

ENGAGING MINDS, PREPARING LEADERS



STRATEGIC PLAN
FOR
THE UNIVERSITY OF MICHIGAN-FLINT
2005-2010

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“We are proud to be a part of one of the greatest universities in the world, the University of Michigan. At the same time, we value the distinct nature of our campus: our emphasis on teaching without neglecting research; our commitment to undergraduate education while offering excellent graduate programs; our sense of responsibility to our community, particularly to the people of the city of Flint; and our dedication to creating educational, cultural, and economic opportunities for the people of Michigan.”

Chancellor Juan E. Mestas

STRATEGIC PLAN ABSTRACT

The strategic plan for the University of Michigan-Flint charts the institutional course for the five-year period, 2005 to 2010. Rooted in the campus vision, “*Engaging Minds, Preparing Leaders*,” the plan articulates the campus mission:

The Flint campus of the University of Michigan is a community of diverse learners and scholars, where students from this region and beyond prepare for leadership, achievement, and service through interactive instruction in the arts, sciences, humanities, and professions. Our mission rests on three pillars: excellence in teaching, learning and scholarship; student-centeredness; and engaged citizenship. Our students become leaders in their fields, in their professions, and in their communities.

The University of Michigan-Flint campus implements its vision and mission in a wider context of growth and change. The strategic plan seeks to foster growth in enrollment and initiatives that support academic excellence and student achievement. Throughout the development process of this plan the Strategic Plan Committee (SPC) focused on creating a shared vision that will enhance an environment rich in faculty and staff commitment to students and the community it serves.

The plan focuses on three strategic directions that emerge from our mission:

- Sustain and enhance excellence in teaching, learning, and scholarship.
- Foster increased student-centeredness.
- Build on our tradition of engaged citizenship.

The plan places maximum opportunity for initiative in these strategic directions with operational units. Vision and mission will guide the activities and inform the culture of each unit.

Identifiers of success for sustaining excellence, student-centeredness, and fostering engagement will allow the campus to assess its progress in its three strategic directions as we move toward 2010.

Through this plan the institution can continue to provide new opportunities for students, faculty, and staff to achieve eminence in academic achievements and personal development. The SPC offers this plan, shaped by our history and values, as a document to guide the entire University of Michigan-Flint campus community so that together we can build the university of the future.

December 2005

I. THE CONTEXT: THE CHALLENGE OF GROWTH AND CHANGE

The year 2006 marks the fiftieth anniversary of the University of Michigan-Flint as a regional campus of the University of Michigan. Over its fifty years in mid-Michigan, the Flint campus has laid a solid foundation: in our physical infrastructure; in our tradition of service to the communities of the region; but, most importantly, in the tens of thousands of students to whom we have brought a Michigan-quality education, approximately 27,000 of whom have earned a Michigan degree since 1956.

With our foundation strong, the University of Michigan-Flint stands poised to chart its course for the next five years: 2005-2010. This course involves vision and mission that articulate our values and goals and strategic directions that---like a good compass---guide us reliably as we seek to translate vision and mission into reality.

The central challenge of the period before us is to expand access to a University of Michigan-quality education.¹ It is the challenge to grow. A sign of health and vitality, growth is a harbinger of future life, a response to community, and inherent in our charter as a public university. The challenge of growth has been articulated both explicitly and implicitly by our two key leaders: University of Michigan President Mary Sue Coleman, and University of Michigan-Flint Chancellor Juan Mestas. It has also emerged as a constant theme in studies and reports conducted on the Flint campus in recent years.²

In her April 2004 address³ to the Regents, President Coleman outlined four guiding imperatives for the University of Michigan system:

- Sustain academic excellence.
- Foster active engagement.
- Build collaborative learning communities.
- Create greater access to Michigan's academic quality.

In a series of addresses,⁴ Chancellor Mestas translated those four guiding imperatives into the Flint campus context, distilling them into three core commitments to guide the Flint campus mission over the next five years:

- Commitment to excellence in teaching and scholarship.
- Commitment to student-centeredness.
- Commitment to engaged citizenship.

Enrollment growth informs our planning because increased enrollment will enable us to meet university imperatives and campus core commitments in two ways:

The larger student body, which our infrastructure can support, will enable us to offer more

¹ The regional campuses of the University of Michigan play a significant role in providing access to a Michigan-quality education. In fall 2005, approximately *one-third* of undergraduates enrolled on the three University of Michigan campuses were enrolled at Flint and Dearborn. For Michigan-resident undergraduates, the regional campuses enroll 42% of the University's total. Many students who graduate from regional campuses remain in Michigan. (See Appendix 6 for graphs).

² See Appendix 4 for listing of examples.

³ For a text of this April 22, 2004 address, "Future Directions: Shaping the Michigan Difference," see: <http://www.umich.edu/pres/visions/index.html>.

⁴ As stated in various campus and community addresses, including most recently the Capital Campaign Kick-off remarks, April 16, 2005.

Michigan residents the experience of an excellent education at an affordable price. A net enrollment increase of approximately 1,600 more students by fall, 2010, would increase total enrollment to 8,000 students--a feasible goal based on the capacity of our infrastructure as analyzed in the 2003 *University of Michigan-Flint Master Plan*.⁵ This capacity for expanding our enrollment responds to the 2004 call by the state of Michigan's Cherry Commission⁶ to increase the number of Michigan citizens who have college degrees. Increased tuition revenues from enrollment growth will also help us sustain our commitment to excellence by off-setting a portion of the revenue that has been lost to us through reductions in state support and as a consequence of our restraint in annual tuition and fee increases.

Change is an inevitable outcome of growth. Since 1956, for example, the Flint campus has grown from a single academic unit to a college and three schools. As the campus continues to grow, we are reexamining general education. Although our four instructional units are distinct and independent, they share a common commitment to revealing to our students the wonders of the world and of the mind. We look forward to a new general education program that is exciting, creative, and pedagogically sound, based on an understanding of how people learn, acquire and apply knowledge, and a program which develops character and leadership.

Forged in discussion and reflection by the SPC,⁷ a thirty-member group broadly representative of the University of Michigan-Flint campus, and basing its deliberations on a host of prior campus studies, conversations, and reports,⁸ the plan which we set forth in the following pages:

- Aligns the strategic directions of the Flint campus with those of the larger university;
- Calibrates those directions to the Flint campus mission, and, most importantly,
- Articulates directions for the Flint campus units so that they may take ownership of the plan in a way allowing them to take initiatives that advance the university mission.

For successful implementation, this strategic plan for 2005-2010 must be integrated into the daily activities and culture of each unit, permit latitude and resources for initiative, and provide for ongoing assessment and adjustment. The initiatives recommended in this plan should be considered university priorities to be funded through a combination of means and sources, such as revenues obtained through enrollment growth and capital development, thoughtful prioritization of resources, and cross-unit collaboration. Overall responsibility for the plan during its 2005-2010 period rests with the chancellor, supported by the executive officers and deans, the entities of faculty governance, the representative bodies of students and staff, and other groups that the chancellor may create for this purpose.

We offer this strategic plan as a document to guide all of us in the University of Michigan-Flint campus community so that together we can build the university of the future.

⁵ See "SASAKI Campus Master Plan," at <http://www.umflint.edu/resources/offices/chancellor/sasaki.pdf>. August, 2003.

⁶ Commission on Higher Education and Economic Growth report (known as the Cherry Commission, after its chair, Michigan Lt. Governor John D. Cherry, Jr., University of Michigan alumnus) at: <http://www.cherrycommission.org/>.

⁷ See Appendix 1 for committee charge and Appendix 2 for names of committee members.

⁸ See Appendix 4 for partial list of campus documents on which the Committee built.

II. VISION AND MISSION

A. OUR VISION:

Engaging Minds, Preparing Leaders

Reflecting on the work of the campus over previous decades and seeking a concise description to frame our aspirations for the coming period, the SPC formulated the vision statement: ***“Engaging Minds, Preparing Leaders.”*** This vision will continue to inform and ground our work as we proceed into the first decade of the new millennium. We say “continue” because, in reality, only the four-word formulation of this vision statement is new. For fifty years the Flint campus has been steadily engaging minds and preparing leaders---and making a Michigan difference.

We intend by this statement the following:

- The liberal arts and sciences ground our undergraduate students’ educational experiences. Our faculty--teacher-scholars and committed learners--are themselves engaging minds, who lead students to become, in turn, committed, lifelong learners.
- Embracing diversity in our students, faculty, staff, and curriculum, we create a community in which all individuals and groups can learn and thrive, personally and professionally, as we prepare our graduates for leadership in a diverse world.
- General education engages the minds of undergraduate students through critical thinking and reasoning, and humanistic and scientific inquiry to understand themselves, their surroundings, and their own culture as well as cultures different from their own.
- Advanced courses in particular majors, professional and graduate program offerings, and opportunities for research and service, provide our students with the possibility of advancing their education and preparing both for career opportunities in the marketplace and leadership in their fields of study, in their professions, and in their communities.

B. OUR MISSION:

The Flint campus of the University of Michigan is a community of diverse learners and scholars, where students from this region and beyond prepare for leadership, achievement, and service through interactive instruction in the arts, sciences, humanities, and professions. Our mission rests on three pillars: excellence in teaching, learning, and scholarship; student-centeredness; and engaged citizenship. Our students become leaders in their fields, in their professions, and in their communities.

We propose that this mission statement guide the Flint campus over the next five years. The mission pillars constitute our core commitments to academic excellence, student-centeredness, and engaged citizenship. In addition, the statement clarifies to ourselves and others our identity, our expanded reach, and our focus on student outcomes as we move forward over the next five years.

Identity Means Who We Are:

- Our Flint campus is a community of diverse learners and scholars committed to Michigan excellence in teaching, learning, and scholarship.
- The University of Michigan has one faculty, whose members are located on three campuses: Ann Arbor, Dearborn, and Flint.
- Our faculty is made up of teacher-scholars who model lifelong learning through pedagogical innovations, ongoing research, and engaged service.
- Our central commitment to teaching, learning, and scholarship leads us to keep our classes relatively small, and to make them places where students and professors can interact and come to know one another personally.
- Our classrooms and laboratories are rich in technology, which, combined with our commitment to individualized instruction, makes them model environments for learning.
- Our array of support services provides committed assistance to students.

Our Expanded Reach Means Whom We Serve:

- Our students come principally from mid-Michigan cities, suburbs, and countryside.
- Increasing numbers of students come from more distant regions of Michigan, other states, Canada, and elsewhere in the world.
- They come as freshmen, transfers, and post-baccalaureate students, of a variety of ages, backgrounds, and life experiences.
- Online instruction is extending our reach and residence halls will increase it further.
- Our students, like our faculty and staff, reflect a wide array of backgrounds, cultures, experiences, beliefs, and intellectual perspectives.

Student Outcomes Means What We Do:

- Our general education curriculum offers our undergraduates a flexible array of liberal arts and sciences courses that expands knowledge, broadens perspectives, hones reasoning, and develops skills.
- We offer undergraduate majors and graduate degrees in the arts, sciences, and humanities, and in selected professional disciplines.
- We engage and sharpen intellectual capabilities and imagination in our classroom and online teaching.
- We place a high priority on interaction between faculty and student.
- We provide our students with varied opportunities for research, internships, field work, community service, and study abroad experiences preparing them to contribute to a diverse society as reflective, active citizens.
- Our students become leaders in their fields, in their professions, and in their communities.

III. STRATEGIC DIRECTIONS

The SPC proposes that as the Flint campus moves toward 2010, we fulfill our vision and mission through three strategic directions:

1. Sustain and enhance excellence in teaching, learning, and scholarship.
2. Foster student-centeredness.
3. Build on our tradition of engaged citizenship.

Each of these three strategic directions suggests a range of concrete efforts which we outline in the three sections that follow.

STRATEGIC DIRECTION #1:

Sustaining and Enhancing Excellence in Teaching, Learning, and Scholarship

This strategic direction builds on our traditional combination of small classes and personal interaction between student and professor to model 21st century teaching informed by effective pedagogical practice and supported by strong instructional technology.

We must continue our commitment to a unified general education program, revitalized through reform, and with the students' education and development as our central focus.

We must support and, where possible, expand a core of academically distinguished programs that constitute our niche of excellence in education.

We must continue efforts to develop a culture of assessment and program review by supporting all assessment efforts.

To sustain and enhance excellence in teaching, learning, and scholarship, we must secure adequate resources.

We divide this strategic direction into five parts:

- A. Promote excellence in teaching, learning, and scholarship through continuous quality improvement.
- B. Renew and revitalize general education.
- C. Support a core set of academically distinguished programs.
- D. Foster a culture of assessment and program review.
- E. Sustain a supportive environment for faculty and student research and creative endeavors.

A. Promote Excellence in Teaching, Learning, and Scholarship through Continuous Quality Improvement.

To capitalize on our rich history of personalized attention to students and model effective 21st century teaching the SPC recommends that we:

- Develop and enhance a culture of pedagogy that leads to demonstrable student learning

- Introduce all new faculty, lecturers, and part-time faculty to current pedagogical approaches and issues.
- Increase support for and promote the use of state-of-the-art technologies in teaching and learning.
- Deepen personalized attention to student learning through faculty-student interaction and small classes, and by offering research, internship, field placement, or service learning opportunities.
- Increase financial resources in the Thompson Center for Learning and Teaching and other offices that support teaching and learning.
- Support continuously-improved teaching through enhancement of classroom and laboratory infrastructure, technology, furnishings, and resources (e.g., Information Technology Services, Mediated Classroom Services).
- Increase support for innovative pedagogical approaches that address the needs of diverse learners, such as learning communities, “freshmen experiences,” inquiry-based learning, team-based learning, and interdisciplinary teaching.
- Increase support for domestic and international travel for faculty to attend pedagogical conferences.

B. Renew and Revitalize General Education.

As the College of Arts and Sciences has grown and the three professional schools emerged, general education has remained at the foundation of a university education. The SPC endorses the following to help transform general education:

- Adopt a unified reform process with a clear timetable for development of a general education core embraced by all units that:
 - Engages new students, adapts to transfer students, and offers options to non-traditional students.
 - Exposes students to the knowledge of the past and the directions of the future.
 - Offers experiences of reflection, research, and service.
 - Reinforces concentrations and professional programs.
 - Embodies the values of general education in the diverse and global world of the 21st century.
- Provide adequate resources to ensure short- and long-term success of general education.
- Implement mechanisms for ongoing oversight of general education.

C. Support a Core Set of Academically Distinguished Programs that Constitute our Niche of Excellence in Education.

To strengthen financial support for academically distinguished programs through new funding and/or reallocation of existing resources, the SPC recommends that we:

- Increase support for programs with high student demand and insufficient available resources.
- Sustain and enhance financially viable programs that are high quality and have growth potential.
- Conduct periodic academic program review and market analysis and increase support for a core set of distinguished programs and new ones.

D. Foster a Culture of Assessment and Program Review.

To support continued efforts to create a robust, ongoing culture of assessment and program review to improve student learning and development, the SPC endorses the following:

- Support activities and programs targeted at improving assessment at all levels, including student outcomes, general education, and program review.
- Provide necessary financial support for assessment, accreditation, and review activities within programs and departments, schools and the college, the Office of Institutional Analysis, Thompson Center for Learning and Teaching, and the Academic Assessment Committee.
- Support the deans, the assistant provost for assessment, the Academic Assessment Committee, and the assessment coordinators in their efforts to ensure proper, timely, and ongoing assessment plans and activities.
- Ensure a culture of assessment in which faculty and staff are committed to and participate in all assessment activities.
- Develop a structured and consistent methodology for program review within all non-academic units.
- Explore multiple methods of assessment that recognize the learning outcomes of diverse students and provide feedback for continued curricular adjustments.

E. Support an Environment for Research and Creative Endeavors.

To develop and maintain an environment that allows participation in research and creative endeavors that enhance scholarship, teaching, and learning, the SPC recommends:

- Recruit faculty with high potential for research.
- Increase funding support for faculty research and creative endeavors.
- Increase support for the Undergraduate Research Opportunities Program (UROP), Honors Program, and graduate student research.
- Ensure availability of adequate library resources needed for scholarly research as well as teaching and learning by increasing financial support and encouraging continued collaboration with Ann Arbor and Dearborn libraries.
- Provide financial support and scholarship funding to increase graduate research assistantships.
- Increase support for domestic and international travel for faculty, staff, and students to attend professional conferences.
- Increase human and financial resources needed to support research administration within the Office of Research.
- Create an award for faculty and/or departments with significant external research grants.
- Encourage departments to review promotion and tenure criteria to incorporate diversity in research and creative endeavors, as appropriate.

To support units in their efforts to increase third-stream revenues, the SPC recommends to:

- Ensure that the Office of Institutional Advancement has adequate financial and human resources to support donor cultivation and outreach, donor and event research, alumni activities, and office functions

- Increase financial resources for University Relations, the Office of Undergraduate Admissions, the Office of Graduate Programs, and other relevant academic units to support marketing, recruiting, and public relation activities.
- Create and reward a culture of grant writing and ensure that the Office of Research has adequate financial and human resources to support research administration and promotion.

STRATEGIC DIRECTION #2:
Student-Centeredness

This strategic direction builds on our culture of student-centeredness by enhancing programs, services, and initiatives (academic, social, and cultural) that enrich students' experiences and development, which result in program completion, and become a hallmark of a University of Michigan-Flint education. By student-centeredness we mean that our decisions should be guided by this question: What is best for our students? This direction seeks to expand the recruitment "reach" of the Flint campus within our traditional region and beyond, and support phased-in housing, transforming the institution from a commuter campus to a mixed commuter and residential campus that is embraced in our culture, our thinking, our educational programs and our services. In particular, it seeks to utilize the experience of our Ann Arbor colleagues in designing living and learning communities for students.

We divide this strategic direction into three parts:

- A. Recruitment.
- B. Support for students through graduation.
- C. Residence halls.

Growth of 1,600 net additional students in percentage terms means an increase of approximately five percent per year over five years. The growth rate may not be even across all five years; we expect more significant enrollment growth toward the end of the 2005-2010 planning horizon. We can attain annual growth of enrolled students by a combination of concentrated recruitment, improved retention efforts, and residence halls. (It is imperative to note that residence halls play a significant role in achieving enrollment growth.)

A Recruitment. Build on current recruitment initiatives that encompass growth in the undergraduate and graduate student populations.

A culture of student-centeredness begins with robust recruitment efforts and efficient attention to the students whom we recruit so that they will be successful in their studies, will stay with us, and will successfully complete their programs. The SPC proposes the following recommendations:

- Develop and support a comprehensive five-year recruitment plan (academic and non-academic unit recruitment plans should refer to all other plans⁹) that focuses on:
 - Increased enrollment of dual enrollees.
 - Reciprocity agreements with academic institutions in neighboring states.
 - Active recruitment of a diverse student population at the undergraduate and graduate levels.

⁹ e.g. 2005 Flint Community Schools Enrollment Plan and the 2005 Minority Recruitment Plan.

- Extension of the Ontario Tuition Initiative.
- Seamless application and admission for new and transfer students.
- Planned expansion of graduate and professional programs.¹⁰
- Increased merit-based scholarships for freshmen and graduate students.
- Increased need-based scholarships for transfer students and graduate students.
- Increased funding for an expanded honors program.
- Support for linking university and community through programs and initiatives such as the Westwood Heights Partnership; the Urban Health and Wellness Center; and the Early Childhood Development Center.
- Development of “guaranteed-admit” programs with Ann Arbor and other universities, including, for example, medical schools, law schools, and historically black colleges and universities.
- Continued expansion of our international student population.¹¹
- Increased use of the Internet as a marketing tool.
- Support units and departments creating high quality, sustainable, and revenue producing programs that will significantly enhance recruitment efforts.
- Monitor, adjust, and guide growth by the deans acting collectively and coordinating with other offices to adjust their units’ recruitment plans.
- Continue initiatives that support recruitment activities across all campus units.
- Foster closer collaborations between Academic Affairs and Student Services & Enrollment Management in recruitment efforts.

B. Support for students through graduation. Foster a culture of student-centeredness that enables students to complete their academic programs in a timely manner while enriching their campus experiences.

The Flint campus has always been committed to meeting students’ needs, assisting them as they determine their academic focus, and working with them as they complete their degrees. These student-centered retention initiatives are a critical component of meeting our enrollment growth target. We must understand the diversity of our students’ backgrounds and needs in order to facilitate their success.

The University of Michigan-Flint serves a large population of non-traditional students who enroll on a part-time basis or do not remain enrolled on an uninterrupted basis through degree completion. We also recruit and enroll significant numbers of community college transfer students who have specific needs as they complete their degrees.

We recommend the following as particular steps the individual campus units, as well as the institution as a whole, initiate to foster a culture of student-centeredness in support of students through graduation:

- Each major campus unit will consider and describe in writing for its executive officer steps it is taking or will take to enhance and sustain a culture of student-centeredness.

¹⁰ e.g. PsyD, Master of Social Work, Master of Science in Physical Sciences, Education specialist degree, Master of Arts in English, etc.

¹¹ Examples of international student recruitment initiatives include signed articulation agreements with Mohawk College, Hamilton, Ontario, Canada, and with the Alliance Business School, Bangalore, India.

Each unit's annual report will specify its activities and accomplishments in building and sustaining this culture.

- Include in every faculty and staff annual self-review a section that notes contributions to the building and sustaining of the culture of student-centeredness and student success. (Examples might be: independent study courses; advising; and participation in recruitment and retention activities.)
- Ensure that campus offices and services are accessible to students during the day, evenings, and weekends to a greater degree than has been the case, with proper prioritization of resources.
- Continue and enhance collaborative retention initiatives between Academic Affairs and Student Services & Enrollment Management, such as the "Partners In Action" initiative between the Center for Advising, Retention, and Transition Services and academic units, sending out letters to non-registered students; etc.
- Support and enhance classroom teaching by investing in ongoing faculty development and academic resources, such as the Thompson Center for Learning and Teaching, Mediated Classroom Services, and the Thompson Library.
- Support capital campaign initiatives that increase both merit-based and need-based financial aid for undergraduate and graduate students.
- Increase monetary resources for the student emergency fund, for one-time student emergency needs as a result of personal or family crises, in order to support student retention.
- Develop communication protocols that inform the university community of changes in academic programs, policies, and procedures.
- Continue to assess student satisfaction using standard measurements like the Student Satisfaction Inventory, and encourage units to develop specific satisfaction measures.
- Provide a supportive academic advising environment and instill in students the importance of maintaining a relationship with an academic advisor.
- Support ongoing customer service training and initiatives to help facilitate a student-centered environment recognizing our diverse population of students.
- Identify transitional support systems to assist sub-groups of students to achieve success.
- Identify specific staff members in various units to help students with extenuating circumstances solve problems and address concerns.
- Use a year-round class schedule to help students plan their courses of study and to facilitate timely graduation and degree completion.
- Create career planning initiatives that focus on undecided majors. (The merging of the Center for Advising, Retention, and Transition Services and the Career Development Center in fall of 2005 will facilitate academic advising and career-path exploration for undecided majors.)
- Develop a retention plan that integrates services and units, that enhances student success through graduation, and which recognizes and is responsive to the diversity of our student population and their varied needs and values.
- Increase offering of online, blended, and flexible programs and courses that meet the needs of non-traditional students, both undergraduate and graduate.
- Work with the Office of Institutional Analysis to seek relevant information regarding the reasons for non-completion of degree, and act to ameliorate the conditions identified.
- Institute mechanisms to gather data concerning job and graduate school acceptance rates for graduating seniors.

- Promote an environment for student activities that enhances engagement by students in campus programming, events, and activities.
- Provide career services support to enhance career development activities and employment opportunities for students.

C. Residence Halls. Anticipate and address the challenges of moving from a commuter campus to a mixed commuter-residential campus by planning for the integration of residence hall students into academic culture and campus life and services.

Residence halls will entail a transformation in our campus culture. Though stage one of our housing plan would create a facility of approximately 300 beds, subsequent stages will increase that number to more than 1,000. A mix of commuter and residential students will greatly enrich opportunities for student learning, community service, and campus life.

It is crucial for various units of the institution to discuss student housing before such housing becomes a reality, so that the university is prepared to assist in providing and sustaining a student-centered living experience. Units must anticipate campus growth, envision needed changes and plan for them. The SPC encourages continued dialogue and support for various initiatives and activities to:

- Create living-learning environments in student housing. This means that student housing would include physical space equipped for teaching and learning. Courses offered there by faculty would be open first to resident students, but with places for non-resident students as well, and focus particularly on the transition to college. Courses might be interdisciplinary and thematically organized, linked to the renewed general education core and perhaps to a service learning experience. They would emphasize oral and written expression, stimulate collaborative learning, and foster close faculty-student interaction.
- Develop adequate support services for an increasing residential population of diverse students in order to provide a rich experience of student life activities that will enhance and support students' development both academically and personally.
- Consider the future changes necessary in academic areas and student services as we move over the next five years from a commuter campus to a commuter/residential campus.
- Develop a plan that encompasses budget augmentation to specific units that may be directly affected by residence halls, such as Student Life, the Student Development Center, Student Health Services, Facilities Management, the Department of Public Safety, the Office of Building Management and Events, Information Technology Services, the Thompson Library, the Recreation Center, and others.
- Create opportunities to develop an understanding of human diversity through a wide array of co-curricular activities.
- Assess the impact of more intense use of facilities resulting from enrollment growth, including need for adjustments in classroom scheduling.
- Establish a plan that anticipates the impact of enrollment growth on daily services, including options for reprioritizing activities to minimize cost.

***STRATEGIC DIRECTION #3:
Fostering Engaged Citizenship***

This strategic direction builds on our fifty-year Flint campus tradition of fostering active engagement with our communities, in our programs, and in the activities of our faculty, staff and students. This direction seeks to expand student opportunities to learn how to become engaged citizens prepared for service, achievement, and leadership in a diverse world.

We divide this strategic direction into two parts:

- A. Fostering engagement at the level of the institution, the faculty, and the staff.
- B. Fostering engagement among students.

When “the University of Michigania” was established in 1817, its founders were a Catholic priest, a Presbyterian minister, and a freethinking judge.¹² These men of widely diverging commitments were able to find common ground for common action while preserving their principled differences. Two of them worked together as the fledgling university’s first president and vice-president.¹³ We seek to carry on this Michigan tradition of fruitful tension that is productive of both concerted engagement and respectful disagreement.

As an institution we have the responsibility to be wholehearted participants in the efforts to improve the educational, cultural, economic, and social conditions of the communities we serve. We are a community of learners and scholars committed to engaging the minds of our students, our communities, and ourselves.¹⁴

A. Fostering Engagement at the Level of the Institution, the Faculty, and the Staff.

At the institutional level, we will continue to support initiatives that model engagement and application of academic resources and skills, especially those in which faculty, staff, and students have opportunities for interaction. We recommend the following:

- Endorse service learning to become an integral part of an undergraduate’s campus experience.
- Encourage faculty members to develop self-sustaining partnerships with our diverse community and use their service and engagement experiences to publish research.
- Develop and promote initiatives that include faculty and staff panel discussions and debates, research projects and participation in service clubs, on boards, etc., in which we model for students engaged service and civil, informed, principled disagreement.
- Cultivate closer ties to the Cultural Center and other such institutions for collaboration in fine arts, music, theatre, and related creative activities.
- Establish a central directory or database that describes and identifies all engagement activities that take place on campus.

¹² Fr. Gabriel Richard, Catholic priest, educator, and missionary; John Monteith, Presbyterian missionary; and Augustus B. Woodward, judge, freethinker, and friend of Thomas Jefferson. See *The University of Michigan: An Encyclopedic Survey*. Wilfred B. Shaw, ed. (Ann Arbor: University of Michigan Press, 1942), vol. 1, pg. 15.

¹³ Monteith and Richard, respectively.

¹⁴ For a list of examples of civic engagement see Appendix 7.

- Develop initiatives that continue to assist schools in improving overall student performance through technology, coordination of services, and other alternative methods.
- Promote engaging faculty and students in projects related to economic development and support to small businesses and organizations through specific course projects and specialized internships.
- Continue to conduct specialized studies by faculty and students on a variety of community concerns and offer educational opportunities and solutions as appropriate.
- Continue to partner with faculty, students, and community organizations concerning public education campaigns on a variety of topics.
- Develop a communication plan to promote the extensive involvement by the university in community activities and initiatives.
- Encourage the consideration of engagement activities as an element in faculty tenure and promotion review and in staff annual reviews.

B. Fostering Engagement Among Students.

In support of our commitment to prepare students for achievement and leadership in a diverse world, we aspire to assemble a learning community whose members are diverse in their persons, their backgrounds, and their perspectives. We will inculcate in our students the value of engaged citizenship in a diverse society, first as good citizens within the Flint campus community of learners and scholars, and second as engaged participants outside the campus by providing opportunities to participate actively in the life of the institutions and groups that comprise civil society, whether in their neighborhoods or in broader settings and communities. “We believe common, world-improving efforts start with the world right outside our door. We view working for the common good as simply being good neighbors.”¹⁵

The SPC supports the following engagement initiatives:

- Continue programs and create new opportunities for students to attend, organize, and participate in a wide variety of projects, discussions, debates, and service, on campus and in our communities, to promote and develop student leadership abilities.
- Endorse initiatives that foster a commitment to service, civic engagement, or community partnership experience in a pluralistic democracy.
- Continue to support and develop programs which provide and recognize opportunities for students actively engaged in their communities.
- Promote programs for students in residence halls who desire community engagement in the surrounding neighborhoods.
- Develop a system to track students who have been involved in partnership activities during their K-12 experience, and identify them when they reach the Flint campus as freshmen.
- Encourage students to participate in activities to enhance their career-related experiences, including research endeavors, volunteer experiences, and internship opportunities, expanding their cultural understandings of a diverse and complex world.

¹⁵The University of Michigan-Flint Capital Campaign Case Study, April 2005.

IV. IMPLEMENTATION

The success of the strategic plan depends upon its implementation process and continuous improvement and assessment. Ongoing oversight of the five-year plan will be the responsibility of the chancellor and the four vice-chancellors. Although critical that plan implementation be coordinated at the highest levels of the institution, operational units must also have maximum opportunity for initiative. Wherever possible, decision-making should be assigned to the level closest to the program or initiative. It is vital that the university community embraces the implementation and evaluation processes to ensure the success of the strategic plan. We recognize, too, that the university, both as an institution and as a community, is responsible for the good stewardship of the public resources with which it has been entrusted. As stated previously, the initiatives recommended in this plan should be considered university priorities to be funded through a combination of means and sources, such as revenues obtained through enrollment growth and capital development, thoughtful prioritization of resources, and cross-unit collaboration. Finally, the SPC views this document as a working document: The plan may require adjustment to meet altered needs or circumstances as the university grows and changes over the next five years.

The SPC recommends the following:

- Locate overall responsibility for plan implementation with those administrators who are directly responsible both for planning and for budget allocation for the major campus units. The strategic plan must link to and drive budget allocations.
- Include efforts to support the major strategic directions outlined in this plan in the annual planning and budget review process, in unit and departmental annual reports, and in individual annual reviews.
- Utilize various groups as needed for information and assistance with implementation and review of the plan.
- Revise unit mission statements and planning documents to coordinate with the overall strategic plan.
- Continue or establish cross-unit collaborations to ensure implementation and completion of various initiatives and programs.
- Empower administrators of key units, deans in particular, to take the initiative in recruitment and to allocate resources in support of these strategic directions. The new budget model (effective July 1, 2005) will also provide more decentralized control and predictable funding outcomes for key units.
- Review the plan annually and distribute campus updates via a summary of achievements and ongoing priorities. Communicate to the campus community major initiatives that are accomplished throughout the year.
- Make the vision and mission statements of this plan visible throughout the university by using them in internal and external documents. Examples include: the vision statement placed on the front page of the university's website; each office having the vision and mission statements prominently displayed; and assure that the vision and mission statements are included in all communication and public relation pieces.
- Update and revise the plan as needed depending on current internal and external factors.

V. TOWARD THE CAMPUS OF 2010: IDENTIFIERS OF SUCCESS

As we embark on the road to 2010, the SPC recognizes important identifiers within each strategic direction that can serve as guideposts to assist the university community in all its work, decision-making, and resource allocation. These identifiers provide a sense of direction and can let us know when and where we are close to our goals and approaching our destination. The SPC recognizes the following as these identifiers:

Sustaining Excellence

- Offering a student-centered, learning-centered, innovative, and campus-wide general education program.
- Strengthening support for academic programs of exceptional excellence.
- Integrating assessment consistently into academic and non-academic unit activities.
- Expanding availability of multidisciplinary courses.
- Increasing opportunities and support for faculty-guided undergraduate research.
- Creating new degrees and certificates in areas that anticipate and respond to employment-market demands and address societal needs.
- Reaching the \$30M goal in the capital campaign and establishing infrastructure for continuing third-stream fundraising.

Student-Centered

- Achieving an enrollment of 8,000 students.
- Enhancing programs that focus on student achievement and success.
- Developing a mixed commuter and residential student population.
- Increasing the availability of online degrees and programs.
- Offering more classes during spring/summer and a campus more active year around.
- Improving and increasing resources for students at risk.
- Increasing support for institutional student financial aid.
- Enhancing community college transferability.
- Facilitating collaboration and transferability among the three University of Michigan campuses.

Fostering Engagement

- Achieving greater participation in student research activities, student life activities, and community service opportunities.
- Tracking and publicizing “engagement” activities of faculty, staff, students, and alumni more consistently and effectively.
- Broadening the recognition of the University of Michigan-Flint as a community leader, in its overall service, as well as in the achievements and service of its faculty, staff, students, and alumni.

VI. CONCLUSION

The SPC has deliberated and reflected, debated much and laughed not a little. We are deeply aware that the five years from 2005 to 2010 are critical in the future of the University of Michigan-Flint. A five year period is both long and short: long because we need common direction to accomplish what we want to see in the university of the future and short because there is much to do--for all of us. The SPC sees its members as citizens of our larger university community. We are confident that the document which we present to the campus community will serve us well and support us as we set forth on this road together. Rooted in our history and values, cognizant of the challenges ahead, we look forward to the potential and promise of our destination.

ENGAGING MINDS, PREPARING LEADERS

The Flint campus of the University of Michigan is a community of diverse learners and scholars, where students from this region and beyond prepare for leadership, achievement, and service through interactive instruction in the arts, sciences, humanities, and professions. Our mission rests on three pillars: excellence in teaching, learning, and scholarship; student-centeredness; and engaged citizenship. Our students become leaders in their fields, in their professions, and in their communities.

VII. APPENDICES:

Appendix 1: The Strategic Plan Committee Charge

JUNE 10, 2004

MEMO TO: Strategic Plan Committee

FROM: Juan E. Mestas, Chancellor

RE: Charge

You are being entrusted with a major responsibility: to chart the strategic course of the University of Michigan-Flint for the next five years: 2005-2010. The historical significance of this assignment is underscored by the celebration, in the middle of that time span, of the 50th anniversary of our foundation. We are a mature, well-respected institution, poised to envision its niche of excellence and undertake the challenges of building the university of the future. The strategic plan that you will develop must include the following general areas:

- Vision and mission of the university.
- Strategic goals, objectives, benchmarks and action plans.
- Means and timeline for progress assessment of the plan's implementation.
- Periodic review and update of the strategic plan.

Specifically, I ask you to address the following items:

- Encouraging and rewarding excellence in all university endeavors.
- Considerations implicit in being a student-centered institution.
- Enrollment growth through both recruitment and retention.
- Student housing and learning communities.
- Determining academic and non-academic areas of strength and areas to be strengthened.
- Periodic review of academic and non-academic programs and units.
- Application of technology.
- Approaches to teaching and learning that promote critical thinking, inter-disciplinary approaches, and the integration of intellectual pursuits with community engagement.
- Aligning the curriculum and the class schedule with enrollment trends and student needs.
- Research and service activities and their relation to teaching and the needs and opportunities presented by our location.
- Opportunities for growth in graduate and undergraduate fields.
- Campus climate, especially in support of diversity.
- Addressing the needs and expectations of traditional and non-traditional students.
- Responsibilities to the community inherent to our charter as a public university.
- Competitive standing of the university relative to our peer institutions.
- Relationships with other entities of the University of Michigan system.
- Relationships with other higher education institutions, particularly community colleges.
- Alignment of strategic budget decisions with the strategic plan.

While you should be mindful of budgetary limitations, these should not stifle your imagination

The strategic plan should be neither a pie-in-the-sky exercise nor a pedestrian listing of the easily attainable. It should be a statement of ambitious, yet reachable, aspirations.

Each of you brings to the committee a set of perspectives, values and expectations particular to your personal experiences and to the nature of your association with the university. That uniqueness will enrich the discussions and will foster comprehensiveness in the plan you will develop. It is essential, though, that you approach this assignment as citizens of the university, taking an integrative approach, and seeking only the good of the institution and the people it serves.

In accomplishing your task, you may find it necessary to do environmental scans and gap analyses. Whenever appropriate and feasible, the objectives identified by the plan should be quantifiable. You will find that much of the preparatory work has been done through several commissioned studies and by campus task forces. You will also find value in related documents, such as previous strategic plans, accreditation materials, and President Coleman's stated vision for the University of Michigan ("Future Directions: Shaping the Michigan Difference"). My office and the Office of the Provost will be glad to provide the necessary documentation. It is essential that you create opportunities for the campus community to express their views as the strategic plan is developed.

I would like to present the strategic plan to the campus by the end of the 2004-2005 academic year.

Thank you so much for accepting this assignment. This important task could not have been placed in better hands.

Appendix 2: The Strategic Plan Committee: Membership

The Strategic Plan Committee will consist of the following persons:

Madhu Angur: Faculty, School of Management, **co-chair**
Janice Bernsten: Faculty, College of Arts and Sciences
Clara Blakely: Staff, Educational Opportunity Initiatives
Harry Blecker: Staff, University Outreach
Patriece Campbell: Student
Connie Cantu: Staff, Chancellor's Office (will provide staff support, too)
Rose Casement: Faculty, School of Education and Human Services
Paulette Cebulski: Faculty, School of Health Professions and Studies
Susan Gano-Phillips: Faculty, College of Arts and Sciences
Robert Houbeck: Director, Frances Willson Thompson Library, **co-chair**
Benjamin Huffman: Student
Jamile Lawand: Faculty, College of Arts and Sciences
Paula Pollander: Staff, Student Development Center
Randall Repic: Faculty, College of Arts and Sciences
Theodosia Robertson: Faculty, College of Arts and Sciences
Donald Rockwell: Alumnus, lawyer, former judge
Chalmers Sanders: Staff, Public Safety
Kenneth Schilling: Faculty, College of Arts and Sciences
Charles Thomas: Faculty, College of Arts and Science

Ex officio:

Austin Agho: Dean, School of Health Professions and Studies
David Barthelmes: Vice Chancellor for Administration
Robert Hahn: Interim Dean, School of Education and Human Services
Vahid Lotfi: Dean, Graduate Programs
Renate McLaughlin: Provost
Juan Mestas: Chancellor
Douglas Moon: Dean, School of Management
Mary Jo Sekelsky: Vice Chancellor for Student Services and Enrollment Management
D.J. Trela: Dean, College of Arts and Sciences
George Wendt: Vice Chancellor, Institutional Advancement

Committee Changes

Jan Bernsten, Faculty: College of Arts and Sciences resigned
Susanne Chandler: Dean, School of Education and Human Services, replaced Robert Hahn
Michael Farmer: Faculty, College of Arts and Sciences added
Bonnie Heckard: Provost Office added
Jack Kay, Provost: replaced Renate McLaughlin upon retirement
Kristen Skivington: Vice Chancellor, Institutional Advancement, replaced George Wendt
Maureen Smyth: Community Member resigned
Ridgway White: Community Member added

Appendix 3: The Strategic Plan Committee: Subcommittees:

At the same time that we reflected on the particular form that our vision and mission statements would take, we formed subcommittees to consider the several topics that the Chancellor charged SPC to address. These topics, we found, clustered into seven areas, so we apportioned them among seven subgroups, or subcommittees. These were:

1. Vision/mission
2. Institutional quality
3. Student needs
4. Institutional partnerships
5. Enrollment growth
6. Campus climate
7. Community needs

These seven subcommittees reviewed existing reports and data, looked for consistencies and, in particular, inconsistencies between stated policy and practice, and identified key issues that should be addressed in a five-year strategic plan that is focused on enrollment growth and sustained excellence in teaching and scholarship (see Appendix 5 for availability of subcommittee reports

Appendix 4: Resources, Reports, and Documents used by SPC and SPC Sub-committees

Resources/Reports

- The University of Michigan-Flint Capital Campaign Case Study (April 2005)
<http://www.umflint.edu/onlinegiving/development/index.php>
- Institutional Snapshot prepared for Strategic Plan Committee by Fawn Skarsten, Institutional Analysis (November 2004)
- SASAKI Campus Master Plan (January 2004)
<http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- Student Housing Study (July 2003)
<http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- Voices Shared (2001) <http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- Enrollment Market Analysis (October 2000)
<http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- The University of Michigan-Flint NCA Self-Study Report (1999)
<http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- The University of Michigan-Flint Academic Plan (1995)

Student Learning Task Force Purpose Group Reports

<http://www.umflint.edu/resources/offices/chancellor/speeches.php>

- Curricular Collaboration
- Online Curriculum Development
- Retention Enhancement
- Improvement of Community College Articulation
- Marketing Strategies
- Enhancement of Campus Life
- Living and Learning Centers

Speeches

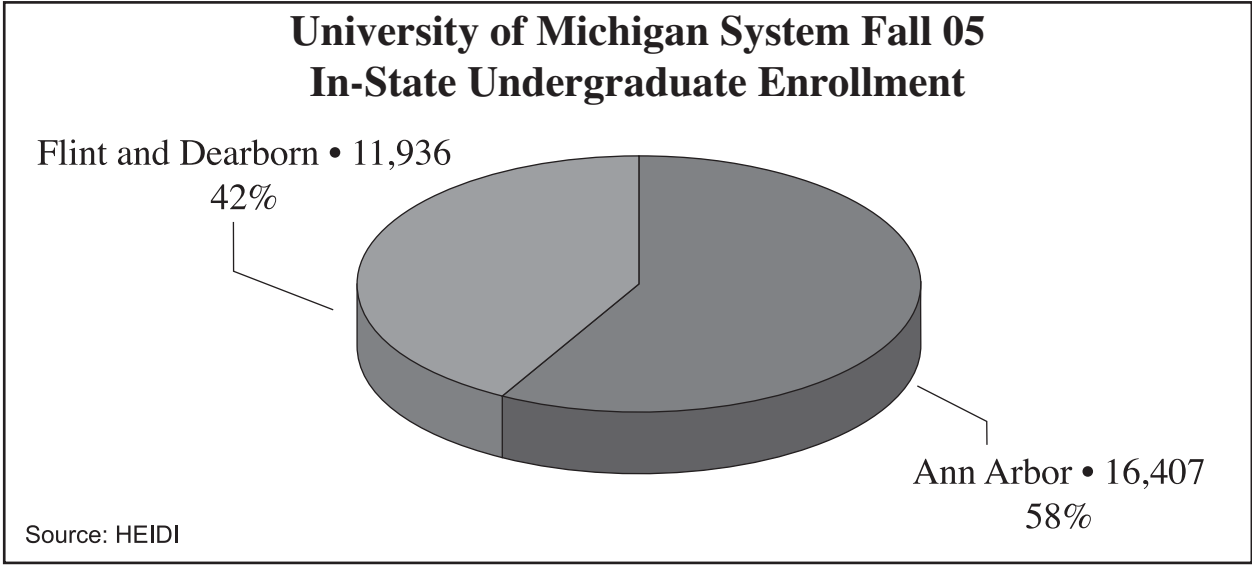
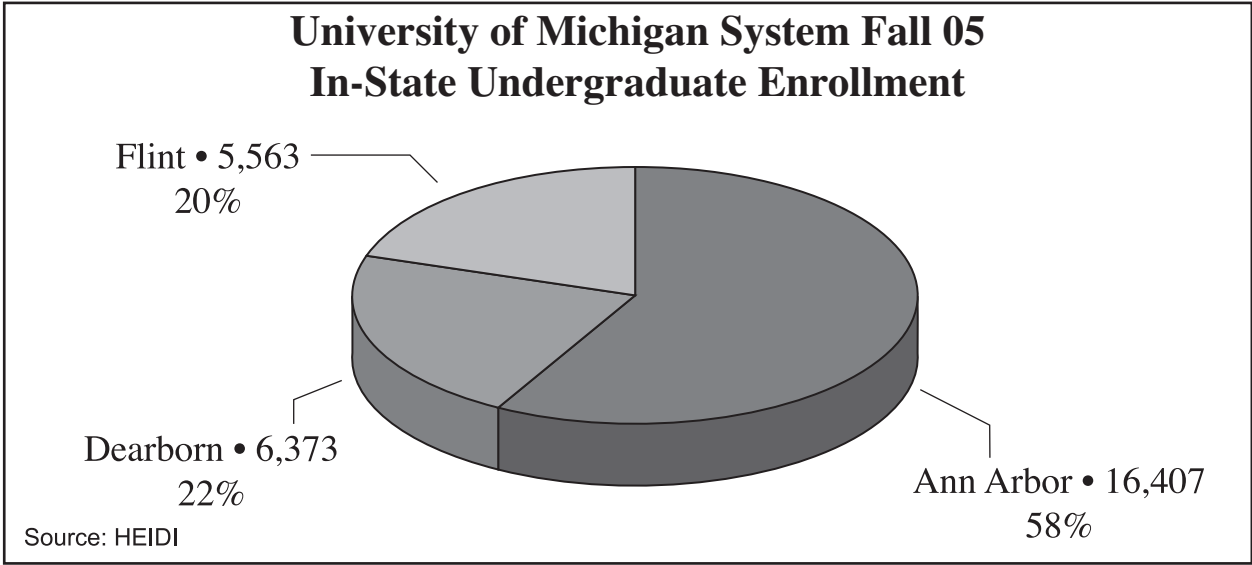
- Chancellor's Capital Campaign Remarks (April 16, 2005)
<http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- Chancellor's Address: State of the University (October 13, 2004)
<http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- Chancellor's Address: The Future of the University, the University of the Future (December 9, 2003) <http://www.umflint.edu/resources/offices/chancellor/speeches.php>
- President's Address "Future Directions: Shaping the Michigan Difference" (April 22, 2004):
<http://www.umich.edu/pres/visions/index.html>

Appendix 5: Subcommittees Reports

SPC subcommittee reports available at

<http://www.umflint.edu/resources/offices/chancellor/strplan.php>

Appendix 6: Undergraduate Enrollment



Appendix 7: Examples of Current Civic Engagement Activities

Current examples of civic engagement include:

- After-school reading and math tutoring classrooms in local elementary schools (university students tutor K-3rd graders).
- Student-run leadership development program at Northern High School.
- Assistance to new and existing businesses in Genesee, Tuscola, Lapeer, Huron, and Sanilac Counties.
- Public education campaign to protect local drinking water, lakes, streams, and local water quality.
- More than 65,000 hours of service and volunteerism by Flint campus students, faculty, and staff in the Genesee County area assisting more than 370 organizations over the last five years.
- American Democracy Project fostered on the Flint campus to orient our campus culture to support and reward civic engagement.
- The School of Education & Human Services initiative with the Westwood Heights School District and Early Childhood Development Center.
- The School of Health Professions and Studies engagement of faculty, staff, students, and community through education, research and service activities out of the Urban Health and Wellness Center.
- Nursing, physical therapy, education, psychology, and social work are examples of academic programs that have incorporated field experiences into their curriculum.
- Development of various internships with local organizations representing a variety of academic disciplines.
- Collaboration with the Uptown Reinvestment Corporation and the Downtown Development Authority; support for the Greater Flint Arts Council and the Crim Festival of Races; campus beautification initiatives with local gardening and other societies.
- Support of various civic engagement initiatives including: Math Field Day and Family Math Nights; Summer Music Camps; Camp Summer Fun; Camp Imagination; financial aid workshops (at 18 area high schools); Greater Flint Educational Consortium “Beyond High School” presentations; the annual Dominican Republic Clinic project; Alternative Spring Break & Weekends.



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* Includes discrimination based on gender identity and gender expression.