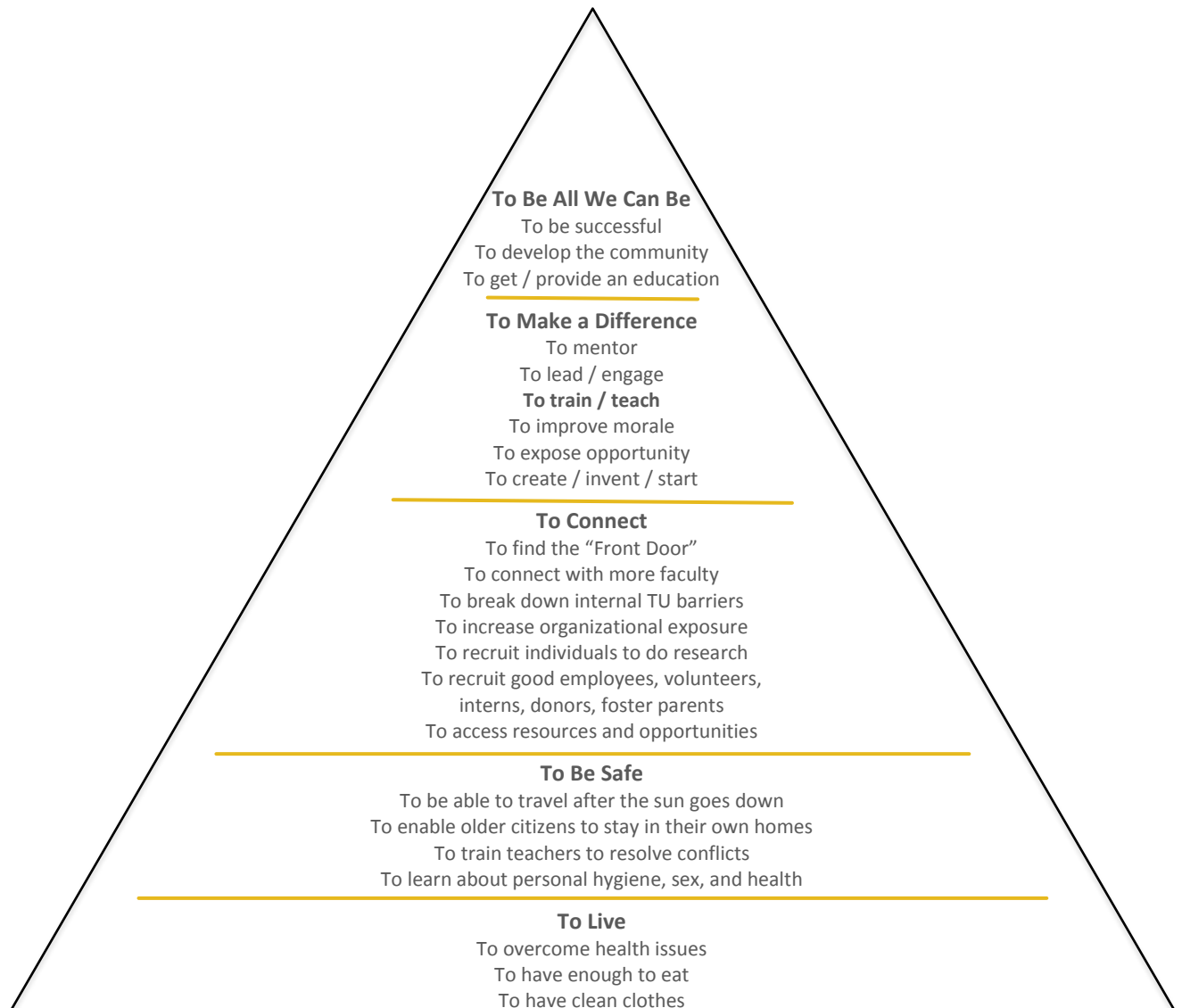   - o   *To increase visibility*

- o Partnering with each other. Developing partnerships with TU and other community partners.

- Sandra Perez—**Dance teachers here at TU can help with Therapy through dance**

- Gwendolyn—Deals with Senior Citizens that are thriving. They are mobile. Oldest is 93. Needs help *with hooking the older folks with younger groups*. It helps its isolation. There is a preschool with 6 and under. Needs connection with the 11-20 group.

- Linda Denise—Would be interested in **partnering** with her younger groups

- Teri—**Need mentors and instructors. Student interns** are a big need for multiple groups.

- Charlie—**TU students are a big source of volunteers**.

- Greg—Mentioned student groups fulfilling community service needs. Growing understanding though social media

- Lisa—Mentioned the **performance space available in the Library**. Mentioned multiple ways the library can partner by hosting events. Library wants to be a place where you can learn from more than just books.

- Belinda—**Needs website development and social media**. Would like her website to be more of a story.

- Belinda—Mentioned practical needs like **safety**. In winter when sun goes down it's not safe. Safety would allow more people.

- Jason—Needs **legal advice**.

  - o Another need would be **art supplies.** Lisa mentioned we could find Greek and student groups to fundraise for needs like this.
  - o **Need contact with athletes with professional and collegiate.**

#1. MASLOW'S HIERARCHY OF NEEDS

Source: *Marketing Management*, Philip Kotler, et al.

To Be All We Can Be
To be successful
To develop the community
To get / provide an education

To Make a Difference
To mentor
To lead / engage
To train / teach
To improve morale
To expose opportunity
To create / invent / start

To Connect
To find the "Front Door"
To connect with more faculty
To break down internal TU barriers
To increase organizational exposure
To recruit individuals to do research
To recruit good employees, volunteers,
interns, donors, foster parents
To access resources and opportunities

To Be Safe
To be able to travel after the sun goes down
To enable older citizens to stay in their own homes
To train teachers to resolve conflicts
To learn about personal hygiene, sex, and health

To Live
To overcome health issues
To have enough to eat
To have clean clothes

#3. SOLUTIONS: WHAT WE WANT

"Battles" **Major Objectives**	• Opportunities for residents to develop outside of treatment • Continuing education • GED • Workforce development • Programming • Health issues • Moral issues • More positive school environment • Improve the image of the police
"Riders" **People**	• Student interns/volunteers • New treasurer • Partners to help develop programming • Self-starters/entrepreneurs • TU resources • More teachers • More classroom support • Legal advice
"Horses" **Vehicles**	• Transportation • "Front door" • Where do businesses start? • Non-profit Uber • TU resources • After school programs • Online library • Places to play sports • Field trips • Using church buses • Space
"Shoes" **Tools**	• Salvage materials • TU resources • Disability skills library • Recreation and sports equipment • Technology in the classroom • Washing machines • Creating student incentives
"Nails" **Basic Resources**	• Marketing and communication expertise • Better connections • Food donations • Wood • TU resources • Fundraising help • A social media platform • A connection app • Teacher training • Basic classroom supplies • Art supplies