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I am pleased to provide you with the 2012-2013 annual report from Academic Affairs at the University of Michigan-Flint. We have witnessed an exciting year with many significant achievements logged by units within Academic Affairs. Enrollment growth at both the undergraduate and graduate levels continues to grow at record pace. In fall 2013, undergraduate enrollment was 7,143 students with graduate enrollment at 1,412 students for a total of 8,555 students in all. Internationalization of the campus continues to be a key goal with 542 international students from over 50 different countries enrolled during the fall 2013. Several new academic programs have been launched and many personnel changes have taken place. Scott Johnson joined UM-Flint as the new Dean of the School of Management. Albert Price was named the Interim Dean of the College of Arts and Sciences, and Jacob Blumner took over Interim Director duties of University Outreach. SEHS launched its first Doctor of Education (Ed.D.) degree in Educational Leadership during fall 2013, and SHPS was approved to offer UM-Flint’s first Ph.D. program in Physical Therapy starting in fall 2014. Faculty and staff were awarded the highest level of sponsored grants and contracts in the history of this campus totaling $8,039,710. SHPS was awarded nearly $5million of this amount. Many more changes have occurred and are outlined over the course of this report.

In preparing this annual report, the deans and directors were asked to follow the following format in preparing their individual unit’s report:

1. Short introduction.
2. Status of goals as they appeared in the previous Annual Report.
3. Unit’s significant achievements.
4. Describe overall efforts to promote assessment of student learning.*
5. If applicable, progress in seeking or maintaining external accreditation.*
6. List of external scholarly/creative publications/performances/compositions/exhibitions by faculty or staff.
7. Summary of funds raised from sources external to UM-Flint. Include gifts received. Separately list pledges, bequest intentions. Briefly summarize development activities during the past year.
8. Grant applications written to sources external to UM-Flint.
9. List of noteworthy efforts to increase enrollment.*
10. List of noteworthy community engagement activities.
11. One page summary of the unit’s budget.
12. List of three to five unit goals for next year.

Enjoy reading the details of our accomplishments for this past academic year. I offer my deepest gratitude to all of our administrators, faculty, staff, students and community partners for their contributions to our success.

Gerard Voland
Provost and Vice Chancellor for Academic Affairs

*Deans only were asked to provide this information.
The University of Michigan-Flint (UM-Flint) units that report to the Senior Vice Provost for Academic Affairs consist of the Office of Extended Learning (OEL), Graduate Programs, Information Technology Services (ITS), International Center (IC), International and Global Studies (IGS), the Office of Research and Sponsored Programs, and the Chair of the Flint Institutional Review Board (Flint-IRB). All of the units met most of their 2012-2013 goals and had numerous other accomplishments this year. This section provides a brief summary of each unit’s activities during 2012-2013. An edited (condensed) version of each unit’s annual report is presented in subsequent sections of this report.

The Office of Extended Learning achieved goals for faculty completion of Intensive Course Development (ICD) training and audio video production classes; expanded its campus support help desk hours to 11:00pm seven days a week; installed Blackboard Collaborate providing virtual classroom technology to faculty and students; continued to provide technical support needed to maintain Blackboard software and associated hardware; emphasized support at extension sites at LCC, SC4, and WCCCD; and established recruitment and support mechanisms for Alpena Community College. Total online enrollments (online and mixed mode course enrollments) increased by 8.5%. Enrollments at extension sites increased by 2% at SC4; by 15.5% at WCCCD and there were enrollments of 99 credits at Alpena Community College. OEL generated $33,540 from professional development and continuing education programs.

Graduate student headcount exceeded 1,300 for the second time in UM-Flint history in fall 2012 with a 0.2% increase in headcount and a 3.5% increase in credit hours over the previous year. Online admission decision (e.g. paperless) processing has been implemented for all graduate programs. The results from the 2012 Graduate Student Survey were distributed to faculty, and the Graduate Programs office staff was reorganized to better position the office to meet enrollment goals outlined in the university strategic plan. Two new graduate programs were developed for deployment during the current or upcoming academic years. The Graduate Student Research Assistantship program continued to be successful, awarding a total of approximately $223,000 in stipends to GSRA’s.

Information Technology Services (ITS) completed the campus wide wireless network upgrade allowing for faster and more reliable wireless connections across every instructional building that has UM-Flint presence. ITS worked with the Ann Arbor campus to implement Google Apps for the Flint campus. Single Sign on and http://my.umflint.edu were launched providing a unified authentication experience and a portal with access to common services for UM-Flint constituents. The Proxy Access module of Banner was implemented to replace web 4 u which allows students to set up proxies (e.g. parent, spouse, etc.) to be able to view their personal information from Banner.

During 2012-13, the International Center (IC) oversaw increases in international student enrollment of 25% (up from 309 international students in Fall 2011 to 412 international students in Fall 2012). Winter 2013 also had unprecedented growth with 489 students enrolling – up 18.7% from Fall 2012. The English Language Program (ELP) continues to grow (up 33% from the previous year) and is poised to move into new state of the art facilities during the Fall 2013 term. In addition, the ELP received initial accreditation through the Commission of English Language Program Accreditation (CEA). An International Center Advisory Board has been created to advise the IC Director in key service areas of English language, education abroad, student and scholar services, and international undergraduate admissions and recruitment. The IC continues to encourage and support both incoming and outgoing exchange students. UM-Flint was re-designated by the Department of State to receive international students and scholars through their J-1 program. There was a successful implementation of the university’s third annual Intercultural Leadership Seminar, which afforded 27 UM-Flint domestic and international students a unique leadership experience during spring break.

The International and Global Studies (IGS) program sponsored a highly successful speaker/film series including six talks focused on two global issues: Labor and Islam. Progress has been made in working to restructure the IGS minor and to create an IGS major. Three Study Abroad courses to Kenya, Dominican Republic, and Japan/Taiwan were sponsored.
The Office of Research and Sponsored Programs continued to provide administrative support for UM-Flint faculty and staff sponsored research activities, IRB-Flint, PEERS certification, and student research. Fifty-four (54) external grant applications, totaling over $10.4 million were submitted to various funding organizations of which 33 proposals were funded, totaling over $3.4 million. The combination of new and continuous external awards totaled over $8M+ - making it the highest level of new and active sponsored projects in a portfolio in the history of UM-Flint. Seventy-five (75) faculty proposals, totaling about $360,000 were submitted for internal funds of which 61 proposals were funded, totaling close to $223,000. There were 114 student researchers involved in the Undergraduate Research Opportunity Program (UROP) and 144 UM-Flint student presentations at the 21st Annual Meeting of the Minds (which was hosted for the 8th time at UM-Flint this year). The Office continued to provide quality statistical support for faculty by contracting the services of a consultant from the Center for Statistical Research (CSCAR) at Ann Arbor. The third annual UM-Flint Student Research Conference was implemented with 87 students participating.

The main focus of the UM-Flint Institutional Review Board (IRB) was to improve and increase communication about the purpose, goals, and services provided by the IRB to faculty, students, administrator and community members. The IRB collaborated with the Common Read program to encourage/increase UM-Flint persons with certification in Human Subjects Protection training. The Committee processed 140 IRB applications, including 16 applications requiring a full-board review and 19 expedited. The Chair and support staff were engaged in numerous educational activities.

Office of Extended Learning

The charge to the Office of Extended Learning (OEL) is two-fold:

- Contribute to enrollment growth by increasing UM-Flint’s capacity to provide non-traditional delivery of University of Michigan–Flint academic courses.
- Contribute to revenue growth through the development and delivery of noncredit programs.

To accomplish this, OEL facilitates learning opportunities outside the traditional, on-campus, face-to-face classroom. That includes:

- Online, mixed-mode and video-conferenced academic courses
- Off-campus courses (St. Clair County Community College, Alpena Community College, Lansing Community College, Wayne County Community College District)
- Professional development courses and workshops (both online and face-to-face), as well as technology and online instructional support for UM-Flint faculty
- Noncredit professional development for the purpose of revenue generation

Status of 2012-13 Goals

1. Increase enrollments for online and mixed mode courses.
- Increase mixed-mode course enrollments 5%.

Results: Mixed-mode enrollments declined .74%; however, online enrollments were up 8.49% for a blended increase of 6.7%.
• Facilitate an increase in the number of online degree completion programs (target BIS, psychology, communications)

**Results:** The psychology program has three courses that will be added this academic year, completing that online major in fall 2014, and the BAS capstone course is being revised for online delivery.

• Finalize transfer articulation agreements with five new community colleges for academic programs that can be packaged for online 2+2 degree completion.

**Results:** Updated several articulation agreements but did not develop agreements with new colleges.

2. **Maintain enrollments at satellite sites and in Return to Learn.**

• Maintain 2011-12 enrollment level at LCC, SC4, and WCCCD.

**Results:** Due to staff turnover at all three locations and revision of RN-to-BSN course scheduling, objectives were not achieved.

• LCC total credits decreased 9.5%; enrollments were down 11.9%.
• SC4 total credits increased 1.98%; enrollments increased 3.5%.
• WCCCD total credits increased 15.5%; enrollments increased 2.73%.

• Establish recruitment and support mechanisms for Alpena Community College and enroll at least 15 students.

**Results:** Achieved, with 99 total credits and 33 enrollments.

• Complete one site agreement for a new satellite office.

**Results:** Not achieved

3. **Improve Online Course Quality: Achieve improvement in student satisfaction.**

• The percentage of individuals satisfied with their online experience will improve by at least two percentage points, and the percentage of dissatisfied students will decrease by at least two percentage points (comparison and satisfaction questions on annual OEL survey).

**Results:** The survey was missed this year, but has been added to next year’s calendar. The objectives for 2013 and 2014 have been combined in OEL’s 2013-14 Strategic Plan.
4. Achieve completion of the Intensive Course Development (ICD) training and audio video production classes by 45 faculty.
   Results: 25 faculty successfully completed the ICD, and 45 completed audio-video workshops or online courses.
   - Achieve participation in Course Redesign program by 30 faculty.
     Results: 40 faculty completed Course Redesign; 27 instructors were awarded the redesign stipend for successfully meeting best practice criteria.
   - Establish exemplary course program (competition).
     Results: 16 faculty participated.

5. Campus Support:
   - Expand help desk hours to 11 p.m. seven days a week.
     Results: Achieved
   - Employ help desk staff to produce and use screencast video helpguides for use in supporting students and faculty.
     Results: Achieved
   - Noncredit Offerings: Generate $80,000 from professional development, workshops, training and proctoring services and increase learner participation by 10%.
     Results: OEL generated $33,540, down 35% from $51,709 in 2011-12 and 325 unique learners, down 135 from 2011-12.

6. Technology:
   - Install and roll out Adobe Connect
     Results: Installed Blackboard Collaborate between winter 2013 and spring 2013 semesters, saving $17,000 over the Adobe product.
   - Replace two oldest VMWare servers.
     Results: Achieved
   - Upgrade multimedia capture equipment in WSW 1103 in partnership with Nursing Department.
     Results: Achieved; All new equipment, including MediaSite, installed.
   - Document IT-related processes.
     Completed:
     - CoursEval initialization and setup for each semester
     - Course combine requests
     - Opening of certain off-schedule courses (such as PT)
     - Organization and information flow of all OEL forms requests on the new CMS
     - OEL server and systems infrastructure diagram
   - Implement Lights-Out server technology for remote operations
     Results: Achieved
   - Implement upgraded SAN technology
     Results: Achieved
Develop and implement new course archive/backup strategy to minimize student data loss after graduation.

Results: Achieved

7. Compliance:

- Manage the state authorization process for UM-Flint, Ann Arbor and Dearborn and make appropriate application to all states selected by any of the three campuses.

Results: Ongoing

**Significant Achievements**

1. Increased online enrollments 8.5%.

2. Recognized in the US News & World Report Best Online Programs report for the online nursing programs.

3. Created excitement among faculty for enhancing the quality of their online courses.
   - Created the annual Bruce and Lillian Wright Online Teaching Award, funded by endowments.
   - Created the Course Redesign project to assist faculty with instructional design and multimedia development.

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<td>Omaha, NE</td>
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</table>

2012-2013 Budget Summary

In 2012-13, OEL will finish the year in the black and carry over money into the next fiscal year to support the Satellite Scholarship and Return to Learn scholarships, and faculty training and support.

- Faculty salaries: $22,900
- OEL staff salaries/benefits $969,541
- Supplies $518,979
- Equipment $203,702
- Marketing $96,702
- **Total** $1,811,824
- Transfer to Return to Learn and Satellite scholarships $100,000
- Carryover $338,207

1 Excluding awards from Bruce and Lillian Wright funds
2 Includes Blackboard and software licensing
Goals for 2013/2014

- Increase enrollments for online and mixed mode courses by at least 6.5% (blended rate).
- Grow credit production by at least 4% at each of the satellite sites.
- Improve Online Course Quality: Achieve three-point improvement in student satisfaction from 2012-2014 as measured by annual OEL student survey.
- Increase noncredit revenues and number of learners by 10%.
- Maintain superior LMS technology performance by establishing database caching and commercial load balancing for Blackboard LMS and complete implementation of disaster recovery plan.
- Continue to facilitate the state authorization process for online programs at UM-Flint, Ann Arbor and Dearborn and make appropriate application to at least six new states for all three campuses.

Office of Graduate Programs

The 2012-13 academic year was marked by a number of major achievements within the Office of Graduate Programs. The Office achieved many of the goals set in the 2011-12 Annual Report. Enrollment continued to expand to its highest levels in history, several new programs were developed and implemented, and efforts to improve and enhance existing processes and services were executed.

Status of 2012-13 Goals

The Office of Graduate Programs set several goals for the 2012-13 academic year and was able to achieve most of them with success.

- **Roll out Paperless Admissions to all Programs**: Our goal was to have all graduate programs using ImageNow to process their admission decisions and for our office to cease creating and keeping paper files for applicants by December 2012. Goal accomplished! We went paperless early in the fall semester with all programs participating. The transition has not been without error, but there have been no major hiccups. There are many improvements to be made in the coming months and years, but by and large this project was a success. Much credit goes to the people of AIMS in the Division of Student Affairs.

- **Distribute 2012 Graduate Survey Results**: Our goal was to compile survey results, disaggregate them by program, and meet with faculty in each program to discuss them. Meetings were completed early in Winter 2013 semester.

- **Office Staffing Plan**: By the end of July 2012, we planned to complete an Office of Graduate Programs Reorganization Plan which included recommendations for reclassifications and new positions to better position our office to meet enrollment goals as defined in the university Strategic Plan. The plan was completed, and much of it has since been implemented, with the final position currently in process. To summarize, Kathleen Bloink was reclassified as Office Administration Intermediate Supervisor, with a new position of Application Processor and an existing position of Student Administration Assistant reporting to her; the Marketing Communications Specialist position was filled; and Programmer Analyst position was posted (not yet filled as of this writing).

- **Website Development**: Our goal was to revise the tuition page of our website to be as clear and inclusive of all information sought by prospective students and also to implement the recommendations of Stamats in their 2011 development study. The first part of this goal was completed with key tuition and fee information on a readily-accessible page of our website. The recommendations from Stamats have again put on hold due to problems with the Content Management System and our transition to a new website platform, scheduled to be rolled out by October 1, 2013.

- **Program Development and Recruitment/Admissions for New Programs**: Our office continued to assist the Dean of Graduate Programs with development needs as requested and to lead efforts in recruitment and admission for all new programs that are scheduled to launch. We were able to do this in the past year for the new Doctor of Education (Ed.D.) and Physical Therapy (Ph.D.) programs by meeting with faculty, advising them on appropriate admission practices and recruitment strategies.
Significant Achievements

In addition to the progress made on our goals listed above, the Office of Graduate Programs had several other goals and achievements in 2012-13:

- **Enrollment Increases:** Graduate student head count again increased in Fall 2013, with the highest graduate enrollment in terms of both headcount and credit hour production in the history of the university. This upward enrollment trend builds upon the past eight years of significant increases:

![Graduate Enrollment by Year (Fall Semester) - Ten Year Trend](chart)

- **GSRA Program:** The GSRA program is a vehicle to provide financial support for the academically-related research activities of active UM-Flint graduate students and helps students enhance their academic experience while easing their financial burden. In 2012-13, 70 graduate students were appointed as GSRAs with stipends totaling approximately $223,000.

- The Office of Graduate Programs qualifies and monitors the distribution of four scholarships, a fellowship, and graduate student grants made available to all UM-Flint graduate students regardless of the program that they are enrolled in. In 2004 the UM-Flint Dean’s Graduate Student Scholarship was established providing financial assistance to students with outstanding academic qualifications. In just over eight years, 338 students have been awarded a Dean’s Graduate Student Scholarship worth a total of $414,962. Overall, in 2010-11, 239 graduate students were awarded a total of $241,390 in funds, in 2011-12, 236 graduate students were awarded a total of $267,470 in funds, and in 2012-13, 241 graduate students were awarded a total of $251,496 in funds.

- **New Level Codes:** After months of discussion and planning, the Office of Graduate Programs and a group of several units decided to implement multiple levels of transcripts for graduate students at the University of Michigan-Flint. This was no small project for anyone involved and had far-reaching implications in many of the technical processes at the university, from course schedule and SIS to Financial Aid processing and university reporting, not to mention how it affected the application process. The result should be a seamless transition between Summer 2013 and Fall 2013, and one that should go relatively unnoticed by the students. In the end, students will gain the benefit of having separate GPAs in each graduate program of study, Financial Aid will have a much easier time assessing Satisfactory Academic Progress and complying with regulations, and Institutional Analysis will be better able to disaggregate various groups of students for reporting purposes.
Grant Applications

Three organizations provided support for Super Science Friday during 2013. Awards were received from The Frederick & Stella Loeb Charitable Trust ($5,000), The Nartel Family Foundation ($10,000), and The Herbert J and Dorothy W Booth Fund at the Community Foundation of Greater Flint ($3,773.74). Dr. Lotfi was the PI for all of these awards.

2012-2013 Budget Summary

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Goals for 2013/2014

- **Retention Report:** This past winter, a graduate student and the Office of Institutional Analysis completed work on a comprehensive data report regarding retention of graduate students. Our goal is to distribute this data to the deans and program directors in the fall, and then discuss next steps for improving retention rates and finding a way to systematically update this report on a yearly basis. This is in line with one of the major strategic goals for the university.

- **GPA Scale:** The Rackham School of Graduate Studies is implementing a 4.0 scale for its Ann Arbor programs this fall. We have been using Rackham’s 9.0 scale since the inception of graduate programs on the Flint campus. Faculty on this campus have been asking to move to a 4.0 scale for years, and this change at Rackham presents an opportunity for us to finally be able to do so. It will require much work with our Registrar’s office, and our goal is to bring this to the faculty for feedback, and if they agree with it, to work with the Registrar to implement in Fall 2014.

- **Program Development and Recruitment/Admissions for New Programs:** Our goal is help units with their development needs as related to new and revised graduate programs and to lead efforts in recruitment and admission for all new programs that are scheduled to launch.

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**Information Technology Services**

Note: The full version of the 2012-13 ITS Annual Report will be available online at http://www.umflint.edu/its/units/publications.htm.

The Information Technology Services (ITS) department worked diligently to supply UM-Flint with the most advanced, efficient technology throughout the 2012-2013 academic year. New solutions were introduced while several other technologies were upgraded and even more investigated.

**Status of 2012-13 Goals**

- **Complete the purchase and implementation of a Customer Relationship Management system in direct support of the campus strategic plan.** With this product the campus should be better able to coordinate communications with its constituents and make a more personal connection with prospective and current students. In addition, this product should better enable retention of students that are academically at risk by allowing advisors and faculty advisors to intervene in a timelier manner.

  The committee has engaged a consultant to assist with the creation of an implementation plan which will be delivered by the end of June 2013. Once this is complete the committee will create a funding proposal to take to the Executive Officers shortly thereafter.

- **Implement mobile device access for the Student Information System so that students can access registration, grades, and other information in SIS from anywhere on their handheld devices.**

  We had completed the development of the mobile SIS application for iOS and Android devices. However, the vendor pulled support for that version of the framework and has now offered a paid version. We have secured funding and have started on re-developing the applications. The new application is called Ellucian Mobile and should be ready by the start of the Fall 2013 semester.

- **Implement a lecture capture system in five general classrooms on campus.** This will allow faculty to record their lectures so that students can review the materials presented in class at a later date from Blackboard.

  We had purchased an inexpensive solution and were well into testing when we learned that the Office of Extended Learning was interested in a similar product. We have started testing and are piloting with a faculty member during this Summer Semester.

- **Complete a campus wide wireless network upgrade.** This will allow the campus to use the latest wireless technologies to get faster access to campus computing resources and the Internet from their laptops and mobile devices.

  This has been completed. Five GHz frequency is now available and bandwidth has been greatly improved.
• Work with the Ann Arbor campus to implement Google Apps for the Flint campus. This will create a Google account for all Flint users so that they can access applications like Google Docs, Sites and Hangout. This has been completed.

**Significant Achievements**

- Wireless Upgrade completed. New wireless access points that allow faster and more reliable wireless connections have been installed in every instructional building that has a U of M presence. Each building was surveyed before deployment to optimize coverage and handle the increasing number of “Bring Your Own Devices” or (BYOD) that students and employees purchase and bring to campus. The last building to receive this upgrade will be the First St. Resident Hall which is slated for the end of August. The entire campus will be equipped with these access points just before the Fall 2013 semester begins. Two more wireless controllers have also been added during this past year for a total of 3, which accommodates the 500 access points we utilize on campus and provides complete redundancy in the event 1 controller fails all wireless connections continue to operate. The wireless access we offer guests to our campus (MGuest) has been completely overhauled so that guests can now self-register an account to use while visiting without the hassle of contacting the help desk or obtaining prior approval. This system also allows accountability for what guest’s access over the internet while using our network. Finally, an automatic setup feature has been implemented that simplifies the configuration necessary to access the secure 802.11x wireless network system (MWireless) for students, staff and faculty using personally owned laptops.

- Single Sign on and my.umflint.edu launched. The motivation behind “Single Sign-on” (SSO) is to provide a unified authentication (login) experience to our end users. We have mindfully chosen to implement the same software that drives “Wolverine Access”, although we are pointing it at our own local authentication source (Microsoft Active Directory). Providing SSO to our end users makes the process of switching from one web application to another very convenient, only the initial authentication is required; subsequent authentication is preformed transparently and securely in the background. My.umflint.edu is a portal for UM-Flint constituents providing links to common services as well as ITS announcements, network status information, and downtime information.

- Proxy Access replaced web 4 u. Proxy access is a Banner module that allows students to set up proxies to be able to see their personal information. Proxies will be given their own account login and access to view the student’s information at their convenience. Because this is part of Banner, no customized code is necessary which makes upgrades easier. It also allows proxies to login without having to use G numbers which has caused issues in the past. It is more robust and it is easy to use and maintain.

**External Publications or Presentations**

Scott Arnst and Adam Robinson performed a presentation at the Higher Ed Web conference. The presentation was titled, “The Adventures of VDI in Student Computer Labs: A Case Study”.

**Development Activities**

Sales of various technology related products and services provided ITS an additional $70,000 this year. Our primary source of this additional funding comes from software sales, which includes products such as Microsoft Office 2013 for Windows and Microsoft Office 2011 for MAC’s, Microsoft Windows 8 32 & 64 bit, and Adobe Creative Suite 6 that are up to eighty percent off retail prices. For example, Microsoft Windows 8 sells in stores for $199.99 and ITS sells it for only twenty dollars! Another large portion of ITS revenue comes from printing. After depleting the allotted 400 pages per semester, students and departments are able
to purchase additional pages. This year additional printing revenue totaled $12,822 which helped to cover some of the expenses related to the printers, such as paper and toner.

Other revenue for 2012-2013 included $1,535 for Dell Warranty work and $1,845 for Alumni accounts. ITS also receives funds from some departments to compensate for servers and web hosting, which this year ended with a total of approximately $14,272.

**Community Engagement Activities**

*Martin Luther King Jr. Day of Service - January 21, 2013*

Several ITS staff spent the day volunteering at local sites including the North End Soup Kitchen and Adopt-A-Pet in Fenton. Participants experienced a diversity of ways to lend a hand to others – human and not on this day of celebration, recognition and service.

**2012-2013 Budget Summary**

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Goals for 2013/2014

- Begin construction on the remodel of MSB.
- Complete migration to our new web content management system, Drupal.
- Migrate all general classroom voice over IP phones to standard ITS Ann Arbor supported VOIP phones.
- Complete installation and configuration of an offsite disaster recovery solution in Dearborn that will allow for critical technology services to be restored in Dearborn quickly in the event of disaster on campus.

International and Global Studies Program

The International and Global Studies program (hereafter IGS) continues to make progress in efforts to encourage more faculty involvement, establish new guidelines and procedures with respect to “Study Abroad,” and engage in greater coordination and collaboration with other entities on campus, such as the International Center (IC) and the International Travel Advisory Committee (ITAC).

In the coming year(s), IGS also plans to bring in greater faculty involvement at all levels of the Program and actively recruit more students for its minor as we work to establish a major that would hopefully be supported by all four academic units.

Status of 2012-2013 Goals

- Recruit more students for the minor and conduct a survey to assess the extent of interest and support for an International and Global Studies major.
  - Faculty who are teaching IGS courses have been working hard to recruit students, and we see a higher interest among students. Due to time constraints, we did not carry out a systematic survey.

- Engage faculty across the 4 units to work closely with all aspects of the Program.
  - This was an unqualified failure. Faculty especially from the 3 schools are interested in Study abroad but not Program and Curricular Development. We have to work harder on this.

- Sponsor a speaker/film series focused on relevant International and Global Issues.
  - This year IGS sponsored a speaker series that focused on two global issues: Labor and Islam. The following talks were presented:
    - Dr. Saadia Toor (CUNY) - “Culture, Politics, and Resistance in Pakistan,” February 28, 2013.
    - Dr. Deepa Kumar (Rutgers) – “Constructing the Enemy: Historical Roots and Contemporary Dynamics of Anti-Muslim Racism,” March 19, 2013.
  - These were organized in collaboration with the following programs, departments and student organizations: Political Science, Women’s & Gender Studies, Sociology, University Outreach, University Relations, Theatre, Pi Beta Kappa, and the Anthropological Sciences Club. Community members came to all talks. Attendance ranged from 45 to 120.

- Restructure the IGS minor and work towards the creation of a major.
  - Quite a bit of work was done on restructuring the minor. There were five meetings held about the logistics of creating a major that would be a truly university-wide major. In addition to issues about the budget model, faculty have been discussing and debating how they would be able to teach IGS stand-
alone courses while also performing their teaching duties and responsibilities to their home departments.

- Continue updating the website.
  - The website has been set in place, but we had three web designers quit.

**Significant Achievements**

- Sponsored five Study Abroad courses to Cambodia, Dominican Republic, India, Germany, and the U.K. Twenty-eight students received scholarships that covered close to 80% of Program costs.

- Sponsored three Study Abroad courses to Kenya, Dominican Republic, and Japan/Taiwan. Twenty-five students received scholarships that covered close to 75% of Program costs.

- This year IGS sponsored a speaker series that focused on two global issues: Labor and Islam. The following talks were presented:
  - Dr. Saadia Toor (CUNY) - “Culture, Politics, and Resistance in Pakistan,” February 28, 2013.
  - Dr. Deepa Kumar (Rutgers) – “Constructing the Enemy: Historical Roots and Contemporary Dynamics of Anti-Muslim Racism,” March 19, 2013.

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Goals for 2013/2014

- More targeted recruiting of students for the minor, in close collaboration with Academic Advising.
- Conduct a university wide survey of students, faculty, and staff about the interest in an IGS major.
- Targeted recruiting of faculty, especially from the schools, to collaborate on program and curricular development.
- Lay out the outlines of a pilot program to identify 6-8 universities across the globe which may serve as locations for multiple study abroad courses in the same semester taught by faculty from different disciplines.
- Sponsor a speaker/event/film series on an issue of Global Relevance.
- Continue to work on restructuring the minor and work on the creation of a major.
- Identify a competent person to take charge of and work to maintain and update the IGS website.

International Center

The International Center continues to contribute as an integral and dynamic component of the University through the administrative areas of International Admissions and Recruitment, International Student Services, English Language Program, Office of Study Abroad, Student Development and Retention, and Service to the University (including SEVIS compliance).

The mission of the International Center at the University of Michigan-Flint is to provide services and educational opportunities that promote international perspectives and experiences for the campus and surrounding community.

Status of 2012-13 Goals

- Successfully manage more permanent physical space while securing fiscal viability of the English Language Program.

Over the past year the International Center worked closely with key university departments to ensure that the ELP has the appropriate staffing and physical space to accommodate its current growth trajectory. With the hiring of permanent staff including teachers, an administrative assistant, and an Assistant Director the program is in a very strategic position to help boost the university’s international enrollment over the next years to come. The ELP will move into its newly renovated space by the end of July 2013. The fall 2013 enrolled ELP students will see a very different program with state of the art facilities and technology to help them better achieve their language learning objectives.

- Increase overall international student enrollment by 25%.

In fall 2012 412 international students enrolled in our undergraduate, graduate and English language programs. This is a 33% increase from the 309 students that enrolled for fall 2011. Winter 2013 also had unprecedented growth with 489 students enrolling in all three programs (up 18.7% from fall 2012).

- Establish an International Center advisory board consisting of faculty, staff, student, and community stakeholders.

An International Center Advisory Board has been created to advise the IC director in the key service areas of English Language Program, Education Abroad, Student and Scholar Services (including immigration
advising), and International Undergraduate admissions and Recruitment. The board consists of 5 faculty members, including at least one representative from each instructional unit, university staff from strategic units, and students. Members are: Daniel Adams, Director, International Center (ex-officio); Dr. Jacob Peng, Faculty, School of Management; Dr. Derwin Munroe, Faculty, College of Arts and Sciences; Dr. Jacob Blumner, Faculty, College of Arts and Sciences; Dr. Mary Jo Finney, Faculty, School of Education and Human Services; Linda Knecht, Faculty, School of Health Professions; Aimi Moss, Director, Academic Advising and Student Success; Qiana Smith, Assistant Director, Housing and Residential Life; Dr. Michelle Rosynsky, Assistant Vice Chancellor for Student Affairs; Terry Bigelow, Secretary, Office of Vice Chancellor for Business and Finance; David Lossing, Director, Government Relations; Undergraduate Student, and an Graduate Student.

- **Increase the number of incoming and outgoing students participating in student exchange with our partner schools abroad.**

  In FY2012 UM-Flint had one incoming and one outgoing exchange student. In FY2013 there were eight incoming and seven outgoing exchange students. These are exchanges are through UM-Flint partner universities in Croatia, Romania, Sweden and Germany.

### Significant Achievements

- Successful implementation of the university’s third annual Intercultural Leadership Seminar, which afforded 27 UM-Flint domestic and international students a unique leadership experiences during spring break.
- In fall 2012, 412 international students enrolled in our undergraduate, graduate and English language programs. This is a 33% increase from the previous year.
- The University of Michigan-Flint has been re-designated by the Department of State to receive international students and scholars through their J-1 program.
- The English Language Program received initial accreditation through the Commission of English Language Program Accreditation (CEA). New classroom and administrative space in Northbank Center has been successful secured, funded and renovated. The new location is effective Fall 2013.

### External Publications or Presentations


Jaquays, Jolene and Okello, Sara. “It’s Okay to Have Fun.” Michigan TESOL Conference (MI-TESOL); Livonia, Michigan; October 2012

Jaquays, Jolene and Okello, Sara. “Teaching Grammar Using Engaging Contexts” TESL Conference; Dallas, Texas; March 2013.
Grant Applications

The International Center successfully completed year 3 of a 3-year CS Mott foundation grant totaling $405,000 to help increase international student enrollment through strategic recruitment and retention efforts. Daniel Adams is the UM Principal Investigator (PI).

Community Engagement Activities

- International Center staff served as evaluators for Fenton High School Senior exit presentations.
- Malin Clark facilitates a number of student speaking engagements with area K-12 schools, including Lake Fenton Middle School and Fenton High School. Ms. Clark also serves on the board of the Swedish School of Michigan.
- International Center staff coordinated the second annual UM-Flint Peace Day walk in downtown Flint.
- International Center staff coordinated volunteer efforts for a large multicultural fundraising event hosted by Jewish Community Services and Flint Jewish Federation.

2012-2013 Budget Summary

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</tr>
<tr>
<td>Faculty</td>
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<tr>
<td>Staff (See NOTE below)</td>
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<tr>
<td>Benefits</td>
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<tr>
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<tr>
<td><strong>Sub-total Salaries</strong></td>
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<tr>
<td>b. Operating</td>
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<tr>
<td>Leadership Education</td>
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<td>International Recruitment</td>
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<td>International Programs</td>
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<td>Study Abroad Fund</td>
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<tr>
<td>International Admissions</td>
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</tr>
<tr>
<td>Supplies and Other</td>
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</tr>
<tr>
<td>Cost Sharing (including salaries, benefits, operating and programs)</td>
<td>$196,072</td>
</tr>
<tr>
<td>Discretionary</td>
<td>$0</td>
</tr>
</tbody>
</table>
Significantly raise our visibility as an international institution through better marketing techniques—including web development, multilingual platforms, and recruitment outreach methods.

Streamline overall IC work processes associated with International Admissions, Student and Scholar Services, and Education Abroad through technological integration.

Actively address the current and projected needs of our English Language Program participants through ongoing curriculum improvements and collaborative efforts toward academic preparation and success.

Provide academic units with more clear information about current and potential international agreements.

**Goals for 2013/2014**

<table>
<thead>
<tr>
<th>Sub-total Operating</th>
<th>$373,398</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Salaries and Operating</td>
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<tr>
<td>Contingency</td>
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<tr>
<td><strong>Total Expenditures with Contingency</strong></td>
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</tr>
<tr>
<td><strong>Balance</strong></td>
<td>$195,643</td>
</tr>
</tbody>
</table>

NOTE: The amount of $3,821 is included in this total and represents new staff members’ moving expenses.

**K-12 Partnership Programs**

**Introduction**

Interest by Mid-Michigan K-12 school districts in partnering with the University of Michigan-Flint has expanded rapidly in recent years. In particular, the Dual Enrollment Educational Partnership (DEEP) program is contributing substantially to the University’s presence in the K-12 area. Details are noted below.

**2012-13 Achievements**

- **Expansion of Dual Enrollment Educational Partnership (DEEP) programs.** In September 2012, DEEP programs in the fields of Law/Criminal Justice and Business/Economics were introduced in Livingston County. A total of 45 students representing each of the 5 Livingston K-12 school districts enrolled in these 4-course, 12-credit year-long programs. By November 2012 the Livingston principals requested an expansion of DEEP program offerings for 2013-2014; as a result, programs in Medical Sciences and Pre-Engineering were added to the list of DEEP options for 2013-2014 and students responded enthusiastically, with 92 enrollees. In addition, after consultation with faculty, new DEEP programs were offered at (1) the Lapeer Community Schools, (2) Powers Catholic High School, and (3) Utica Community Schools. To summarize, the DEEP program has grown in the past two years from 2 to 7 programs, and enrollment has increased during that period from 48 students (2011-12, Lapeer Ed Tech Center) to 180+ who are from 4 counties and are registered for Fall 2013.

- **7th Annual Super Science Friday Program.** In May 2013, 605 Genesee and Saginaw County middle school students, representing 18 schools, arrived on the UM-Flint campus for a day of experiential learning activities focused on science. UM-Flint faculty, staff and students created 26 high-interest interactive workshop sessions. Evaluations indicate this event is well appreciated by K-12 science teachers whose students are able to participate. This year’s Super Science Friday was organized by the team of Mary Deibis, Senior Vice Provost’s office, and Sheryl Kennedy, Principal, Geisler Middle School, Walled Lake.

- **Implementation of Collaboration with Carman-Ainsworth CS.** In December 2012 the University began providing weekly after-school academic support to Carman-Ainsworth Advanced Placement students by hiring trained UM-Flint academic tutors who traveled to Carman-Ainsworth HS. We anticipate this program being more fully utilized next year. In addition, the University has agreed to offer in 2014 a
summer academic experience for selected Carman-Ainsworth students who are working to complete high school graduation requirements by the end of the junior year in order to engage in dual enrollment opportunities during the senior year.

External Publications and Presentations

- **Pre-Engineering Program Student Satisfaction Survey, May 2013.** In partial fulfillment of Ed.S. requirements, assistant director of undergraduate admissions Lee Cruppenink undertook telephone surveys of Lapeer Pre-Engineering program completers, 2009-present. Survey results confirmed anecdotal evidence that these students highly value the Pre-Engineering program, both for its academic content and for the opportunity it provides for students to undertake the rigor and pacing of college coursework during the senior year of high school. Recommendations from this study include addressing barriers to transferability of credit (to UM-AA as well as to selected other universities). Mr. Cruppenink intends to undertake a companion survey of Medical Careers Acceleration Program (MCAP) completers later in 2013.

Development Activities

- **Livingston County DEEP Textbook Award Program.** In 2011, a contribution was received by the Office of Development for the purpose of helping Livingston County DEEP program students from families with demonstrated financial need to underwrite at least a portion of the cost of required textbooks. In 2012-2013, a total of six $350 book awards were granted. In anticipation of increasing demand for these awards in future years, the Office of Development has offered to assist in identifying potential funders in Livingston County.

Efforts to Increase Enrollment

- As student interest in DEEP programming accelerates, greater attention is being focused on providing additional “enhancement activities” outside of traditional class time in order to (1) acquaint these highly capable dual enrollees with the UM-Flint campus, and to (2) demonstrate the University’s commitment to student engagement and high-quality learning experiences. In October 2012, many students enrolled in Livingston’s Business/Economic program came to campus to participate in the annual Social Entrepreneurship conference. In November 2012, Medical Sciences students from Lapeer spent a morning at SHPS in order to learn more about the variety medical careers offered by the University. In 2013-2014 an additional array of enhancement activities is anticipated.

Office of Research and Sponsored Programs

2012-2013 has been an exceptionally successful year in all areas for the Office of Research for research administration, research compliance, undergraduate research and faculty project support. Activities include grants and contracts administration, external and internal funding opportunities for faculty and students, program development for research ethics, research spotlight events for faculty research, and webinars and workshops, along with many other university activities.

Status of 2012-13 Goals

- Successfully provided high quality services to faculty, staff, and students for all research-related activities measured by new and active awards (external and internal awards) and from feedback by faculty, staff, and students.
- Successfully assisted faculty and staff in all research-related processes involving Ann Arbor measured by submitted proposals and by feedback from faculty and staff.
- Successfully sponsored the 21st annual Meeting of Minds conference for undergraduate students and research projects in coordination with Oakland University and UM-Dearborn.
- Successfully co-sponsored the 3rd annual Student Research Conference in coordination with the Office of Graduate Programs.
Successfully provided Webinars and Workshops on grant-writing and/or research-related activities.

Successfully supported faculty who are involved in Faculty Orientation and/or the Faculty Mentor-Mentee program.

Successfully implemented staff meetings with academic units regarding grants and contracts (administrative and financial) management issues.

Successfully implemented the new Conflict of Interest requirement by DHHS.

**Significant Achievements**

**Major Achievements and Significant Highlights**

- **External Awards of New and Active Grants and Contracts for Faculty and Staff:** $8,039,750 (or $8M+) external grant and contract awards, which is the highest level of new and active sponsored projects in a portfolio in the history of UM-Flint.

- **Internal Awards for Research Projects for Faculty and Students:** $337,416 in internal project awards ($237,101 for faculty and $100,315 for students), which is a significant portion of the budget in the Office of Research.

- **Undergraduate Research Opportunity Program (UROP):** 114 students participated in Undergraduate Research Projects with 109 students funded directly by UROP and 10 students concurrently under work study and/or service hours with the mentoring of 44 faculty members. This is the highest level of UROP participation by students in the history of UM-Flint, which started at 6 students about 6 years ago.

- **Student Research Conference:** 87 students (71 undergraduates and 16 graduates) co-authored projects for the third annual Student Research Conference (SRC).

- **Meeting of Minds Undergraduate Research Conference:** 259 students (144 from UM-Flint, 69 from UM-Dearborn, and 44 from Oakland University) presented at the 21st annual Meeting of Minds Undergraduate Research Conference, hosted at UM-Flint. The 2013 event marked the 8th time in the history of the event that UM-Flint was the host.

- **Research Posters for Faculty and Students:** 83 posters were produced for faculty and student research projects, which were displayed and presented at faculty and student research conferences.

- **Human Subjects Research Activities and Projects:** 140 submissions for human subject research projects by faculty and students were processed by e-Research Administration and the Institutional Review Board (IRB).

**Significant Achievements**

- **Undergraduate Research**

<table>
<thead>
<tr>
<th>Undergraduate Research Opportunity Program</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 student researchers; 102 funded by UROP (9 students also received work-study, and another 3 students earned service credit hours from University Outreach.)</td>
<td>114 student researchers (up from 111 during FY2012); 109 funded by UROP (10 of these students also received work-study, and/or service credit hours from University Outreach.)</td>
<td></td>
</tr>
<tr>
<td>$65,939 in UROP funds awarded; $19,491 in work-study spent; and 163 service hours earned. There were 52 faculty sponsors for UROP in FY2012.</td>
<td>$82,831 in UROP funds awarded (up from $65,939 in FY2012); $15,755 in work-study spent; and 221 service hours earned. There were 44 faculty sponsors for UROP in FY2013 (down from 52 in FY2012).</td>
<td></td>
</tr>
</tbody>
</table>
### Meetings of Minds (student research forum involving UM-Flint, UM-Dearborn and Oakland University)
- Hosted at UM-Dearborn; **53** UM-Flint signed up as presenters.
- **Hosted at UM-Flint; 259** students signed up as presenters – 144 from UM-Flint, 69 from UM-Dearborn, and 46 from Oakland University.

### UM-Flint Student Research Conference (student research forum involving UM-Flint undergraduate and graduate students)
- **153** students (137 undergraduates and 16 graduate students) were co-authors for oral or poster presentations.
- **87** students (71 undergraduates and 16 graduate students) were co-authors for oral or poster presentations.

### UROP Faculty Sponsors by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>38</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td>2</td>
</tr>
<tr>
<td>School of Health Professions and Studies</td>
<td>2</td>
</tr>
<tr>
<td>School of Management</td>
<td>2</td>
</tr>
</tbody>
</table>

- **Sponsored Activity**
  - **External** – departmental listing by investigator provided on subsequent pages
    - **2011-2012**
      - 79 proposals were submitted totaling $17,965,975
      - 49 proposals were funded totaling $6,779,370
      - 21 proposals are pending totaling $8,655,963
      - 9 proposals were declined totaling $2,530,643
      - Recovered F&A (IDC) $132,800
    - **2012-2013**
      - 54 proposals were submitted totaling $10,468,359
      - 33 proposals were funded totaling $3,433,195
      - 35 proposals were continuous totaling $4,606,555
      - 17 proposals are pending totaling $5,923,300
      - 4 proposals were declined totaling $1,112,364
      - Recovered F&A (IDC) $136,505
  - **Internal** – departmental listing and by investigator provided on subsequent pages
    - **2011-2012**
      - 79 faculty proposals were submitted totaling $399,781
      - 69 faculty proposals were funded totaling $293,179
      - 126 student proposals were submitted and funded totaling $76,466
    - **2012-2013**
      - 75 faculty proposals were submitted totaling $360,033
      - 61 faculty proposals were funded totaling $223,377
      - 20 student proposals were submitted and funded totaling $7,980

- **Research Administration**
  - 370 funding opportunity announcements disseminated to faculty along with 5 individual notes to faculty and 12 meetings with faculty regarding research plans.
  - The following events and workshops were held serving 665 individuals.
    - 84 people attended 5 different Qualtrics workshops
- 2 Qualtrics classroom presentations (43 students combined)
- 1 "Effective Presentations" workshop (7 attendees)
- 13 students attended the MOM/SRC preparatory workshop
- 8 scheduled UROP orientations (31 attendees), 13 one-on-one orientations (22 attendees)
- 3 presentations for EOI’s “Workshops on Wednesday” program (85 students)
- 9 Informational Webinars (17 attendees)
- 7 Faculty Research Spotlights highlighting the work of 7 faculty members (122 attendees)
- Faculty research interests database representing 122 faculty members
- Research poster printings for 83 faculty and students
- Grant-writing Workshop serving 30 faculty and staff
- E-Research: Proposal Application Form (PAF) serving 6 faculty and staff

- **Statistical Support**
  - Weekly consultations with staff from the Center for Statistical Consultation and Research

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total # of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>139</td>
</tr>
<tr>
<td>2011</td>
<td>179</td>
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<tr>
<td>2012</td>
<td>134</td>
</tr>
<tr>
<td>2013</td>
<td>41</td>
</tr>
</tbody>
</table>

- The SPSS quantitative statistical workshops provided training for 29 students and faculty. Also, SPSS software support was provided to faculty and students as initial pre-consultations.
## Grant Applications/Research Support

### Summary of Internal Faculty/Staff and Student Activity of Sponsored Programs for the UM-Flint Campus

**FY 2013 Cumulative Report for the Quarter Ending 06/30/13**

<table>
<thead>
<tr>
<th>Units/Departments</th>
<th>Internal Faculty/Staff Activity</th>
<th>Internal Student Activity</th>
<th>Research General Fund</th>
<th>Endowed Funds</th>
</tr>
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<tr>
<td></td>
<td>Number Requested</td>
<td>Amount Requested</td>
<td>Number Awarded</td>
<td>Amount Awarded</td>
</tr>
<tr>
<td>College of Arts and Science</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africana Studies</td>
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<td>Pyschology</td>
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<tr>
<td>Sociology/Anthropology/Criminal Justice</td>
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<tr>
<td>Theater and Dance</td>
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<tr>
<td>Total College of Arts and Science</td>
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<td>$285,569</td>
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<td>Total School of Education and Human Services</td>
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<td>$18,070</td>
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<td>School of Health Professions and Studies</td>
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<td>Total School of Management</td>
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<td>Grand Total</td>
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<td>$407,037</td>
<td>61</td>
<td>$223,377</td>
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</table>
### Summary of External New and Active Awards for the UM-Flint Campus

**FY 2013 Cumulative Report for the Quarter Ending 06/30/13**

<table>
<thead>
<tr>
<th>Units/Departments</th>
<th>Active</th>
<th>Pending</th>
<th>Not Funded</th>
<th>Total Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Awards</td>
<td>Total Awarded</td>
<td>Number of Proposals</td>
<td>Total Requested</td>
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<td><strong>College of Arts and Science</strong></td>
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</tr>
<tr>
<td>Dean</td>
<td>1</td>
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<tr>
<td>Africana Studies</td>
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<td>Commercial and Visual Arts</td>
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<tr>
<td>Music</td>
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<td>Philosophy</td>
<td>0</td>
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<td>$0</td>
</tr>
<tr>
<td>Psychology</td>
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<td>$1,032,377</td>
</tr>
<tr>
<td>Theater and Dance</td>
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<td>$4,980</td>
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<tr>
<td><strong>Total College of Arts and Science</strong></td>
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<td>$657,255</td>
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<tr>
<td><strong>School of Education and Human Services</strong></td>
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<tr>
<td>Dean</td>
<td>3</td>
<td>$41,079</td>
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<tr>
<td>Early Childhood Education</td>
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<tr>
<td>Education</td>
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<td>Early Childhood Development Center</td>
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<td><strong>Total School of Education and Human Services</strong></td>
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<td>$196,030</td>
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<tr>
<td><strong>School of Health Professions and Studies</strong></td>
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</tr>
<tr>
<td>Dean</td>
<td>1</td>
<td>$15,000</td>
<td></td>
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<td>Public Health and Health Sciences</td>
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<tr>
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<td>New Perspectives on the Teaching and Satudy of Igbo Language-Literature in the 21st Century</td>
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<td>Person Last Name</td>
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<td>A Parallel Procedure for Dynamic Multi-objective TSP</td>
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<td>Li</td>
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<td>Iconophobia Modernised: Incarnations of Medusa in Nineteenth-Century Art and Culture</td>
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<td>Makas</td>
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<td>From Paper to Electronic Medical Record System-Impacts on Work Practices and Barriers to Adoption</td>
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<td>Egyptian Revolution, Creativity and Woman</td>
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2012-2013 Budget Summary

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<td>Base Budget</td>
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<td>a. Salaries</td>
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Goals for 2013/2014

- Successfully provide the best value-added customer service measured by new and active projects (external and internal) and by feedback from faculty, staff, and students.
- Successfully facilitate and support new initiatives in all academic units, including STEM and Entrepreneurship.
- Successfully facilitate a new Research and Scholarship and Proposal Writing Workshop for faculty, and coordinate this effort with the Mentor-Mentee Committee and academic units.
- Successfully support academic programs and units with administrative processes and fiscal management for funded external and internal projects.
- Successfully support faculty and students with human subjects research (and animal care).
- Successfully provide Webinars and Workshops for faculty, staff, and students.
- Successfully sponsor the Student Research Conference to held at UM-Flint, and co-sponsor the Meeting of Minds, which will be held at Oakland University.
- Successfully advocate for research and scholarship and creative activities at UM-Flint.
Institutional Review Board

A main focus for the Flint IRB this fiscal year was improving and increasing communication about the purpose, goals, and services provided by the IRB to faculty, students, administrators and community members. To accomplish these goals the IRB:

- Successfully collaborated with the Common Read program with the selected book: “The Immortal Life of Henrietta Lacks” and set a challenge goal of increasing the number of persons from the Flint campus with certification in Human Subjects Protection training by 20%. We reached this goal in March of 2013.
- Held an IRB Open Forum “Tuskegee Could It Happen Now?” and invited the campus and local community to meet and discuss the role and functioning of the IRB in February 2013.
- The IRB staff offered on-site personal consultations to the SHPS faculty at an “IRB on the Road” session in November 2012.
- The IRB staff presented a workshop session to the SEHS faculty at their faculty research retreat in May 2013.
- The IRB staff made in-class educational presentations for six faculty members and over 220 students.

IRB Activities FY 2013

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<tr>
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<th>1st Q  (Jul/Aug/Sep) 2012</th>
<th>2nd Q  (Oct/Nov/Dec) 2012</th>
<th>3rd Q  (Jan/Feb/Mar) 2013</th>
<th>4th Q  (Apr/May/Jun) 2013</th>
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IRB Submissions by Academic Unit for FY 2013

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<th>SHPS</th>
<th>SOM</th>
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<td>40</td>
<td>4</td>
<td>4</td>
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Summary of Selected IRB Chair Activities – Spring 2012-Winter 2013

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<tr>
<th>Reviewer</th>
<th>Meeting Attendance Max= 12</th>
<th>Full Board</th>
<th>SCR</th>
<th>Expedited Review</th>
<th>Total by reviewer</th>
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<tr>
<td>Marianne McGrath Chair, IRB UM-Flint</td>
<td>12</td>
<td>Primary Reviewer 10</td>
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<td>6</td>
<td>20</td>
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1. Chair monthly “full board” meetings (review protocols higher than minimal risk and/or facilitate continuing education/training sessions)
2. Review research protocols in addition to full board eResearch applications and supporting documents (expedited reviews, continuing reviews, etc.; see summary table above)

3. Meet with Terry VandenBosch, Ph.D., CIP, Office of Human Research Compliance and Review/Office of Vice President for Research 2-3 times per year

4. Attend (local) IRB webinar/conference

5. Oversee all UM-Flint IRB/eResearch functions when Mary Mandeville is on vacation/medical leave (about 3-4 weeks total over the course of the year)

6. Attend special meetings in UM Ann Arbor such as clinical trials update

7. Regular member of Human Research Protection Program Working Group (meet in Ann Arbor about once per month)

8. Attend/observe IRB Health Sciences/Behavioral Sciences at UM Ann Arbor (spring or summer)

9. Invited Lois Brako and James Ashton-Miller from Office of Vice President for Research to UM-Flint campus to discuss IRB issues with Senior Vice Provost Lotfi and me (Aug 22)

10. Created and presented on Feb 14th, “The Tuskegee Studies: Could They Happen Now?” as a IRB Open Forum to campus and community following Dr. Joel’s Howell’s talk on the Tuskegee research misconduct from 1932-1972

11. Write annual “IRB member appreciation letters” each May
OFFICE OF THE ASSOCIATE PROVOST AND DEAN OF UNDERGRADUATE STUDIES

Executive Summary

The academic year 2012-2013 was the second year the Office of the Associate Provost and Dean of Undergraduate Studies existed at the University of Michigan-Flint (UM-Flint). During these two years the units reporting to this office have changed with those currently in the group including Academic Advising and Career Center, New Student Programs, and Tutorial Services (currently referred to as AACC), the Thompson Center for Learning and Teaching (TCLT), the Faculty Mentoring Program, Undergraduate Admissions, the Honors Program, the Student Veterans Resource Center, Institutional Analysis and the General Education Program. Other responsibilities for the office include Undergraduate Program Review and institutional accreditation through the Higher Learning Commission (HLC). The office is currently located in 200 University Pavilion, or down the hall from Human Resources, but the reporting units are scattered across campus.

During the past year this office continued on its quest to review all undergraduate programs. Processes were completed for English, Africana Studies and Radiation Therapy. For accreditation, we were in our 3rd year of the 10-year reaccreditation cycle for the Higher Learning Commission. We met our new HLC liaison, confirmed our selection of our Pathway toward reaccreditation to be the Open Pathway and began discussion of the selection of a Quality Initiative, which is part of the Open Pathway process.

Meanwhile, the offices and units reporting to this office were likewise busy and productive. Each of these units made great progress toward the goal they set for the year and had numerous other accomplishments as well. This section provides a brief summary of each unit’s activities during 2012-2013. A condensed version of each unit’s annual report follows this summary section.

2012-2013 proved to be a highly successful and productive year of transformation for the Academic Advising and Career Center, New Student Programs, and Tutorial Services (jointly referred to as AACC). Acting on the recommendations from the 2012 Student Success Center Steering Committee and the subsequent 2013 Student Success Center Advisory Council, AACC moved under the Associate Provost and Dean of Undergraduate Education within Academic Affairs in fall 2012 and summer 2013 respectively, including the newest addition of tutorial services. In addition to many other successful initiatives and events, the AACC committed to welcoming and uplifting tutoring, leveraging technology and enhancing training.

The Faculty Mentoring Program is a collaborative effort with financial and administrative support from the Office of the Provost, the Office of Research, the Thompson Center for Learning & Teaching (TCLT) and the Women’s Educational Center (WEC). As an inter-departmental and inter-unit initiative, the Faculty Mentoring Program complements department- and unit-level mentoring and campus career development opportunities. In 2012-13 the Program held nine events covering a range of topics. The Program had 15 mentees (pre-tenure faculty) from all four units of the University and 13 mentors from two of the four units (CAS and SHPS).

Of the five goals put forth by the General Education Program for the year, significant success occurred for three. Because of the work of last year, the campus is now poised to assess Critical Thinking and the Use of
Multiple Perspectives (outcomes 3 and 10) throughout the 2013-2014 academic year. During the 2012-2013 assessment cycle, the university implemented an alternative method for entering course-based assessment data into Tk20 that was much more efficient and generally received positively by the faculty. A validation of our program occurred when Drs. Roach, Larsen and Barnes were invited to present their work assessing General Education outcomes at the 2013 Annual Meeting of the Higher Learning Commission.

The Honors Program continued to perform as a model learning community during 2012 – 2013. There were numerous accomplishments including a record number of Honors students selected as Maize and Blue recipients. Honors continued to outperform the rest of our student body in other ways as well including having higher and earlier graduation rates, aggregate higher grade point averages, and higher participation in a greater number of High Impact Practices. During 2012-13, over 60 honors students presented at undergraduate conferences including the Meeting of the Minds, the Michigan Academy, and the UM-Flint Undergraduate Research Conference. Twenty-five students developed off-campus study projects across the disciplines and over 100 students presented at the newly developed fall Honors Undergraduate Research Forum.

The Office of Institutional Analysis (IA) is responsible for collecting, analyzing, and distributing data and information related to the institution. The office works with data from various areas related to students, faculty, programs, personnel, facilities and finance. It serves as the primary contact with state and federal agencies, guidebooks, and higher education organizations for information reporting. The Institutional Analysis Office serves as a reliable source for comprehensive and authoritative information about the University. During the academic year 2012-13, IA maintained the timely submission of all mandated reporting while increasing the amount and kind of information found on its website. They also continued to provide service to an ever-growing contingency base.

During the past year the Student Veterans Resource Center experienced several major changes while continuing to recruit, serve and certify an ever-larger number of students on active duty, student veterans and the family members of veterans. The most visible change was to the center itself. Generously supported by Chancellor Ruth Person, the center was able to physically double its space, adding offices for our own staff and Veterans Affairs, a conference room and the technology to better serve students.

The Thompson Center for Learning and Teaching continued with its valuable programming as it prepared for a transition to a new director. The search, which is still ongoing as this is written, has been long and time consuming and it is much appreciated that Jan Worth-Nelson, the Director of the TCLT and Sandy Alberto, the Administrative Specialist in the TCLT have carefully prepared for all inevitabilities and for the 2013-2014 year. Some successful ventures for the TCLT over the 2012-13 year include a successful 3rd year for a revised and improved Catalyst Program and our participation in the QuadPod event that brought teaching and learning expert Ken Bin to all four institutions of higher learning located in Flint, including our own.

For Undergraduate Admissions, the 2012-13 year was one of dramatic growth for the department, finally demonstrating signs of recovery and success after the devastating staff exodus of two years prior. Much of the resulting experience and staffing gap has been filled, though several challenges remain to be addressed. The strategy for 2013-14 continues to focus on operational efficiency, and long-term recruitment vision. To help accomplish this much progress has been made to improve both morale and processes.

**Academic Advising and Career Center, Tutorial Services**

2012-2013 proved to be a highly successful and productive year of transformation for the Academic Advising and Career Center, New Student Programs, and Tutorial Services (jointly referred to as AACC). Acting on the recommendations from the 2012 Student Success Center Steering Committee and the subsequent 2013 Student Success Center Advisory Council, AACC moved under the Associate Provost and Dean of Undergraduate Education within Academic Affairs in fall 2012 and summer 2013 respectively, including the newest addition of tutorial services.

Serving as the core of the evolving Student Success Center, AACC’s focus is centered on student engagement, student academic and career development/success, and employer development/engagement.
Status of 2012-2013 Goals

1. Use technology and data to inform a careful review of AACC programs and student interactions.
   a. After moving the physical locale and operational functions of tutorial services into our office in July 2012, our immediate work surrounded creating a computer program that would capture student tutorial experiences ultimately allowing for assessing effectiveness by capturing which students came in for tutoring, and hence, which students did not. The complexity behind the program’s creation was compounded by the two short months that we had to create, test, implement, and train roughly 100 tutors on the new system. We had an unwavering commitment to “open” tutorial services on the first day of classes with a comprehensive technology/data program that would allow us to be informed tutorial services practitioners. We wrote our technological specifications so that we would be able to dig into tutoring contacts at the micro level: being able to look at which tutor helped which students for which faculty and their specific course sections. Then, we believed, we could reach the stated goal of “using technology and data to inform a careful review”.

b. Not only did we need a way to leverage technology for assessment purposes, we also needed a way to immediately and efficiently inform students about tutorial services and allow them to schedule appointments online. We quickly and thoughtfully analyzed student need and wrote specifications for this second technology. At the end of the process, we made the decision to leverage a scheduling module found within Career Connection; rebranded that module as “Tutor Connection”; and then found ways to “trick” the technology to allow it to serve as the tutoring scheduling software. We opened fall 2012 on the first day of class with an intuitive, user-friendly tutoring scheduling software program and began to immediately see its benefits as students began making tutoring appointments through the system with ease; 24/7.

c. We host over 100 events each year (workshops, career fairs, Welcome Day, orientations). At each, we use technology to sign students in and instantaneously send educational and satisfaction surveys to each participant. The participation trends as well as the survey results inform programming decisions. When something isn’t working as evidenced by the surveys, we make changes. When targeted audiences don’t come to the events, we can intervene. Survey questions such as “how did you feel before coming
into Advising” and “how did you feel after meeting with an Advisor” show movements in students’ confidence, motivation, and knowledge.

d. We collaborated with the Thompson Center for Learning and Teaching (TCLT) to begin using the “clicker system” throughout orientations. At year’s end, we’ll use the data to inform programming for next year’s historical overnight orientation program.

e. We use data from Career Connection to watch trends in student, alumni, and employer engagement with career services. In all three groups, we continue to trend up. We recently completed a year-long assessment and categorization process for the 5,000+ employers in Career Connection. We employed a simple categorization: low/medium/high actual engagement and then low/medium/high desired engagement. We looked at multiple variables in determining the assignments: jobs and internships posted, career fairs attended, on-campus interviews, workshops hosted, and login history with Career Connection. We then researched the employer by digging into their website by searching the company profile, jobs available. This year, we will use that data to proactively recruit those employers that were categorized as “high” desire with “low” engagement.

f. We are able to account for each student contact with our office (appointments, walk-ins, eAdvising, phone advising, text messages, event attendance, etc.). This is accomplished through an ongoing swipe system that has proven to be quite informative. The past academic year shows that we had roughly 23,500 student contacts. This technology is imperative as we move to the next level of student success by evaluating trends and then perfecting our student outreach based on in-depth evaluations of those trends. The recent hire of the Student Success Center’s data programmer/analyst will enable us to accomplish much more by identifying students that are “disengaged” from the University.

2. Leverage technology to streamline processes and operations for efficiency thus allowing for greater student and employer contact.

a. MCard swipe system enhancement to allow for the addition of tutorial services, better tracking of contact purpose, a more efficient queue system to process students through their visit including wait time and time with advisor or tutor, and made organizationally sound for more efficient assessment purposes.

b. Implementing WebFOCUS eForms to move students through the admission-to-orientation process more efficiently while maintaining a commitment to understanding the unique experiences that each student brings to the university.

c. SIS Orientation Registration system enhancement to allow students to be tracked by student type into the ever-growing diverse types of orientations being offered.

d. Creating a student employee database (going from 30+ to 100+ student employees) to allow for an efficient system to track applications, faculty recommendations, training participation, the complete HR process, and many other student employment internal requirements.

3. Contribute to student retention and success through the careful administration of retention programs along a continuum, with assessment and satisfaction surveys built into each.

a. Early Communication Program: Outreach begins when a student registers for orientation. Phone, email, text, and/or Facebook are utilized. Primary Goals: Foster early, individual, and meaningful connections between student and institution. Clarify student goals, major, and career path. Identify unique attributes of students based on credentials and conversations.

b. Orientation: A day-long program designed to foster positive student engagement and transition into higher education. Primary Goals: Acclimation into student life, academic expectations, social adjustments, and co-curricular opportunities. Foster a sense of “Leaders and Best” and what it means to be a part of the Michigan system.

c. Welcome Day: Welcome Day activities build on outcomes thus far. Primary Goals: Revisit learning outcomes from orientation on academic expectations, general education, and civic engagement via workshops. Facilitate new student engagement with student clubs and extended community via a street fair.

d. College Student Inventory (CSI): New students return to campus for a one-hour appointment with their academic advisor/career counselor prior to the start of fall to review results of the “College Student Inventory” survey. Primary Goals: Create individualized action plan for personal, social, academic,
and career development. Identify student strengths and weaknesses. Answer lingering questions from orientation. Develop internal follow-up and outreach needs specific to student.

e. Strategic Contact Interval: Once classes begin, students are contacted at identified “strategic times” with pertinent messages including CSI follow-up. Primary Goals: Identify disconnections with purpose (major, career goal, etc.). Identify stressors with academic transition. Identify stressors with social transition. Follow-up on specific recommendations from CSI action plan.

f. Careers 4 Years: Students attend a “mandatory” workshop on a comprehensive career development program and are given a “passport”. Primary Goals: Help students understand how educational experiences impact future career success. Facilitate students taking advantage of curricular and co-curricular opportunities.

g. Early Academic Assessment Program: Four weeks into the semester, classroom concerns are collected from faculty, launching outreach to identified students. Primary Goals: Promote and build confidence in developing dialogue between student and faculty. Recommend participation in support services according to area(s) of concern. Understand ramifications of low performance on academic and financial aid probation. Schedule tutoring sessions.

h. Academic Advantage Plan: After grades post, students on probation are required to meet with an AACC academic advisor. Primary Goals: Identify factors that influence academic performance. Develop framework for classroom success. Identify disconnection with purpose (major, career goal, etc.). Consider and focus on student strengths. Schedule tutoring sessions.

i. Second Year Student Assessment: Students meet with an advisor at the end of the first year to review results of the “Second Year Assessment” survey. Primary Goals: Create individualized action plan for academic and career development into the second year. Identify needed referrals based on academic performance and survey responses.

4. Integrate and develop tutorial services into the fabric of the Center so as to provide students with the highest level of excellent tutoring.

   a. Tutorial services became a streamlined function in the office and a tutor training, ongoing development, and observation program were implemented.

5. Refocus the supplemental instruction (SI) program so as to provide students with the highest level of excellent SI support.

   a. We made great strides in giving energy to enhancing the SI program. By winter, the SI program was reorganized to pair the SI leader to single sections of courses. SI leaders were required to be observed in session and attend a series of professional development workshops. The necessary groundwork was laid to have future sections of SI noted in the class schedule with a searchable attribute so that advisors and students are able to locate SI supported sections more easily.

6. Refocus and expand orientation programs including a more streamlined transfer student orientation experience.

   a. All transfer student orientations were offered as four-hour programs with a system in place for students to indicate if they needed academic advising at the end. A communication system was put into place so that academic departments could plan, when available, to have faculty advisors available to meet with and advise their majors.

7. Support Dual-Enrollment Educational Partnership (DEEP) programs by providing on-campus orientations and off-campus tutorial services.

   a. As formalized dual-enrollment programs were added, orientations were developed to bring students on campus. An advisor then traveled to each dual-enrollment site the following semester to help students register for the next set of courses. Each dual-enrollment site was staffed with a faculty recommended tutor and/or SI leader for each course offered.

8. Host events that are well-planned, carefully-conceived, and executed with excellence.

   a. We hosted 113 events including workshops, career fairs, orientations, and employer on-campus recruiting. Surveys show participant satisfaction.
2012-2013 Budget Summary

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<tr>
<td>Balance</td>
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</tbody>
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*Employee benefits continue to run higher than what is traditionally budgeted.
*A staff member left the Center resulting in an unexpected large vacation payout.

Goals for 2013/2014

- Conduct an alumni employment survey.
- Continued uplifting of tutorial services including tutor training, bringing faculty into the process, collaborating with TCLT, and achieving College Reading and Learning Association (CRLA) certification.
- Implement overnight orientation program with a profound focus on the academic experience and student engagement.
- Deeply explore the development of a comprehensive academic plan software program, in collaboration with key departments, that considers timing of course offerings, fiscal realities, presenting credentials, and degree requirements and results in 4/5/6-year plans for advisors to use with students.
- Implement international student success programs in collaboration with academic departments and the International Center including the areas of orientation, academic advising, career services, and tutorial services.
Faculty Mentoring Program

At the conclusion of its fourth year in existence, the Faculty Mentoring Program offers this annual report to assess its effectiveness and look ahead to plans for next year.

Introduction

The Faculty Mentoring Program is a collaborative effort with financial and administrative support from the Office of the Provost, the Office of Research, the Thompson Center for Learning & Teaching (TCLT) and the Women’s Educational Center (WEC). Chancellor Ruth Person has also shown visible support of the Program, hosting the Introductory Reception for mentors and mentees and recognizing it in her State of the University address (January 23, 2013) as a key tool of UM-Flint’s Strategic Plan (Priority #2: Foster a culture in which faculty are supported in pursuing disciplinary and interdisciplinary teaching, scholarship, and creative activity, and expand faculty professional development).

As an inter-departmental and inter-unit initiative, the Faculty Mentoring Program is intended to complement department- and unit-level mentoring and campus career development opportunities. Aimed at fostering intentional, sustained, intensive, and effective mentoring of faculty by faculty, the Program is organized with a two-tiered structure: one-on-one teams of tenured and pre-tenure faculty and group events for all pre-tenure faculty and Program participants. The Program also holds an orientation for mentors and one for mentees, prints a handbook on mentoring, and maintains a web site, which includes the Mentor Network (a list of mentoring interests for mentees to seek out the specific information they most want). In 2012-13 the Program held 9 events covering a range of topics. The Program had 15 mentees (pre-tenure faculty) from all four units of the University and 13 mentors from two of the four units (CAS and SHPS).

Status of 2012-2013 Goals

- **Mentor Availability** – Finding enough tenured faculty who are willing and able to mentor pre-tenure faculty continues to be a challenge, but several steps were made this past year to address this problem so that every mentee had a mentor. This past year two tenured faculty had two mentees, and another tenured faculty member served as a mentor to two mentees for one semester, until another mentor became available so that each had one mentee. **This number marks an improvement over the 5 mentors the preceding year who had two mentees each.** In addition, **all mentors from the past four years were recognized at the TCLT Celebration of Teaching event in April.** The intent was to make serving as a mentor more desirable by recognizing the expertise and time that goes into mentoring.

- **Schedule Conflicts** – Scheduling of events is always a challenge, but much progress was made this past year in eliminating conflicts with meetings of the four units. This improvement is attributable to leadership from unit deans after the **Faculty Coordinator highlighted events at the Council of Deans meeting early in Fall 2012.** The Faculty Coordinator plans to continue to meet with the Council of Deans this upcoming year to explain events and gather feedback and suggestions. This past year a conflict occurred when the Office of Research had to reschedule its student research conference for the same time as the Mentor Meeting in April; this upcoming year the Mentoring Program plans to work more closely with Research to co-sponsor an event and to avoid scheduling overlaps.

- **Mentee Participation at Events** – While the Work Group would like to see the participation of mentees continue to increase, improvements this past year are headed in the right direction. **The addition of a mentee orientation breakfast, a mentee-only meeting, and another social event this past year, as well as better coordination with the TCLT on topics for events, have in part led to these increases.** The **Faculty Coordinator attended New Faculty Orientation** and encouraged new faculty to join the program but emphasized signing up for a mentor only when they were settled in their new position, perhaps after their first year, and new faculty were reassured that they would have the opportunity to be assigned a mentor in future years and that they would be invited to all Mentoring Program events. In addition, we continued the practice established last year of inviting all pre-tenure faculty to Program events, and **outreach to pre-tenure faculty has also improved, seen in an increase of their attendance at many events.**

- **Improving Mentor-Mentee Pairing** – The one-on-one mentor-mentee pairings continues to be an essential element for many Program participants, but for some this relationship does not develop. Several efforts were made to address this challenge. A **mentee orientation was held in October** to provide tips about maintaining and getting the most out of mentoring relationships. **An additional social event was held in...**
February to provide an opportunity for mentees and mentors to develop their relationships. At the Mentor Orientation, mentors brainstormed ideas for ways to mentor outside of one’s area and were provided with a longer list of such suggestions for mentoring faculty outside of one’s department, discipline, and unit. As in past years, five (5) meal coupons were provided to each mentor to encourage meetings between mentors and mentees. (Additional coupons were provided to mentors with more than one mentee.) These coupons were good at any Pavilion or University Center vendor. Note: The Program budget is only charged for coupons that were redeemed.

- Role of the Work Group – In an effort to improve communication and planning, the Work Group met twice in Fall 2012 and then more regularly (once a month) in Winter 2013; these regular meetings should continue this next year, as it provides continuity and allows ideas to be implemented. In addition, the Faculty Coordinator met once a week with Sandy Alberto, which allowed for smoother planning and more fair distribution of workload. While weekly meetings may not be necessary, regularly-scheduled, frequent meetings of the Faculty Coordinator and Program Coordinator are important and should continue this upcoming year. The Work Group also approved a change to Program By-laws to allow pre-tenure faculty to serve on the Work Group, with the stipulation that a majority of the Work Group should be tenured.

Significant Achievements

- Positive feedback on evaluations – In its effort to continually improve, the Program conducts an annual online evaluation of mentees and of mentors to gain feedback about its effectiveness, its structure, and each of its events. In response to suggestions received from the previous year’s evaluation, we have implemented several modifications, discussed throughout the report, particularly in “Status of 2012-2013 Goals.” This year’s evaluation indicates that mentees are very happy with the structure of the Program and the events offered, while some mentors were unable to arrange meetings with their mentees and were thus discouraged. The evaluations show that all mentees felt the program provided the right amount of structure, all events were rated as “very useful” by mentees, and 80 percent of mentees found the Faculty Mentoring Program “very useful” to their professional development (with the remaining 20 percent reported it was “neutral.” Written comments from both mentees and mentors suggest that the opportunity to network and socialize with colleagues across disciplines and at different ranks is a strong contribution of the Faculty Mentoring Program. In the upcoming year an effort will be made to increase these opportunities, both at each event and by offering an additional networking event in the Fall to supplement the one offered in Winter and the end-of-year celebration.

- Events – Events covered a range of topics, including the tenure process, developing a research agenda, and how to deal with teaching challenges. New events included two mentee-only events (while there were none in the past), with the belief that pre-tenure faculty offer important support to one another and in hopes that peer groups might develop, and a winter social event, in response to suggestions from the previous year’s mentor and mentee evaluations.

- Mentoring for associate professors – The Faculty Coordinator met with the Council of Deans to provide an update of the program and to garner suggestions about faculty needs in their respective units. What emerged from this discussion was a need to develop mentoring opportunities for associate professors. In response, the Work Group developed and distributed a survey in March to all associate professors to assess their job satisfaction and their interest in professional development opportunities. A summary of the survey results were shared with all associate professors in June and will be discussed at a Council of Deans meeting in Fall 2013; this summary also appears at the end of this report.

- Web site of resources – An extensive list of Resources for Success in Tenure and Mentoring was added to the Faculty Mentoring Program web site. Topics include: Research and Creative Activity; Writing and Getting It Done; Teaching; Service; Tips for Pre-Tenure Faculty; Advice for Mentees and Mentors; University of Michigan Resources; Work/Life Balance; For Women Faculty, Faculty of Color, International Faculty; Online Publications and Blogs on Higher Ed; and Recommended Books about Tenure, Higher Ed, Mentoring. This web site is intended to help not only current mentees but all pre-tenure faculty, as well as tenured faculty in mentoring others in their own department and unit; indeed, it is a useful resource in addressing the Mentoring Program’s long term goal of fostering a culture of mentoring at UM-Flint.
Organization of the Faculty Mentoring Program

The Faculty Mentoring Program is run by its Work Group, made up of representatives from each of the partnering offices and faculty from each of UM-Flint’s four units and led by a Faculty Coordinator and Sandy Alberto, TCLT Coordinator, who provided administrative support.

<table>
<thead>
<tr>
<th>Faculty Mentoring Program Work Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member</strong></td>
</tr>
<tr>
<td>Sandy Alberto</td>
</tr>
<tr>
<td>Thomas Hemphill</td>
</tr>
</tbody>
</table>
| Mary Jo Finney           | Associate Professor of Education (SEHS)  
  *joined in March, 2013* |
| Alicia Kent              | Associate Professor of English and Women’s & Gender Studies (CAS)  
  **Faculty Coordinator** |
| Michelle Rosynsky        | Director, Women’s Educational Center  
  *stepped down when appointed Assistant Vice Chancellor for Student Affairs* |
| Jie Song                 | Associate Professor of Chemistry & Biochemistry (CAS) |
| Terry Van Allen          | Director, Office of Research                   |
| Chris Waters             | Associate Provost and Dean of Undergraduate Studies |
| Jan Worth-Nelson         | Director, Thompson Center for Learning and Teaching |

2012-13 Participants

The Program had 15 mentees (pre-tenure faculty) from all four units of the University. There were 13 mentors from two of the four units (CAS and SHPS). The faculty mentor participants represented a broad mix of seniority, from recently tenured Associate Professors to full Professors.

The Program saw a decline in the number of mentees, in large part due to the smaller cohort of new tenure-track faculty hires this past year. In addition, faculty in their first year were encouraged to wait a year before signing up for a mentor, in response to suggestions from first-year faculty in past years, who recommended that faculty wait to participate until they are more settled and can get more out of the Program.

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<th>Year</th>
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<td>2012-2013</td>
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Events in 2012-13

The Faculty Mentoring Program offered 9 scheduled events through the year from September to late April, covering a range of topics.

1. **Mentor Orientation – September 21, 2012.** Alicia Kent facilitated the Mentor Orientation meeting, with 10 mentors attending. The updated Faculty Mentoring Program handbook was provided to each mentor, as was a calendar of Program events. This past year the handbook included a new item, which was highlighted at the orientation: a list of suggestions for mentoring faculty outside of one’s department, discipline, and unit; it was developed to address concerns raised by mentors the previous year about the challenges of mentoring outside of one’s area. Handbooks and calendars were also provided via campus mail to those who could not attend the meeting, and Dr. Kent held one-on-one meetings with mentors who requested them.
2. **Introductory Reception – September 27, 2012.** To facilitate the introduction of program participants to one another, the Chancellor hosted an Introductory Reception at Ross House, with 27 people attending, including 11 mentees and 6 mentors. (Additional guests included the Provost, Deans, and members of the Faculty Mentoring Program Work Group.)

3. **Mentee Breakfast – October 18, 2012.** Based on a suggestion from the previous year’s mentee evaluation, an orientation for mentees was held early this academic year. Janet Haley (THE), a mentee from 2011-12, led the breakfast discussion by providing suggestions for how to get the most out of mentoring relationships and the Faculty Mentoring Program. In addition to Janet Haley and Alicia Kent, 5 mentees attended.

4. **Tenure Panel: Taking Control of the Tenure Process at UM-Flint – November 1, 2012.** The dinner, panel presentation and discussion drew 24 participants. The panel, comprised of a representative from each unit, highlighted aspects of the tenure process that are specific to UM-Flint and what is valued for tenure at UM-Flint, which may be different from what pre-tenure faculty have heard in graduate school or from common perceptions of tenure. The panel featured Yener Kandogan, Professor, School of Management and Associate Dean, (SOM); Donna Fry, Professor, Physical Therapy and Associate Dean, (SHPS); Adam Lutzefer, Associate Professor, Economics (CAS); and Sapna Thwaite, Associate Professor, Education. Rather than a workshop on how to get tenure or the specific guidelines and standards, the panel provided information about what pre-tenure faculty can do now to educate their department and unit about their specific area of research and teaching (which may be unlike any other faculty members', given UM-Flint's smaller size than big research universities), the role of teaching and of community/civic engagement at UM-Flint and in each panelist’s unit; and the review process and timing during the tenure period in each panelist’s unit.

5. **Teaching Presentation: Teaching Effectiveness and Classroom Challenges for Tenure-Track Faculty – January 16, 2013.** This interactive session focused on how to address problems that might erupt in courses and how to design courses to prevent such disruptions, what workshop facilitators Jan Worth-Nelson, Director, Thompson Center for Learning & Teaching, and Michelle Rosynsky, Assistant Vice Chancellor for Student Affairs, term “preventive pedagogy.” Their presentations provided tips and strategies about effective course design and about how to make course expectations clear, and the discussion focused on specific issues faculty have faced in their courses. Seventeen faculty attended the luncheon and presentation.

6. **Social Event: Beat the Winter Doldrums – February 7, 2013.** In response to the 2011-12 survey, in which both mentors and mentees indicated a strong desire to socialize with Program participants, an evening event with hors d’oeuvres and conversation focused on networking and socializing was held at the 501 Bar & Grille. A mix of mentors and mentees attended, with 18 faculty in all. Many stayed well beyond the time allotted for the event.

7. **Research Workshop: Developing and Implementing a Research/Creative Activity Agenda – March 21, 2013.** This workshop was led by Dr. John Callewaert, Director of Integrated Assessment at the University of Michigan’s Graham Environmental Institute. The workshop was designed to help faculty implement their research/creative activity agenda by highlighting sources for ideas and tips for success. It also allowed faculty to develop strategies for their next steps. Eleven faculty attended.

8. **Mentee Meeting: What’s Next? – April 19, 2013.** Mentees were invited to reflect on their career development and explore next steps in developing mentoring relationships beyond the formalized mentoring program. Alicia Kent facilitated the workshop and shared current research on mentoring. It was attended by 4 mentees.

   Note: This mentee meeting was originally scheduled for April 12, but was pushed back to April 19 in order to avoid conflicting with the Student Research Conference, which was rescheduled for April 12. Given this change, the Mentor Meeting also originally scheduled for April 12 was cancelled, and feedback from mentors was gathered through the electronic survey.

9. **Faculty Mentoring Program Celebration – May 1, 2013.** This event welcomed 28 faculty and administrators at Cork on Saginaw for an end-of-year celebration and kick-off for a productive summer.

**Results for Survey of Associate Professors (Executive Summary)**

- Survey emailed to all associate professors in March 2013 by the Faculty Mentoring Program Work Group.
- Over 50% of associate professors responded to the survey (a relatively high rate).
- **13 people (39%)** said they are happy with their job as associate professor and **the same number** said they are not happy.

- **Almost 55%** of respondents said it is **not clear** what they need to do to go up for promotion to full professor. This percent was the highest of any answer.

- **Over 48%** are interested in a group or community of associate professors formalized around a particular topic. **Managing service expectations** was the most popular topic for such a community, with 59%.

**Open-ended questions:** Below are the general responses to the three open-ended questions, ranked by the topic with the highest number of comments.

- “**What kind of support do you need to achieve your career goals?”**
  1. **time**, course release time, time to develop courses and/or for research and writing (9 comments)
  2. **service**, reducing service obligations and expectations, recognition/reward for service, more equitable distribution of service among faculty (7 comments)
  3. **funding** for scholarly/creative activity, conference travel, computer software (5 comments)
  4. **other**, including respect and reducing politics among the units.

- “**What could the University do to support you as an associate professor?”**
  1. **service obligations**, manage or reduce, reward more fairly, conduct more effectively and efficiently, align with current university initiatives (6 comments)
  2. **funding** and other resources for scholarly/creative activity, including professional development funds, travel (not only for conference presentations but also for networking, inspiration), and more support staff (6 comments)
  3. **distribution of workload** more equitably between associate and full professors (seems to fall more heavily on associate professors), across departments, and across units (4 comments)
  4. **change in balance of teaching, research, service**, such as providing different options for “buyout time” and a variety of options for the balance needed for promotion (3 comments)
  5. **release time** from teaching and/or service for scholarly/creative activity (3 comments)
  6. **opportunities to share or collaborate on research**, to present to colleagues and across units, to pair up with others (2 comments)
  7. **other**, including respect for disciplinary authority, clear expectations for promotion, feedback on annual reviews, balancing work and home needs.

- “**What suggestions do you have to improve your satisfaction with your job?”**
  1. **reward and feedback system**, including feedback on annual reviews, salary equity, a variety of options for the balance among teaching, research, and service, visibly reducing salary increases of those who do not contribute to the campus mission, valuing tenured faculty (despite their higher salaries) (5 comments)
  2. **administrative leadership**, including reducing the “excessive” power of deans and others over faculty, respecting faculty and intellectual issues, building an intellectual community, not jumping from initiative to initiative “du jour” (4 comments)
  3. **service**, reduce service load and writing reports and evaluations, de-emphasize committee work in favor of research and teaching (3 comments)
  4. **information about promotion**, provide information regularly about what is needed for promotion (2 comments)
  5. **other**, including a campus workspace without interruptions, fixing understaffing of some departments.
### 2012-13 Budget Summary

#### Faculty Mentoring Program - Budget Summary for 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>Estimated</th>
<th>Actual</th>
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*Faculty Coordinator is also allotted one course-release per academic year.
Goals for 2013-14

- **Mentoring for Associate Professors** – While mentoring for pre-tenure faculty will continue through events and one-on-one mentoring, efforts will be made to address professional development concerns for associate professors as well. Based on feedback from a survey sent to all associate professors in March, the Mentoring Program will pilot at least one mentoring community with associate professors in 2013-14. In that survey over 48% of respondents indicated they are interested in a mentoring community of associate professors formalized around a particular topic. Topics for these communities, ranked by most interest, include:
  
  1. managing service expectations: 16 respondents (59%)
  2. staying motivated in my scholarly or creative activity: 15 respondents (56%)
  3. addressing work/life balance: 14 respondents (52%)
  4. staying innovative in my teaching: 10 respondents (37%)
  5. managing parenting realities: 3 respondents (11%)

  In addition, almost 55% of respondents (the highest rate of any answer) said it is not clear what they need to do to go up for promotion to full professor; ways to address this concern with unit leaders may also be explored.

- **Improving Mentor-Mentee Pairing** – The 2012-13 evaluation of mentors indicates that this continues to be a challenge for some mentors, although mentees did not indicate it was a problem. In response, a new method for pairing faculty will be explored this upcoming year: **Faculty will have a chance to meet one another at the Introductory Reception at Ross House before mentor-mentee pairings have been made.** Participants will then be asked to list their preferences for pairings, and the Work Group will use these preferences as part of its criteria when making final pairings of mentors with mentee, along with mentoring interests and goals from the Program application. Additionally mentoring communities may be offered in the upcoming year, in addition to one-on-one pairings. Mentors and mentees would have the option to be part of an intergenerational mentoring community, perhaps organized around a particular topic. Current scholarly work on mentoring in academia, such as *Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education* (Jossey-Bass 2013) and work by Mary Deane Sorcinelli (University of Massachusetts—Amherst) suggests that such communities are more effective for many.

- **Unit participation** – Participation from all four units—as members of the Work Group, as mentors, and at events—has gone up and down over the four years of the Mentoring Program. While mentees came from all four units last year, mentors came from only two of the four units (CAS and SHPS), highlighting the need to work more closely with tenured faculty and administrators in all four units to increase participation as mentors. This past year the Work Group did not include a representative from SHPS; next year representatives from both SHPS and SOM will be needed. (The current SOM member is unable to serve next year.) Work is underway this summer to find representatives from SHPS and SOM. The change to allow pre-tenure faculty to serve on the Work Group will increase the pool of possible Work Group members.

- **Mentor Availability** – Three efforts will be made to attract tenured faculty to learn more about the Faculty Mentoring Program and perhaps become a mentor. First, an Open House will be held in early September to introduce tenured faculty to the Program, dispel myths about mentoring outside of one’s discipline and unit, and demystify what is expected of mentors. This event will include information usually presented at mentor orientation; by renaming the event, the hope is that tenured faculty will be more open to learning about mentoring and the Program. Second, **tenured faculty will be invited to the Introductory Reception at Ross House** to meet the mentees, with the hope that some tenured faculty will realize how much they might enjoy and benefit from mentoring one of them. Tenured faculty who attend either event will be under no obligation to become mentors. Third, to make serving as a mentor more attractive, **mentors from all five years of the Program will be recognized with a small gift for their contributions to the Program.**

- **New Faculty Coordinator** – After Alicia Kent decided not to serve as Faculty Coordinator next year (she will continue as a member of the Work Group next year and as a mentor), a campus-wide call for applications for the position of Faculty Coordinator was issued in February. **The Work Group selected Jie Song, Associate Professor of Chemistry & Biochemistry, for the position, effective July 1, 2013.** The Work Group communicated to Jie the hope that he will serve for more than one year in this position.

General Education

The university continues its work to assess our General Education program. The 2012-2013 represents the second year in which the campus has collected data on student learning, and I am happy to report that not only have we successfully assessed a third student learning outcome (outcome 2), we have also developed assessment tools for outcomes 1, 3, 4, 6, 7, 10, 11 and 12 which will be released at the beginning of the semester when the campus assess the outcome. Finally, we have completed the project by which the campus will focus on five outcomes. Not only will this make the assessment of student learning more strategic, it will also produce higher quality data.

As was appropriate in years past, I wish to acknowledge the support and enthusiasm offered throughout the 2012-2013 academic year by the Thompson Center for Learning and Teaching and the tremendous work of Ms. Lyndsa Raleigh in the office of the Associate
Provost for Undergraduate Programs. Finally, I would like to formally thank the staff in the Dean’s Office of the College of Arts and Sciences for their assistance in implementing the Peer Facilitator initiative within the First Year Experience.

Status of 2012-2013 Goals

In the 2012-2013 annual report, I articulated five specific goals for the Coordinator for the General Education Program at the University of Michigan-Flint.

1. Continue to publish a bi-annual Newsletter for General Education.
2. Coordinate the work to develop additional assessment instruments for the learning outcomes within our General Education program.
3. Continue to support faculty in using Tk20 and develop multiple methods of entering assessment data that are more efficient and easier to navigate.
4. Work with First Year Experience faculty members to establish greater consistency across sections of UNV 100 thereby creating a stronger foundation for student success.
5. Continue to improve the General Education website by providing easy access to a greater variety of resources useful to faculty and students.

Due to the turbulence occurring within the College of Arts and Sciences since January 1st, and the intense effort to secure NCATE accreditation for the university’s Education Unit, I did not achieve all of the goals set last year. Unhappily, I did not publish the Newsletter (Goal 1). Also, though I believe progress is being made, I was not able to establish greater consistency within our First Year Experience courses (Goal 4). Nevertheless, I was able to achieve the remaining goals. The campus is poised to assess Critical Thinking and the Use of Multiple Perspectives (outcomes 3 and 10) throughout the 2013-2014 academic year. During the 2012-2013 assessment cycle, the university implemented an alternative method for entering course-based assessment data into Tk20 that was much more efficient and generally received positively by the faculty.

Significant Achievements

During the 2012-2013 Academic year, the University of Michigan-Flint achieved a number of significant milestones regarding the university’s new General Education program.

- **Improved Data Collection within Tk20**
  In response to the faculty concerns as to the amount of time required to enter General Education assessment data on a student by student basis, the collection of General Education outcome 2 in the Fall of 2012 offered faculty an alternative method which was similar to the data entry format of final grades in SIS. Faculty responded positively to this change, and I believe that most all will elect this new method as opposed to the older method – though the original method will be available should any faculty member prefer seeing the entire assessment rubric on a student-by-student basis.

- **Assessment of Student Learning**
  During the 2012-2013, the campus focused its assessment efforts within the General Education program on Outcome #2, Facility with Research Methods. In addition to the overall assessments, there are three criteria for this rubric: 1. METHODOLOGY, Shows sophisticated execution of the field’s research models and theoretical approaches; 2 ANALYSIS OF DATA or PRIMARY SOURCE MATERIALS, Skillfully analyzes, interprets, or evaluates the object of study; and 3 ENGAGEMENT WITH EXISTING RESEARCH, Locates and productively engages with existing research in the field. The results for the three data periods completed show that average student achievement increased between Fall 2012 and Winter 2013. In the Fall of 2012 the average score for METHODOLOGY was 2.93 (on a 0 to 5 scale) and in the following semester, the average score for the same criteria was 3.32. Similarly, the average scores for ANALYSIS OF DATA in Fall 2012 and Winter 2013 were 2.95 and 3.33 respectively. Finally, for the ENGAGEMENT WITH EXISTING RESEARCH criteria, the average score of 3.14 in the Fall 2012 moved to 3.56 in the Winter of 2013.

  More importantly I believe, preliminary analysis of student learning using panel data show that repeated assessments of student learning are associated with significant increases in student learning. One of the values of utilizing Tk20 as a method for collecting our assessment data is that we can restructure the data to so that we can examine the SAME student over time to determine if his or her learning increased with multiple courses contributing to the learning. Based on 548 cases, the average initial score on the METHODOLOGY criteria was 3.096, while at the last time period recorded the same students averaged a score of 3.190. Although a
slight increase, the difference was not statistically significant. For ANALYSIS criteria however, the results show a statistically significant increase in overall student performance. In the initial assessment, students averaged 3.096 on this criteria while at the last assessment, the average score was 3.190. Finally, two or more opportunities to engage with the Research rubric increased scores dramatically. At the first assessment of engagement with existing research, students scored on average, 3.248. At a subsequent assessment, these very same students had an average score of 3.480 – a mean difference of 0.233 and a statistically significant difference at the alpha 0.01 level.

The purpose of this brief summary of the assessment results from 2012-2013 is not to convey the findings on the assessment of student learning at the University of Michigan-Flint, but rather to highlight the pay-offs yielded from our assessment method of embedding the assessment of student learning outcomes within all general education courses. While I certainly recognize the additional work incurred by our faculty, I believe that these preliminary findings underscore the benefit to our students that result from our efforts.

- **Faculty Development**
  Although the campus did not send faculty to the annual meeting of the National Resource Center for the First Year Experience, several faculty members within the First Year Experience program at the University of Michigan-Flint did participate in a reading group to review Ken Bain’s book, What the Best College Students Do. I believe that the faculty members are beginning to recognize the importance of integrating some of the book’s themes into our FYE courses. I would also like to redouble my efforts to recruit faculty to attend the 33rd Annual Conference on The First-Year Experience which will be held February 15-18, 2014 in San Diego, California.

- **Recognition of our Assessment Efforts**
  As noted below, Drs. Roach, Larsen and Barnes presented our work assessing General Education outcomes at the 2013 Annual Meeting of the Higher Learning Commission. This was both an honor and a validation that our campus is heading in the correct direction – as evaluated by the Higher Learning Commission. Our presentation was selected for one of the 150 slots from 390 proposals.

**External Publications or Presentations**


**Community Engagement Activities**

The 2012-2013 academic year marked the first semester in which the “Engaging in After School Programs” was offered as an FYE by Laura McLeman, Tonya Bailey and Mehrdad Simkani. I am very proud to report that this effort was a great success. LaDonna Gamble, Project Director for Flint Community Schools’ 21st Century Community Learning Centers Afterschool Programs wrote the following at the conclusion of our partnership. “Our program just completed a very successful pilot of the Service Learning Partnership involving the UNV100 Class. Among other requirements, students in the class spent their time in our afterschool settings once a week. What these young people brought back from their afterschool experiences exceeded all of my expectations. Our children also gained from the experience and many have already asked when their tutors will return.” The instructors plan to offer this class again in the Winter semester of 2014.

At the conclusion of the 2013 year, Professors Waters and Trela, Aimi Moss and I established a second First Year Experience course which includes a community engagement component. Through a collaboration between the University of Michigan-Flint and Junior Achievement of Southeastern Michigan, students will participate in a “Junior Achievement Day” at a local elementary school in Flint.
2012-2013 Budget

Anticipated Share of FYE Tuition Revenue $150,000
University Contributions to Tk20 $12,500

Total Revenue $162,500
Summer 2012 Scholarships $22,500
TK20 & Assessment Expenses $64,320
Peer & Intergroup Dialogue Facilitators $26,964
Faculty Development FYE $10,000

Total Expenses $123,784
Anticipated Surplus or Deficit $38,716

Goals for 2013-2014

The Coordinator for General Education has four major goals for the 2013-14 academic year:
1. Resume publication of a bi-annual Newsletter for General Education.
2. Continue to coordinate the work to develop additional assessment instruments for the learning outcomes within our General Education program.
3. Revitalize efforts to establish greater consistency across sections of UNV 100 by linking this work with the campus initiatives to establish a Student Success Center.
4. Successfully migrate the General Education website to DRUPAL and improve the content for easier access to a greater variety of resources for faculty and students.

Honors Program

- **Record number of Maize and Blue Winners.** Although the Honors program represents only 2.8% of our student population, in December and May 2012 and 2013, a total of 12 Honors Students from across the disciplines won the Maize and Blue Award, the highest award offered to students graduating from UM-Flint. That is 12 students out of a total of 26 awards offered, or close to 50% of the total awards given. These awards attest to the high level of achievement among students in the Honors Program. We may be small, but our students achieve a high level of success.

- **High graduation rate.** A survey of graduate rates demonstrates that Honors Students—or even students who have spent only one or two semesters in the Honors Program, graduate with a much higher rate of success over a period of six years that do regular students. (Figures for regular students not available for 2007-2008 at the time of the writing of this document)
• **High Impact Education Practices.** Student success is tied to the fact that the Honors Program has continuously developed and offered to students what has been recognized by the Association of American Colleges and Universities as the 10 high impact educational practices. These include first year experiences, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity of global learning in the core courses, service learning and community based learning, internships, as well as capstone course and projects.

• **HIP incorporated into Curriculum.** Many of these features are incorporated directly into the curriculum of core courses and honors courses within the students’ discipline. These include:
  - experiential learning during the annual Stratford Festival trip, which is the source for numerous conference presentations;
  - two annual Honors Colloquia or mini conferences, during which all honors students in freshman and sophomore year present papers in a conference setting and an additional Honors Undergraduate Research Forum now offered in the fall.
  - the Off Campus Study experience and thesis for all students who continue to meet the program requirements and maintain a 3.5 GPA.
  - an excellent and continued record of community engagement, with from 5 to 8 students each year winning the 1,000 hour service award and all students completing a service component in the program.

• **Excellent Outcomes.** Program outcomes attest to program success with a continued 100% acceptance into professional and graduate schools, and into the professional work place for all students graduating in good standing in the Honors Program.

• **Primary Goals.** Our primary goals over the next five years have continued to be the following: to achieve financial stability appropriate to the program growth and size, to be the first among the three UM campuses to achieve Honors College status, and to continue our record of academic excellence for the program and its students alike.

### Status of 2012-13 Goals

- **Develop and submit for approval to all required constituencies a Program Change request in order to form an Honors College.** This would be part of a five-year plan for the expansion of the Honors College which will include focus external funding, enhanced recruitment, enhanced scholarship opportunities for Honors Students, and flexibility of course scheduling.

  **Status:** Currently in progress. We still need to have a specifically designated visible space and adequate funding in order to make a good case for an Honors College which requires the approval not only of UM-Flint campus but also of the Regents of the University of Michigan.
• **Coordinate Program growth with realistically evaluated funding potential.**
  
  ➢ According to an article in the National Collegiate Honors Council journal, *The road of honors is strewn with former directors who grew their programs faster than support funding could keep up with—or at any rate faster than the resources needed to support growth were provided.*

  **Status:**
  
  ➢ We are working toward a goal of a higher level of external funding for the Honors Program in order to support current program growth which has been 10% per year for FY 2011 and 2012.
  
  ➢ DJ Trela has joined the Honors Program to serve as a liaison with Development and to assist in fundraising endeavors. He hopes to visit Frank Richardson, the program founder, depending on Dr. Richardson’s state of health.
  
  ➢ We are working on a project to invite alumni to a 35 year anniversary in 2014 and reaching out to alums for support.

• **Stage a successful Scholarship Competition.**

  **Status:** We planned, organized and carried out our seventh annual Scholarship Competition as a successful marketing strategy for UM-Flint and for the Honors Program.
  
  ➢ Sixty-two students registered and attended the competition (record number).
  
  ➢ Our general yield ranges from 70%-an occasional high of about 80%. This year we expect between 65% and 70% yield, but it is too early to tell exact percentages.
  
  ➢ These results attest to the success of this group effort in attracting high achieving students, the majority of whom (about 90%)—based on self-report during the phone calls—had planned to go elsewhere.

• **Expand undergraduate research opportunities by adding an Honors Research Forum (mini conference) to be held in the fall of the year.**

  **Status:**
  
  ➢ We held our first organized mini conference in November, 2012 with over 100 honors student participants who presented, chaired, and served as discussants.
  
  ➢ Students received experience in developing a program, chairing sessions, responding to papers, as well as experience to presenting papers in a professional setting.
  
  ➢ This small conference has increased the number of venues for honors student professional presentations in a growing program.

• **Hire a half-time administrative assistant to assist Laura Staudacher.**

  **Status**
  
  ➢ Our budget did not permit the hiring of a half-time administrative assistant.
  
  ➢ In order to help with the workload, we have hired two student assistants as well as a web designer who have provided considerable help with various aspects of running the program.
  
  ➢ Because of program growth, the need for a half-time assistant is still vital.

• **Become Institutional Member of the National Student Exchange program.**

  **Status**
  
  ➢ Laura Staudacher has organized our membership, attended the annual meeting during the winter semester, and is serving as the campus coordinator.
  
  ➢ Laura made the contacts and arrangements as well as organizing on-campus support for the campus visit to take place in August, 2013.
  
  ➢ This initiative will seriously increase numbers of opportunities by increasing the number of venues for off campus studies both for Honors Students and regular students at UM-Flint by providing exchanges with numerous universities in the U.S., Canada, Guam, Puerto Rico, and the U.S. Virgin Islands.
Significant Achievements

- **Record Number of EGR and STEM students at Scholarship Competition**
  - We had a record number of engineering students at the scholarship competition. 10 out of 62 attendees, or 16% of the total. Compare to the current 3 engineering students in the program (about 1%).
  - We also had a record number of 38 STEM students (Science, Technology, Engineering, and Math) for a total of 61% of the attendees. Compare to the current 48% of STEM students in the honors program. This is a marked increase.
  - We also drew students planning to enter our professional schools, as well as additional majors in CAS.
  - We were able to offer computer awards funded by the deans and by the Engineering Department, as well as five full ride scholarships by agreement with the Admissions office.
  - Evaluation of the competition showed a high level of satisfaction with most scores 4.4 and above out of a total of 5 in rating various aspects from the marketing, to the food, the program, and satisfaction with the event itself.

- **Internal Fundraising:** Raised funding from the deans and the Engineering Program to cover the cost of 30 laptops as very effective supplementary awards in the Scholarship Competition.
  - According to our records, 90% of students who receive a laptop enroll at UM-Flint (compared to 70% average yield from the competition).
  - Furthermore, computer awards appear to correlate with retention, since 90% of those who receive a laptop remain in the program for at least two years.

- **Undergraduate Research:** Fostered numerous undergraduate research and conference presentation opportunities through colloquia, off-campus studies, and honors independent study projects (Honors elections).
  - Over 60 honors students presented at undergraduate conferences including the Meeting of the Minds, the Michigan Academy, and the UM-Flint Undergraduate Research Conference.
  - Twenty-five students developed off-campus study projects across the disciplines.
  - Twenty students will have completed their honors thesis by the end of August 2013.
  - Over 100 students presented at the newly developed fall Honors Undergraduate Research Forum.

- **Student Exchange and Study Abroad**
  - Worked with Thompson Library (Bob Houbeck) and International Center to send five honors students to the Bergische University in Wuppertal this summer.
  - The five students were in biology, molecular biology and chemistry and will be working in the labs of professors at the Bergische University for six weeks this summer.

- **Reclassification of Laura Staudacher to Administrative Specialist**
  - Successfully worked to reclassify Laura Staudacher’s position from Administrative Assistant to Administrative Specialist in order to bring her status in line with new administrative tasks and initiatives and her leadership roles in the program.
Laura especially stands out in her advising of students, her coordination of the National Student Exchange Program, her work in helping to develop the Honors Space in the Thompson Library, her work with the Welch Foundation Grant, and the Newsletter among many other achievements.

- **Alumni Outreach and Newsletter**
  - Developed and sent our first newsletter electronically, and also provided a limited number of hard copies. We have already received positive comments from several alums.
  - Working on providing the basis for a 2014 35th Anniversary Celebration.

**Research and Creative Activities**

This is not applicable since Honors Faculty members teach only one course in the program, and their publications currently fall under the umbrella of the CAS Dean’s report.

- However, the director presents papers at three conferences each year, and is the chair or co-chair for the Language and Literature Section of the Michigan Academy of Science, Arts, and Letters (7 sessions, 30 papers); the Society for Reformation Research at the Medieval Congress, Western Michigan University (3 sessions, 10 papers); the British Popular Culture Section of the Popular Culture Association (6 sessions, 20 papers).
- These conferences and presentation are directly related to course materials taught in the Honors Core Courses and thus complement teaching while enhancing research, writing and publication.
- Numerous students have papers accepted at the Michigan Academy Annual Conference where the director is chair of language and literature and a member at large of the Michigan Academy Executive Committee as well as the institutional representative for UM-Flint.

**Development Activities and External Funding**

We have received small monetary gifts (under $2,000) from Honors alumni and other supporters of the program’s goals.

- Includes scholarship funded by DJ Trela and scholarship funded by M. Thum

**Grant Applications**

Successful use of the Welch Foundation grant of $10,000 in order to provide:

- new, professional view booklets to be sent out by Admissions and used in marketing,
- postcards and business cards for honors students
- marketing and web design to enhance marketing
- support of scholarship competition

**Community Engagement Activities**

- We actively foster service as an essential aspect of the student’s life as part of both the university and the wider community.
- Core sophomore course, Honors 251, has an embedded service project dealing with violence against women in a South American historical context.
- Students often begin modestly, then take a far more active, engaged role in student organizations and student government.
- This year, eight students received the 1,000 hours service award, and numerous students received awards for 100 service hours, 200 hours and 400 hours during the annual Awards and Cords Reception.
The Honors Program budget currently shows a cumulative deficit of $71,077 carried over from the past two year (FY 2012 a shortfall of $31,062; FY 2013 a projected additional shortfall of $40,015.) See excel file for FY 2012-2014 budget summaries for an overview).

- The base budget for the honors program has not covered costs of the administration of the program which are necessitated by the fact that the program has more than doubled in size over the past six years.
- While one-time funds could cover the shortfall, it is essential that the Honors Program receive additional base funding to cover our actual program expenses, especially in the area of enrichment and administration.
- With the growth of the program and increased numbers of students, we will also need an increase in the scholarship amounts for coming fiscal years.

Administrative Costs are a key area of short fall.

- Last year’s ongoing funding did not cover the cost of encumbered funds for ADMIN.
- Administrative costs included only the administrative assistant salary, the director stipend, and overload stipends for the core course teachers. It also includes supplies and other program needs for administration.
- This is not a case of overspending, since most of the funds are already encumbered. Instead, it is a problem with the ongoing funding which has not kept pace with approved encumbered funds over the past two years.
- This problem needs to be resolved, since it results in a deficit over which the director has no control and it represents a problem area that stands in the way of an application for an Honors College.

The attached budget does not include the following:

- Scholarship Competition funding which resides in the provost’s office.
- Yield of approximately $18,000 from the $250,000 Freeman endowment. This funding covers a small tuition scholarship for the juniors and seniors who do not already have scholarship competition funding.
- Welch Foundation $10,000 plus $10,000 matching funds that has been provided by the provost. This will be fully reconciled by December 2013.

The projected report for FY 2014 shows inevitable increases with current program growth.

- The cumulative deficit that will carry forward to FY 2014 is currently 71,077.
- With the inevitable deficit from next year, the projected deficit by the end of FY 2014 will be just under $117,000.

It is essential to coordinate program growth with realistically evaluated funding potential.

- The honors program had demonstrated that it is a model for high impact educational practices and for student success at the University of Michigan-Flint.
- Its influence goes beyond the size of the actual program, enhancing our success profile at UM-Flint and attracting high achieving students to our campus.
- At the very least we need to have the deficit covered so that we do not move forward with a deficit that by FY 2015 will approach the size of our total budget of $150,000.
- For the relatively modest costs, the Honors Program is an excellent investment in academic achievement, student engagement, and student-centeredness.
## HONORS PROGRAM FISCAL YEAR 2013 BUDGET SUMMARY

### SUMMARY REVENUE AND EXPENSES

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REVISED 07-10-13
Goals for 2013/2014

- Coordinate Program growth with realistically evaluated funding potential
  - According to an article in the National Collegiate Honors Council journal, *The road of honors is strewn with former directors who grew their programs faster than support funding could keep up with—or at any rate faster than the resources needed to support growth were provided.*
  - Decisions in this area will need to be made as an ongoing process of evaluation which will depend on such factors as enrollment growth or decline at UM-Flint as well as funding sources.

- Stage a successful Scholarship Competition

- Continue to Foster Undergraduate Research through Research Forums and Colloquia
  - This will be a student organized mini conference held in October.
  - It will not reduce participation in MOM, Michigan Academy, or the UM-Flint Research Conference.
  - Instead, it will increase the number of venues for increasing numbers of honors students in a growing program.

- Hire a half-time administrative assistant to assist Laura Staudacher
  - This continues to be vital to our growing program and will be essential for our successful move from Program to College.

- Complete and Move into new Honors Space by winter 2014.
  - Currently plans have been made, an architect has been consulted, and we are working with Dan Sherman to develop a timeline for completion of the remodeling of library space.
  - Preferred date of completion is early fall 2013, but given the numerous other projects currently underway (the remodeling of MSB for example), a more realistic expectation is December 2013 or January 2014.
  - We are optimistic.
  - Costs are generously being covered by Bob Houbeck, Director of the Thompson Library.

- Explore ways to retain the excellent program attributes and curricular enrichment in a growing program especially the Off Campus Study
  - Work with the National Student Exchange to place students.
  - Work with Bergische University in Wuppertal to place additional honors students.
  - Work with the Student Success Center to develop more internship and experiential learning opportunities for students for the off campus study.
  - Reach out to alumni for possible placing of students in their areas of expertise.

Institutional Analysis

The Office of Institutional Analysis (IA) is responsible for collecting, analyzing, and distributing data and information related to the institution. The office works with data from various areas related to students, faculty, programs, personnel, facilities and finance. It serves as the primary contact with state and federal agencies, guidebooks, and higher education organizations for information reporting. The Institutional Analysis Office serves as a reliable source for comprehensive and authoritative information about the University.

Status of 2012-13 Goals

- *Maintain timely submission of mandated reporting within the varied cycles for web submission.*

The office has generated all mandated reports for the State of Michigan’s Higher Education Institutional Data Inventory (HEIDI) and the Federal Integrated Postsecondary Education system (IPEDS). New Federal reports required immediate implementation as a result of new Higher Education Act, rather than traditional two-year phase-in. The office continues its work with Financial Services, Registrar’s Office, and Financial Aid on process and methods used for the State HEIDI reports. Director serves on the Presidents Council Analytical Studies Committee, which oversees the enhancements and clarifications to the HEIDI system used by the 15 public universities in Michigan. Methods for cohort reporting continues to be securitized and brought in line with IPEDS methodology and prior year IPEDS reports revised. Reporting was especially challenging this year. Revisions were required due to Mott Concurrent Enrollment. New IPEDS SOC Job codes were implemented shifting the categories of employees, these changes will be implemented in the State HEIDI reporting effective this next year.

While guidebooks and surveys for various groups are not primary to the mission of the Department, the office continues to take on additional guidebooks and survey completions. When added to the routine reporting requirements, timely submission challenges the department.
• **Increase the types of information available on the IA web site to include student survey information, comparative data, and internal data.**

Tremendous efforts were made again this year in this area. Public web page now includes multiple years of student profiles and the Common Data Set. Secure site houses increasing amounts of trend reports, data in support of Program Review, 8 years of course level data, and Registrars 10th day memos and credit hour comparison reports. Survey data on NSSE/FSSE and CIRP is updated on the web site in addition to multiyear Common Data Set reports.

• **Revise Program Review Trend Data with orientation to the data sessions.**

Program review data processes were maintained, the data recap was revised however, no orientations were held.

• **Institutional Survey Strategy**

A long term institutional survey strategy has been developed and conceptual agreement has been reached between Student Affairs and Academic Affairs on a three year cycle for the Noel-Levitz’s Student Satisfaction Survey (SSI), National Survey of Student Engagement (NSSE), and the College Senior Survey (CSS). The Freshman Survey (CIRP) will continue on its annual cycle. Funding is secure for the SSI, NSSE and CIRP surveys in addition to funding for the CIRP and SSI incentives. The funding source for the CSS is still not confirmed.

**Significant Achievements**

The office continues to provide service to a growing constituent base. The organizational needs for analysis and data continue to grow. The department has managed to continue to take on more while maintaining required reporting functions.

The office continues to expand the amount and types of data it provides to various internal and external constituent groups. IA assimilates new surveys for guidebooks each year. As a result the information about our campus is more widely published for prospective students.

1) **The Strategic Planning data needs continue to be supported.**

   **Special studies**
   - Cohort Studies – All Graduate Programs were studied for retention and graduation, project was extensive covering 8 cohort yrs. and 21 programs.
   - STEM Initiative – Supported data needs and updated STEM Cohort studies.
   - FTIAC Retention Study – Study resulted in two Regional Conference presentations, one of which was chosen as Best of Conference and was presented at National AIR Conference.
   - Social Justice Initiative – Supported data needs.
   - Developed a Strategic Dashboard using Excel, that was published regularly leading up to Fall for Strategic indicator #7 on Enrollment.
   - Development of State of Michigan Transparency web page.
   - Analysis of BLM and Snyder Metrics.
   - Continued generation of course grade data.

   **Support of Faculty Committees**
   - Annually support the varying needs of the Committee on the Economic Status of the Faculty. This year has been unusually busy, with numerous meetings and extensive data needs for its work with the Provost, Ann Arbor, and Governing Faculty representatives.
   - Budget Priorities and Strategic Planning – Developed and presented dashboard proposal.
   - Continued support of both the CAS Admissions Committee and the Institutional Admission Committee in their review of freshman characteristics. Extensive data on performance indicators has been provided to the groups to support decision making in admissions criteria. Presentations were made to the CAS Governing Faculty and the University Governing Faculty.
   - Student Success Center Initiative – supported work groups and continue support of Steering Committee.
Faculty, Staff and Student Development

- Faculty research – Supported numerous grant submissions: HSRA grant required 16 separate program analysis. NIH Bridges grant with Mott.
- Student Research – Numerous students both internal and external contact office for information related to various topics.
- Faculty Orientation – presented for the first time at faculty orientation in the fall.
- Developed extensive resource materials for AAC&U Institute group.
- Supported and provided search materials for Executive searches: Dean SOM, Development, and VCBF.

2) Supported numerous accreditation reports:
- Higher Learning Commission, NCA Annual Update
- Association to Advance Collegiate Schools of Business (AACSB)
- American Chemical Association (ACS)
- American Society of Biochemistry and Molecular Biology (ASBMB)
- National Council for Accreditation of Teacher Education (NCATE)
- American Association of Colleges for Teacher Education (AECTE)
- American Association of College of Nursing (CCNE)
- ABET Engineering Accreditation Commission

3) Data requests for FY 12-13 decreased approximately 16% from 363 in FY 11-12 to 303. Much of the decrease can be attributed to the unusually high number of requests in 2011-12 in the support of the Student Success Initiative process. The remainder of the decrease is due to the combination of an increase in the amount of data available of IA’s web page and internal communication regarding such.

While requests were steady in traditionally peak months of August, September, October, January, February, and April, March and May were particularly busy with an increase in data requests of 33% in March, and May was up 11%.
Grant Applications

The IA office provides data in support of grants submissions, supporting proposals for faculty in the School of Health Professions and Studies, the School of Education and Human Services, Office of Educational Opportunities Initiatives, and other Development grant requests.

- SHPS - Health Careers Opportunity Program (HCOP), Health Resources Scholarship Award: HRSA Scholarships for Disadvantaged Students (SDS), HSRA grant required 16 separate program analysis. NIH Bridges grant with Mott.
- SHES – CFGF Grant
- Educational Opportunities Initiatives – Gear Up, KCP: ACCESS, Transitions, ACCESS, Smart Teachers as Role Models (STAR)

Community Engagement Activities

The IA Office has identified its core constituents and monitors their needs. The majority are internal to the university, there is a segment of external constituents that interface with the department; most notables are the State of Michigan Legislative Aides, the Department of Budget & Management staff, and the other Michigan 15 public universities. Director serves on the President’s Council Analytical Studies Committee, which oversees the enhancements and clarifications to the HEIDI system used for reporting by the 15 public universities in Michigan.

Departmental staff is also involved with both the State and National Associations for Institutional Research.

Support was provided to university planning committees, the Committee on the Economic Status of the Faculty, Governing Faculty Chair, the College of Arts & Sciences Admissions Standards Committee, the University Admissions Standards Committee, and the Student Success Steering Committee.

2012-13 Budget Summary

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<td>Subtotal Operating</td>
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<td>Balance</td>
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### Goals for 2013/2014

- Maintain timely submission of mandated reporting within the varied cycles for web submission.
- Develop an Enrollment Dashboard and Strategic Indicators
- Increase the types of information available on the IA web site to included student survey information, comparative data, and internal data. Migrate to Drupal Content Management System.

### Student Veterans Resource Center

There have been several positive strides forward for the Student Veterans Resource Center in the past year. While the target enrollment increase was not met, the initiatives to address the issue of retention and efficiency of the SVRC took a considerable amount of time and effort from the SVRC staff. In order to address retention and graduation rates, the SVRC staff has begun working with Academic Advising and Institutional Analysis to gather necessary data and implement communication plans for veterans enrolled at the University of Michigan-Flint. The goal is to take an approach to enrollment growth that expands beyond the admission of new student veterans and includes efforts to retain current student veterans so they have the necessary supports to complete their degree program and find employment after graduation.

Additional efforts were put into improving the way the SVRC staff provides information to enrolled veterans. The staff has created a Veterans Blackboard group. This group will allow SVRC staff to send communications in a much more efficient and direct way than they were capable of in the past. This will also provide a centralized location for veterans to gather information about scholarships, benefits, access forms, and links and information to other vital student/veteran support services on and off campus.

One of the great milestones of the past year was the rededication and opening of the expanded space of the SVRC. The transition into the new space has been a significant improvement for student veterans and staff. There is now readily available, quiet, and confidential office space for students to meet with staff. The search to fill the open Veterans Services Coordinator position was successfully completed.

The SVRC was also the site for the 2012 Tillman Military Scholar Midwest Regional Conference. As part of the event, General Michael R. Lehnert (ret.) was invited to campus as the keynote speaker and Dr. Stevens Wandmacher presented, “Ethics and Understanding Difference”. Tillman Military Scholars were guests of UM-Flint for three days and participated in several events throughout the community.

One of our continued concerns is the workload of current staff members. As the outreach and collaborative initiatives increases in parallel with the enrollment growth, the staffing of the center will need to be assessed. With the recent revision of the residency eligibility for active duty service members and veterans, we also project a large increase in the enrollment of veterans and service members at the University of Michigan-Flint. Keeping student satisfaction and attention to student needs at the forefront, the SVRC needs to be staffed with enough individuals to manage both the student services and project coordination within the center. The detailed process of VA benefits certification will require additional staff within the next year.
Status of 2012-13 Goals

- Addressed staffing needs and assignments of the SVRC with replacement of the School Certifying Official, but have not increased staff as needed.
- Increased enrollment of student veterans by 8.3%.
- Student Satisfaction Inventory Tool is completed and ready to administer.
- Created the Veterans Blackboard site to address communication needs.
- Established working relationship with Mott Community College by working directly with Veterans Center staff to communicate with prospective transfer students and to guide prospective UM-Flint students who may need coursework from a community college prior to applying at UM-Flint.

Significant Achievements

- Establishment of priority registration for all veterans. Due to the requirements put in place by the VA regarding what courses are eligible for certification, the SVRC requested veterans have priority registration to help ensure they are able to enroll in classes that are required in order to receive payment from the VA.
- Veteran undergraduate applications were up 15%.
- Expanded existing SVRC space. The office is occupied by the Veterans Service Coordinator, the Veterans Admissions Coordinator, a VA employee, and a conference room. Card swipe access is available to the SVRC Student Area for all enrolled student veterans.
- The Pat Tillman Foundation renewed scholarships for the two current Tillman Military Scholars.
- The SVRC hosted the Pat Tillman Foundation for their annual Regional Conference.
- The Veterans Admissions Coordinator is currently serving the first of a three year term as Chair of the Recruitment & Outreach Committee with the Consortium of Michigan Veteran Educators.
- The University of Michigan-Flint has been named as GI Jobs Military Friendly School for 2013. This makes this the fourth consecutive year on the list.

External Publications or Presentations

- Sarah Mellon presented at the following conferences:
  - Equity in Education: “Guidelines for Student Veterans Services in Higher Education” with Ken Smith from Wayne State University
  - Multiple Yellow Ribbon Events with the Michigan National Guard: “College: Choosing the Right Fit”
  - Michigan Association of College Registrars and Admissions Officers Summer Summit: “Bridging the Military Transfer Credit Gap”
  - Invitation to present at the National Association of College Admissions Counselors National Conference in September
- Stevens Wandmacher presented at the Tillman Regional Conference: “Ethics and Understanding Difference”
2012-2013 Budget

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*Remaining amount is Financial Aid (Blue Ribbon Scholarship Funds)*

Goals for 2013/2014

- Continue to increase the enrollment of student veterans
- Collaboration with Graduate Programs
  - Increase outreach to potential graduate students at recruitment events
  - Record veterans information from Graduate Programs admissions applications with other recorded veterans data
- Increase promotion of Tillman Military Scholars and University Partnership with the Pat Tillman Foundation
- Continue Veterans Orientation Program for newly admitted veterans
- Faculty/Faculty Advisor training
  - Work with other campus departments to increase awareness of potential needs specific to student veterans
  - Help facilitate communication and collaboration between academic units and the Student Veterans Resource Center
- Implement use of the Veterans Blackboard Group
  - Use as a primary communication tool
  - Allow for timely updates and easy access to information specific to veterans
- Website clean-up
  - Refocus the content of the SVRC website to focus on prospective students and outside agencies
  - Update links and resources posted
- Improve office efficiency
  - Move to electronic storage of files in ImageNow
  - Revise Veterans Intent Form to collect more specific veteran information that will improve communications
  - Work with AIMS and Institutional Analysis to create 10th day reports to include veterans data for more accurate and consistent enrollment counts
  - Conduct first Student Satisfaction Inventory in the fall semester to gather student feedback
  - Collaboration between SVRC, Academic Advising, and Institutional Analysis to assess continuation and graduation rates. Implement communication plans for veterans at or below a certain grade point average or with frequent enrollment changes to guide students toward appropriate academic support services.
- Scholarship
  - Re-establish enrollment of eligible student veterans in the SALUTE National Honor Society
  - Host a scholarship, graduation, and SALUTE induction ceremony of April each year
Thompson Center for Learning and Teaching

“Teaching may be compared to selling commodities. No one can sell unless someone buys. We should ridicule a merchant who said that he had sold a great many goods although no one had bought any. But perhaps there are teachers who think that they have done a good day’s teaching irrespective of what pupils have learned.”

-- John Dewey

Introduction

Why would we begin our 2013 Annual Report with that famous John Dewey quotation? In short, it succinctly captures our obsessions and concerns. Just as our students’ learning depends upon good teaching, good teachers must continually attend to the effects of our work: are we getting the results we want, the results we believe in? Are we ourselves learning to be ever better, ever more effective teachers?

These are essential questions whose answers provide the impetus for the work of the TCLT.

Thus, as the TCLT prepares for a transition to a new director, our work this year once again anchored us to our mission of supporting teaching excellence, and did so on several fronts by providing funds to innovative teachers, supporting incoming and continuing faculty, and creating occasions for pedagogical professional development, celebration and inspiration.

Often, our assistance is financial as well as facilitative; in addition to our 46 small and larger-scale programming that drew hundreds this year, 50 faculty members received direct individual support for pedagogical innovation and professional development. We provided nine Faculty Development Pedagogical Grants totaling $10,100 for conference attendance and/or course development and materials. We provided two Pedagogical Fellowships for course redesigns. We supported 10 teaching circles on a variety of topics including best teaching practices for SHPS faculty, cross-disciplinary collaborations, recruitment and retention of minority students in SHPS, intentional teaching methods, the flipped classroom, cultural inquiry, exploration of the interface between biology and chemistry, online health profession courses, and peer evaluations. We delivered $2,000 stipends to 10 individual participants in the Catalyst Course Design program, and awarded two departmental Catalyst Grants of $1,000 for multi-faculty collaborative projects. We sent four faculty to the Lilly Conference on Teaching in Traverse City, five faculty to Lilly Ohio, three faculty to Lilly Bethesda, and six faculty and one graduate student to the Scholarship of Teaching and Learning Academy at Grand Valley State University. Of these, six were peer-reviewed presenters.

150 faculty members from five institutions shared in a visit and keynote by Ken Bain at UM – Flint, October 4, 2012.

Status of 2012-13 Goals

- Keep the TCLT humming and as grounded as possible in its operations as the search for the new director is conducted, including our usual activities to support excellent teaching: “Cloth Bags,” the pre-Convocation Workshop, mini-seminars, and the Celebration of Teaching.

As our introductory paragraph summarizes, we did this, although the year did not yield the selection of a new director. Jan Worth-Nelson has made her Aug. 31 retirement official, so much of the last quarter of the year has been devoted to organizing archival materials, assessing results of the Catalyst program, setting down some tracks for next year’s programming that could be following through by a new director, and clearing the deck toward the TCLT’s new era.
• Assist the TCLT board and search committee in finding the best possible new TCLT director, and facilitate the new director’s transition to campus.

Director Worth-Nelson actively participated in the search process during the Fall and Winter semesters. In addition to attending search committee meetings, she posted information about the position on several key websites, took materials about the position and the TCLT to several regional conferences, and attempted to spread the word locally and regionally. As already noted, as of this writing the search continues.

• Take the Catalyst Course Design Program through its next iteration, opening it up to all except new faculty, and further develop its accompanying peer review opportunities.

Professors Jie Li, Jie Song and Julius Militante were three of this year’s Catalyst Course Design Participants.

Ten faculty, representing all four units, completed our third year of the CCD this year. After considering results from the first two years, this year the program changed so that veteran faculty were invited in, with the emphasis shifting to “mid-career” teachers. While this was a smaller group than the first two, consideration of innovations and active learning practices seemed safer and more possible from an institutional standpoint. Eight of the CCD participants presented their results at the April 26 Celebration of Teaching, and their written reports will be part of the archives of the TCLT, part of Director Worth-Nelson’s writing about the program, and crucial to a presentation prepared for a Lilly Teaching Conference in Traverse City in Fall, 2013.

• Continue new faculty orientation, including initial events, ongoing events and individual consultations.

As usual, the TCLT developed, organized and conducted the New Faculty orientation on Tuesday, Aug. 28, 2012. New Faculty Orientation is an all-day occasion which features faculty panels, presentations on campus safety, information about the mentorship program and LEO opportunities, and discussions about assistance to students and classroom management challenges. Several follow-up sessions occurred throughout the Fall semester.

Jose Cruz, keynote speaker of the 2012 Pre-Convocation Workshop.

• Implement a successful “Ken Bain” event, including lead-up promotion and discussion, the on-campus visit itself, and relevant follow-up.

After many planning meetings, reading groups and marketing efforts, the Ken Bain event was a rousing quantitative success, with 150 faculty members from 5 institutions attending the Oct. 4 keynote speech and dinner, and an additional 25 from UM – Flint attending an Oct. 5 seminar. A follow-up session drawing about 60 attendees in January was equally successful, if not better, with representatives from 4 of the 5 campuses presenting evidence about how they were applying Bain’s ideas.
• **Move the TCLT into a more accessible space.**

Despite putting together a package of arguments and suggestions toward this much-desired move, and despite ardent support from our first director, Dr. Lois Rosen, and a letter of advocacy from the TCLT Advisory Board, the year ended with a communication from Senior Vice Provost Lotfi that this change likely is not forthcoming. A few space arrangement changes are underway within the OEL suite to cushion sound and make signage more evident, but this is far from the circumstance we hoped for. We understand that this is an evolving story and perhaps 2014 will be the year of more significant movement.

• **Continue coordination of the Clickers Project.**

The formal research-based clickers project on content retention went into remission this year, with faculty participation dissipating in the Fall Semester, and nothing new happening in the Winter Semester. Director Worth-Nelson nonetheless had enough data from what had been collected so far to present at a national Clickers Conference in Chicago in October, to present at Eastern Michigan in February, and to support continued data collection by the one faculty still examining results. The TCLT supported his proposal to present at the SoTL Academy in the spring, and covered his expenses for attending and presenting his results.

### Significant Achievements

• **The Ken Bain Event.** As noted elsewhere, this collaboration with the other Quad-Pod member institutions yielded a successful series of events centered around the visit by Ken Bain, author of *What the Best College Teachers Do*. This was significant for many reasons – first, the quantitative measures, in that we had robust turnouts for all the events; second, for the qualitative aspects, meaning that substantial discussions – both cross-campus and in--house – occurred at a series of reading groups, cloth bags, and faculty orientation sessions; and third, that based on the presentations at the January follow-up session, faculty members are taking Bain’s ideas to heart and finding ways to apply them to their work.

*Ken Bain addressing the “What the Best College Teachers Do” Dinner and Keynote, Oct. 4, 2012*

• **Continually and faithfully provided activities and events that support and advance teaching and learning across campus.** Our various series included the new faculty orientation, the Pre-Convocation Workshop, four “Cloth Bags,” ten ongoing new faculty orientation sessions, six Catalyst Course Design Program meetings, the “Hatching Exemplary Practice” workshop, and a “Flipped Classroom” workshop co-sponsored with Online Extended Learning, two workshops for LEO membership, production of the *Scholarship of Teaching* journal, creation of a series of “Faculty Focus” profiles promoting faculty efforts and addressing issues of teaching and learning challenges.
Academic Affairs Annual Report 2012-13

- Active and significant participation in institutional conversations and efforts relevant to a campus culture of not just teaching excellence, but student success. These include the director’s contributions to the Student Success Center initiative, the Critical Issues Forum, and the Winegarden Professorship projects. Director Worth-Nelson found a number of ways to apply “clickers” findings and technology to institutional needs; she helped create and then facilitated a clickers-based discussion for CAS to poll faculty responses to a task-force report on CAS Department Chair roles; she carried out a workshop on clickers use for SOM faculty, and she helped an Orientation leader incorporate clickers into Freshman summer programming.

- Program Coordinator Sandra Alberto provided ongoing organizational support for First Year Experience courses, including coordinating indirect assessments of FYE courses and curriculum review and approval. In addition, Alberto supported institutional efforts by serving on Staff Council, the LEO Professional Development Grant Awards committee, on two interview committees for staff positions, and on the Dining Services Advisory Board through which she helped select the Dining Services Vendor.

- Vigorously continued taking UM – Flint actively into national conversations about teaching and learning.

External Publications or Presentations


- Want to Teach More Effectively? B.F. Skinner is your B.F.F. Jan Worth-Nelson, Presentation to the Lilly Conference on Teaching and Learning, Miami U. of Ohio, Nov. 16, 2012.


- “The Organism is Always Right”: Hewing to the Visible with B.F. Skinner, Jan Worth-Nelson, presentation, Scholarship of Teaching and Learning Academy, Grand Valley State University, May 20, 2013.

- Worth-Nelson was interviewed by Bob Mabbitt of UREL for a substantial piece on active learning which was posted on the UM – Flint website and has been getting numerous Google hits around the
country. Further, Worth-Nelson’s Research Spotlight on the TCLT’s collaborative clickers project has been posted online and is appearing on Google.

- Worth-Nelson also was interviewed by a representative of i-Clickers for a three-minute video about principles of class participation and how they could be incorporated into clickers use in a writing classroom. The short piece is scheduled to go online later this summer.

![Theatre Lecturer Amanda Janke teaching an intensely “active learning-based” costume design class](image)

### Development Activities and External Funding

Summary of funds raised from external sources – development activities during the past year. See below, with the following as a caveat and addition:

- We received $2,500 from Susie Thompson, daughter of our endowment donor.
- We received an additional $5,000 contribution into the endowment from Marian Wright in support of the Teaching Circles.

### Grant Applications

**We did not directly apply to any external organizations for funds in 2012-2013.** While understanding the importance of this element of institutional work, we have not seen it as central to our mission and have regarded our contribution in this category to helping faculty create the work that might attract external support for them. **We are hopeful a new director might bring energy and expertise to this area of the TCLT’s functioning and future.**

### Community Engagement Activities

The director participated actively in the meetings of the “Quad-Pod,” a quartet of directors of teaching and learning centers at Mott, Kettering, and Baker Colleges, and as noted elsewhere, this group sponsored a major event in October featuring teaching excellence guru Ken Bain. The group is planning and coordinating a January 2014 visit by Teaching Naked author Jose Bowen.

The TCLT also works indirectly toward community initiatives through its support of faculty.
2012-13 Budget Summary

<table>
<thead>
<tr>
<th>FY2012-2013 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Authority</td>
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<td>b. Operating*</td>
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<tr>
<td><strong>Total Salaries and Operating</strong></td>
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<td><strong>Total Expenditures</strong></td>
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<tr>
<td><strong>Balance</strong></td>
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</table>

*Operating expenses are allocated to the TCLT 30000 Fund.

Goals for 2013/2014

Considering that the TCLT may be without a director on Sept. 1, this is difficult to determine – and if a new director is in place, he or she will likely have his or her own ideas. Here is what we are able to visualize, predict and hope for at this point:

- Support efforts to get the best possible TCLT director in place and to assist him/her in launching the work.
- Coordinate the New Faculty Orientation Day on Monday, Aug. 26. What happens after that depends on whether there is staffing to support it.
- Plan, coordinate, and present the Pre-Convocation Workshop on Wednesday, Aug. 28. This year’s theme is “Liberating Learning” and will feature Susan Albertine and Tom Laird, the presenters whose visit was cut short by a February 2013 snow day.
- Continue planning and coordination of a Quad-Pod-sponsored Jan. 23-24, 2014 visit by Jose Bowen, author of Teaching Naked. We hope this event matches or exceeds the success of the Ken Bain 2012 event.
- Continue advocating for better, more accessible, more visible space.
- If staffing is in place, continue the Catalyst Course Design program, along the lines of the redesign of 2012-2013.
Undergraduate Admissions

The Office of Undergraduate Admissions (UG Admissions) applies principles recognized as best practices in strategic enrollment management to achieve the University’s student-centered enrollment and retention goals. UG Admissions recruits, and processes admission applications for prospective U.S. citizen and resident non-citizen students who will become traditional, first-time-in-any-college (FTIAC) freshmen, transfer, guest, readmit, dual-enrollment, and non-candidate-for-degree (NCFD).

The 2012-13 year was one of dramatic growth for the department, finally demonstrating signs of recovery and success after the devastating staff exodus of two years prior. Much of the resulting experience and staffing gap has been filled, though several challenges remain to be addressed. The strategy for 2013-12 continues to focus on operational efficiency, and long-term recruitment vision.

Status of 2012-13 Goals

1. **Continue recovery from large staff turnover and rebuild operational competency, including:**
   - **Filling vacant positions and/or functions [ONGOING]**
     Filled (or were in final steps of filling) five permanent positions during 2012-13, two additional searches early in 2012-13 will finally complete filling of vacancies. Once complete, approximately 50% of current staff will have been hired over 18 months.
   - **Continue aggressive staff development [MET]**
     Intensive staff development was continued during 2012-13 to help hasten the growth of the relatively inexperienced staff (particularly recruiters).
   - **Map/document procedures and processes to improve consistency and for training of new staff [ONGOING]**

2. **Improve operational efficiency [MET]**

   The operational side of Admissions – the processing of applications and related materials – is a key element in the overall function of the department. The more efficient the operations, the better application experience a prospective student receives, and the more time available for counselors to focus on recruiting students rather than processing files. Some salient developments this year include:
   - Bi-weekly meetings with operations staff to map existing procedures and prioritize opportunities for improvement
   - Evaluation of current processes to identify bottlenecks and to eliminate elements which are not value-added
   - Incentivization of applicants to apply at ideal times and long before deadlines to provide more consistent processing demand and reduce processing delays
   - Automation of several manual online application processing components, saving staff time
   - Shifting of simple processing duties from recruiters to clerical staff to reduce file movement and provide more time for recruiters to focus on student contact
   - Preparations for launch of paperless (ImageNow-based) document workflow
   - Revision of document retention policy, allowing for faster, more efficient document retrieval/matching during application stage

3. **Achieve specific enrollment goals for Fall 2012:**
   - **Enroll 720 FTIAC students (15% growth), including 20% growth outside Genesee county [MET]**

     Though not finalized until mid-September, all early indicators point to a very strong FTIAC enrollment for Fall 2013. As of July 24 overall FTIAC enrollment is on track to reach 738 (18% increase) and out-of-county FTIAC enrollment to rise by as much as 35%. This has been the result of a very deliberate effort this past year to increase our out-of-county presence and grow our recruitment geography. The preliminary results are outstanding, especially considering that the number of high school graduates within our primary market is forecast to decrease 4.2% from 2012.
The anticipated dramatic contraction of the FTIAC market (shrinking high school graduating class sizes) will continue to be a primary challenge in the coming years. Students from Genesee County make up approximately 60% of our FTIAC cohort each fall, and graduating class sizes within the county are shrinking at a rapid pace (nearly 20% from 2010 to 2015 when it is expected to begin to plateau):

- **920 transfer students [UNLIKELY TO BE MET]**
  New transfer enrollment for Fall 2013 is likely to be flat (around 860), to modestly lower. The missed goal is due to significant enrollment declines experienced at feeder community colleges which are just now propagating to 4-year institutions; an effect being experienced widely among Michigan’s public universities. The declining high school graduates will continue to put a strain on our ability to grow transfer enrollment in coming years.

- **35% growth in new veteran students [MAY BE MET]**
  It is too early to confidently predict new veteran student enrollment for Fall 2013; however, early orientation registration counts are up over 50%, an encouraging sign.

- **2% growth in new minority students [MET]**
  The incredible growth expected in FTIAC enrollment will make attainment of an overall 2% growth in minority students an easy matter. Fall 2013 final counts are also likely to demonstrate a modest increase in the proportion of minority students above the 22% level experienced in Fall 2012.

4. **Build collaborative relationships with academic departments to identify growth opportunities, to assist departments in reaching specific enrollment goals, and to leverage the effect of strong faculty participation in the recruitment process. [ONGOING]**

   Student-centeredness (as demonstrated through small class sizes, accessible faculty, personal connections, etc.) is a key differentiator for the university and an excellent tool in attracting students to the institution for more than locational convenience. Admissions has continued to engage academic departments and individual faculty more than any time in recent memory. This includes:

   - Making faculty contact a key feature of recruitment events
   - Meeting with chairs/faculty from dozens of programs to teach admissions counselors key program features/differentiators
   - Continuing plans for high-contact faculty involvement in recruiting (e.g. creation of key contacts in each program, major-specific promotional material, high school faculty visitation, major-specific recruitment events, creation of pathways from community college programs to UM-Flint for transfer students, etc.).

5. **Modify recruitment strategy and activity to focus on long-term results:**
- **Augment FTIAC prospecting to entire state of Michigan to diversify market geography outside Genesee County** [MET]

  The department made very aggressive and deliberate efforts during 2012-13 to diversify our market geography outside of Genesee County and our traditional 10-county recruitment range. This included:
  - Increased prospect pool from ~30,000 to nearly ~100,000 (entire state of Michigan)
  - Attended all MACRAO-sanctioned fairs state-wide
  - Doubled quantity of high school visits made by admissions counselors
  - Augmented on-campus visit programs, resulting in ~320% increase in recruitment event attendance since 2011
  - Focused communications on on-campus living, including several overnight campus visit opportunities for prospective freshmen
  - Increased out-of-county admits by ~40% over 2012

- **Develop early recruitment plan which targets high school sophomores and juniors** [MET]

  Relationship building with prospective students early in their college search is critical to generation of top-of-mind awareness for the University, and recruitment overall. Historically, admissions did not engage prospecting or standard communications with potential FTIACs until the summer preceding their senior year of high school. In 2012-13 we purchased ACT PLAN names of sophomores for the first time and have begun integrating them into our communication and recruitment plans.

- **Improve inbound marketing and communication with prospective transfer students to grow transfer student pipeline** [ONGOING]

- **Establish expanded Mott Community College recruitment office** [MET]

  The new, significantly-expanded Mott recruitment office at 1102 University Center on the MCC campus was officially opened on November 9, 2012. Development of recruiting efforts and programming there are ongoing.

**Significant Achievements**

Included above within review of 2012-13 goals.

**Community Engagement Activities**

UG Admissions participated in numerous community engagement activities including visits to churches and other events to recruit both traditional and nontraditional students.
2012-13 Budget Summary

<table>
<thead>
<tr>
<th>FY 2012-2013 Budget</th>
<th>Amount</th>
</tr>
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<td>a. Salaries</td>
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<td>Equipment</td>
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<td><strong>Total Expenditures with Contingency</strong></td>
<td><strong>$1,428,897</strong></td>
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</table>

**Balance** | **$70,752**

Goals for 2013/2014

As indicated in the introduction, the 2012-13 year was an extremely challenging one for the operation of the department due to a previous staff exodus, and the resulting lack of continuity. Goals for 2013-14 therefore continue to focus on operational efficiency, and long-term strategic recruitment vision.
1. Complete recovery from previous large staff turnover, including:
   - Fill few remaining vacant positions and/or functions
   - Continue aggressive staff development

2. Improve operational efficiency:
   - Evaluate current processes to identify bottlenecks and to eliminate elements which are not value-added
   - Incentivize applicants to apply at ideal times and long before deadlines to provide more consistent processing demand and reduce processing delays
   - Automate manual processes and increase proportion of online applicants
   - Continue to shift simple processing duties from recruiters to clerical staff to reduce file movement and provide more time for recruiters to focus on student contact
   - Make significant strides toward paperless application processing
   - Further refine scholarship process

3. Achieve specific enrollment goals for Fall 2014:
   - 755 FTIAC students (~5% growth), including 10% growth outside Genesee County
   - 900 transfer students (~2.5% growth)
   - 10% growth in new veteran students
   - 4% growth in new minority students

4. Continue to build collaborative relationships with academic departments to identify growth opportunities, to assist departments in reaching specific enrollment goals, and to leverage the effect of strong faculty participation in the recruitment process.

5. Modify recruitment strategy and activity to focus on long-term results:
   - Migrate to regional, multi-county recruitment territory strategy for admissions counselors, expanding reach into new FTIAC territories and establishing relationships in all community colleges.
   - Continue to augment FTIAC prospecting and recruiting to entire state of Michigan to diversify market geography outside Genesee County.
   - Further develop early recruitment plan which targets high school sophomores and juniors.
   - Improve inbound marketing and communication with prospective transfer students to grow transfer student pipeline.
The College of Arts and Sciences completed a productive year for faculty and staff in 2012-13. Significant levels of faculty scholarly productivity, exciting engagement initiatives were seen. Hiring of new faculty continued, while large numbers of faculty reviews took place. Towards the end of the academic year, CAS Leadership began a period of transition with an Interim Dean, Interim Associate Dean, the promotion of an Assistant Dean to an Associate Dean, as well as several new staff members. This report will demonstrate the College’s positive contributions to the University and the communities we serve, as well as the commitment to continuously improve as the needs of the College evolve. Goals for 2013-14 reflect the College’s desire, and the institutional need, to identify and develop some type of budget processes, promote student success and retention, as well as engage the College more extensively in alumni relations and University Development.

### Status of 2012-13 Goals

- **Develop enrollment plans for select undergraduate programs.**
  The college did not develop specific enrollment plans for undergraduate programs. Departments and programs were encouraged to develop enrollment growth targets and to provide the college with estimates of enrollment trends. In general the expectation was that CAS would remain somewhat flat in terms of enrollment.

- **Study the benefits and work toward implementation of budgetary strategies that will incentivize Departments.**
  The College hired Budget Analyst Dennis Fattaleh, who began work with Interim Chief Financial Officer Gerald Glasco, Senior Vice Provost Vahid Lotfi and Provost Voland to evaluate the CAS budget. Dennis Fattaleh started the development of a budget model that links departmental costs and revenues through existing data sets.

- **Devise, by late October, a comprehensive, multi-year enrollment and student persistence plan for the College of Arts and Sciences.**
  Limited progress was made on the comprehensive, multi-year enrollment and student persistence plan for the College of Arts and Sciences. This important initiative will be undertaken by the incoming administration beginning in July, 2013.

- **Work to improve both staff skill-sets and morale.**
  Staff skill sets and morale remain a significant issue for CAS. The incoming administration is committed to improvement of the morale of staff and further development of the necessary skillsets for all employees of CAS.

- **Identify (preferably permanent) space for the Department of Psychology’s office, classroom and laboratory needs. Revisit renovation of the Northbank basement for additional art space.**
  Former Dean D.J. Trela, along with (now) Interim Associate Dean Susan Gano-Phillips, former Interim Associate Dean Ricardo Alfaro, and Assistant Vice-Chancellor Bill Webb identified a permanent space for the Psychology Department on the 5th floor of French Hall. Northbank renovations are on hold pending identification of appropriate resources to support requested renovations.

### Significant Achievements

- **Compared to other academic units on campus the size and scope of routine College work can appear staggering in scope and extent.** During Academic Year 2012-2013 the College conducted five promotion and tenure reviews, four of which resulted in faculty promotions: three from assistant to associate professor with tenure, and one from associate professor to professor, with tenure. The Dean and Executive Committee also conducted seventeen two and four-year reviews, and three Post-Promotion reviews. On the LEO front, there were twenty-nine Major and Continuing reviews, and fifteen Interim Reviews.
The College continued a major budgetary review of all Department and programs with independent budgetary authority.

Modest program development, new catalogue designations of "PreMed--Biology, "Pre-Med--Chemistry," etc. that are designed to make existing options more readily apparent to potential CAS majors, designations of additional CAS courses available for general education credit, and continued overwhelming support on the part of CAS faculty for UNV 100. Important bridges were built between the College, the Admissions office, and the Advising Center.

The College fully supported NCATE accreditation efforts. That portion of the College that makes up the Education Unit is deeply gratified at the successful outcome of the site visit.

ABET accreditation continued on track. Mechanical Engineering is scheduled for a site visit by an accreditation team in Fall 2013.

The College filled seven tenure-track faculty positions. At the time this report was written, searches were underway for several Lecturer III position intended to support off-site programming held in ISD's in mid-Michigan.

DEEP Program developments in Livingston County and in Utica Community Schools.

**Student-Outcomes Assessment**

The College of Arts and Sciences has two significant achievements to highlight in the area of assessment of student learning for the 2012-2013 academic year. First, the college and its faculty members have contributed greatly to the assessment of the General Education program. Of the nearly five thousand pieces of data for the General Education outcome “Facility with Research Methods”, 69.5% were submitted by classes within CAS. Further, of the 95 faculty that submitted assessments in this area last year, 68 (or 71.5%) were faculty members with the College of Arts and Sciences. Furthermore, two faculty members worked to analyze the narratives within the General Education Learning Outcome forms to produce a set of invaluable rubrics. Finally, in terms of the contribution of the College to the General Education program, Drs. Roach, Larsen and Barnes presented the university’s work that embeds the assessment of General Education outcomes within courses at the Higher Learning Commission in April of 2013.

The second major accomplishment in the area of assessment is represented by the tremendous work accomplished by CAS faculty which revolved around the accreditation efforts by the Education Unit of the University of Michigan-Flint. Faculty in all CAS Teacher Certification Programs worked diligently to implement assessment protocols for the key assessments required of all programs and to report at least one year’s worth of assessment results in SPA (Specialized Professional Association) or SPA-Like reports. This process required that all of our Teacher Certification Programs develop program specific assessments and align these measures with the appropriate professional standards. Particularly noteworthy was the feedback received for Educational Administration. According to the National Recognition Report issued by the Preparation of Educational Leaders SPA, “All assessments are excellent examples that should demonstrate candidate performance at high levels.” More specifically, the report also describes the program’s key assessments with such language as the following: “An excellent assessment that is nicely aligned to evaluate candidates on the ELCC standard elements. The assessment description is well designed and shows an alignment to the ELCC standard elements.”

While the College of Arts and Sciences continues to make advances in its efforts to assess student learning, the college also needs to refocus attention on the assessment work within our growing numbers of programs. This will be a primary task for the 2013-2014 academic year.

**External Accreditation**

Together the College faculty partnered with the Education Department colleagues and achieved a successful NCATE accreditation visit and review.

The Music Department maintained their accreditation with the National Association of Schools of Music (NASM).

The Mechanical Engineering faculty and CSEP are preparing for an Accreditation Board for Engineering and Technology (ABET) site visit this fall.
• The Chemistry Department maintained its American Chemical Society (ACS) accreditation.

Research and Creative Activities

Africana Studies


Biology


Chemistry and Biochemistry


Communication and Visual Arts


Darryl Baird. Featured artist page(s) and (photographic) formula variations, Gum Printing: And Other Contact Printing, Christina Z. Anderson Publisher, January 2013, Pages 213, 217-219, 271.


De La Mare, D.M. (2013). Dialogue across lines of difference: Acknowledging and engaging diverse identities in the classroom. Communication Teacher, 27(2), 71-75.


Computer Science, Engineering and Physics


Murali Mani, Enabling Secure Query Processing in the Cloud using Fully Homomorphic Encryption, In Workshop on Data Analytics in the Cloud (DanaC), Held in conjunction with ACM SIGMOD/PODS, New York, New York, June 2013.


Earth and Resource Science


Economics


English


Frederic Svoboda, “Houses, Museums and Tours.” Article appeared in Cambridge University Press collection

Mathematics


Class Numbers via 3-Isogenies and Elliptic Surfaces Cam McLeman and Dustin Moody International Journal of Number Theory 2013 09:01, 125-137.

Graph Invertibility Cam McLeman and Erin McNicholas Graphs and Combinatorics, May 2013.


Music


Lois Alexander. November 1, 2012 - performed on judges' recital opening the Moscow Conservatory of Music's International Competition for Flute and Tuba held in the Maliy Hall of the Moscow Conservatory of Music.

Heidenreich, Christopher. Published in December 2012 of The Instrumentalist Magazine an article entitled “March Madness”.


Salvador, K. K., & Gammon, K. (2012). Online instruction as a route to engagement in higher education. The Scholarship of Teaching 3(1), 7-12.


Philosophy

Jami Anderson. The Philosophy of Autism, co-edited with Simon Cushing, was published in November 2012. I co-wrote the introduction and am the sole author of Chapter 6, “A Dash of Autism”.

forthcoming Summer 2013. This anthology is a proceedings of the Oxford conference I presented a paper at September 2012. The paper was reviewed before being accepted.

**Jami Anderson.** Chapter “A Life Not Worth Living,” ed. David Pierson, anthology titled “Breaking Bad: Critical Essays on the Contexts, Politics, and Style of the Television Series”, finished final stages of editorial revisions and was submitted for publication in March 2013. This anthology, contracted to be published by Rowman & Littlefield, is expected to be in print Fall 2013.


**Psychology**


**Sociology, Anthropology and Criminal Justice**


**Ozsoy, Hisyar.** (Co-authored with Dr. Erdem Yoruk) 2013. Shifting Forms of Turkish State Paternalism toward the Kurds: Social Assistance as “Benevolent” Control. Dialectical Anthropology 37 (1): 153-158.

**Ozsoy, Hisyar.** (Translation; Turkish-to-English) 2013. The New Constitution and the Paradox of Kurdish Problem (by Ayhan Bilgen). Dialectical Anthropology 37 (1): 165-169.


**Spivack, Shelley.** "Share Art: Arts for Youth in Detention" Bar Beat, November-December 2012.


Theatre and Dance


Newport, Shelby. Costume Designer for Man of La Mancha (2012) at St. Croix Festival Theatre, St. Croix, Minnesota.

Development Activities and External Funding

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
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<th>Fiscal Year 2013</th>
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<tr>
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<tr>
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<td>$430,251.88</td>
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Given the College’s large number of alumni, the potential for enhanced development activity is significant. Over the past six years Shelly Hoffman ably worked with former Dean Trela to identify and cultivate donors to the College. Her departure to take another position in winter was a serious blow to fundraising activities. By the point that Dean Trela stepped down at the end of June, the Development office had not announced plans to conduct a search for a replacement for Ms. Hoffman. Thus, the College has been without support for its development and fundraising activities for in excess of six months.
## Grant Applications

**CAS External Grants**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Proposal Title</th>
<th>Direct Sponsor Name</th>
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<th>Current Status of Proposal</th>
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</thead>
<tbody>
<tr>
<td>Aluko</td>
<td>Olanrewaju</td>
<td>CSEP</td>
<td>MRI: Acquisition of Bi-Axial Fatigue Tester for Research and Education</td>
<td>National Science Foundation</td>
<td>$166,255</td>
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<td>Friesen</td>
<td>Lauren</td>
<td>Theatre and Dance</td>
<td>Scholarships and Initiatives for MA Arts Administration</td>
<td>Mott, Ruth Foundation</td>
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<td>Ganguly</td>
<td>Rajib</td>
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<td>Guluma</td>
<td>Africana Studies</td>
<td>African/African-Diaspora Artist Series</td>
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<td>Thomas</td>
<td>History</td>
<td>Whaley Historical House Internship</td>
<td>McFarlan Home, Inc</td>
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<td>Irwin</td>
<td>William</td>
<td>Theatre</td>
<td>2013 Grandmother's Work: The voices, dances and memories of women in Flint</td>
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<td>Arts in Transition Flint</td>
<td>National Endowment for the Arts</td>
<td>$10,000</td>
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<td>Miskevich</td>
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<td>Understanding the Role of FGF and Cilia in Causing Hydrocephalus</td>
<td>Health and Human Services, Department of National Institutes of Health</td>
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<td>Pearson</td>
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<td>Point Defect Reduction in Far Infrared</td>
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<td>Rybarczyk</td>
<td>Greg</td>
<td>ERS</td>
<td>City of Flint Parks Equity Assessment</td>
<td>Crim Fitness Foundation</td>
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<td>Examining Disparities in Food Access and Enhancing the Food Security of Underserved Populations in Michigan</td>
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<td>Turner</td>
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<td>Data Buddies 2012: Broadening Participation in Computer Science - Widening the Research Pipeline</td>
<td>Computing Research Association (CRA)</td>
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**CAS Internal Grants**

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<td>Dauda</td>
<td>Africana Studies</td>
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<td>International Travel</td>
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<tr>
<td>Aiyer</td>
<td>Ananthakrishnan</td>
<td>Anthropology</td>
<td>Where Does Violence Fit in ANT</td>
<td>International Travel</td>
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<td>Alfaro</td>
<td>Ricardo</td>
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<td>XIX Coloquio Latinoamericano de Algebra</td>
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<td>Anderson</td>
<td>Jami</td>
<td>Philosophy</td>
<td>Remorse and Responsibility: Discipline and Punishment in Light of Autism</td>
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<tr>
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<td>Investigating the Performance of Pheromone-Baited Trapping Techniques Using a Management Strategy Evaluation Model</td>
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<td>Emenyonu</td>
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<td>Africana Studies</td>
<td>New Perspectives on the Teaching and Study of Igbo Language-Literature in the 21st Century</td>
<td>International Travel</td>
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<td>Emenyonu</td>
<td>Earnest</td>
<td>Africana Studies</td>
<td>Verbal Arts, Folklore and Literary Imagination in Non-Western Pre-Colonial Societies: A Study of the Evolution and Development of the Novel in Indigenous African Languages, 1900-2010</td>
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<td>Freedman</td>
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<td>Benjamin</td>
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<td>Start-Up Funds</td>
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<td>Gemeda</td>
<td>Guluma</td>
<td>Africana Studies</td>
<td>Coffee Farmers, Conservationists, the State and 'Wild' Coffee in Ethiopia</td>
<td>International Travel</td>
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<td>Hanashiro</td>
<td>Roy</td>
<td>History</td>
<td>Ogasawara Islands: In the Web of 19th Century Imperialism</td>
<td>International Travel</td>
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<td>Hollis-Etter</td>
<td>Karmen</td>
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<td>Metabolism of Vitamin D by Triple Negative Breast Cancer Cells and Possible Cancer Treatment Effects of Vitamin D</td>
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<td>Kelts</td>
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<tr>
<td>Last Name</td>
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<td>Vickie</td>
<td>English</td>
<td>Catherine of Braganza and Her Books</td>
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<td>Iconophobia Modernised: Incarnations of Medusa in Nineteenth-Century Art and Culture</td>
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<td>research in quality of higher ed.</td>
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<td>Mazumder</td>
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<td>Effect of Liquid and Gas Velocities on Magnitude and Location of Maximum Erosive Wear in U Bend</td>
<td>International Travel</td>
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<td>McLeman</td>
<td>Cameron</td>
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<td>Improving Downtown in a Shrinking City: A Case Study of Flint, Michigan</td>
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<td>Morckel</td>
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<td>A Dialogic Approach to Implementing General Education Assessment at the Department Level</td>
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<td>Preschool Music Instruction: Instructor-Led Practicum and Single-Instructor Models</td>
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<td>Mehrdad</td>
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<td>Song</td>
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<td>A Theoretical Study of Adsorption on a Two-Edge Model During the Gasification of Biomass</td>
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<tr>
<td>Tang</td>
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<td>From Paper to Electronic Medical Record System-Impacts on Work Practices and Barriers to Adoption</td>
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<td>Uludag</td>
<td>Suleyman</td>
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<td>Benedicte</td>
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<td>Special Projects-Center for Cognition and Neuroethics</td>
<td>Special</td>
<td>7,000.00</td>
<td>Awarded</td>
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**Efforts to Increase Enrollment**

- CAS is substantially participating in the Dual Enrollment Educational Partnership (DEEP) Program, which allows high school students to earn college credits. In 2012-13 courses were offered in Biology, Computer Science, Criminal Justice, Economics, Engineering, Math, Philosophy, and Political Science. In 2013-2014 CAS will offer courses in Africana Studies, Art, Biology, Computer Science, Criminal Justice, Economics, Engineering, English, History, Philosophy, Political Science, and Psychology.
Understanding that curriculum revision that keeps our academic programs current and competitive, the College views all program revisions as efforts to maintain enrollment and attract additional students. The following programs underwent significant revision, and were approved by the CAS Governing Faculty during AY 2012-13:

- Political Science General Program
- Music General Program
- Music Education Program
- BA Music – Performance
- Molecular Biology/Biotechnology
- English with a Specialization in Literature
- Energy and Sustainable Systems

The following program underwent revisions that did not result in changes in credit hours:

- MA Arts Administration
- MA Liberal Studies
- Art History Minor
- Social Science Joint Program
- BS Design & Technology (THE)
- BA Theatre General Program
- BFA Performance (THE)

The following are new academic programs:

- Minor in International Relations
- Art History & Criticism (BA)
- Major in Dance (BA)
- Minor/Certificate in Health Communication

Program Development Anticipated during Academic Year 2013-14 - Proposals for potential new programs are expected from:

- Industrial Operations Engineering B.S.E.
- Geographic Information Systems Certificate
- Women’s and Gender Studies Certificate
- City/Urban Planning minor for Earth & Resource Science
- M.S. in Communications

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<th>2009-10 Credit Hours</th>
<th>2010-11 Credit Hours</th>
<th>2011-12 Credit Hours</th>
<th>2012-13 Credit Hours</th>
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<td>5,196*</td>
<td>4,905</td>
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<td>55,370*</td>
<td>54,256*</td>
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<td>50,825*</td>
<td>48,171*</td>
<td>47,306*</td>
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<td>9,197*</td>
<td>8,065</td>
<td>7,531</td>
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<td>117,716</td>
<td>120,588*</td>
<td>115,397*</td>
<td>110,183</td>
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* Includes FYE enrollments

Community Engagement Activities

College of Arts & Sciences

Lora Philips. Greeter Coordinator for the Ministry of Hospitality at St. John the Evangelist in Davison, as well as sitting member of the Worship Commission, a Eucharistic Minister, and a Lecture.

D.J. Trela. Board Chair, Flint Cultural Center Corporation, 2012-13; re-elected June 2013. Also served on Finance, Development, and Board Governance Committees.
D.J. Trela. Chair, Search Committee, Executive Director of The Whiting.

D.J. Trela. Board Member, Flint Institute of Arts. Also Chaired FIA Education Committee.

**Biology**

*Myers, Steve.* Tour of several biology labs, including the cadaver lab, along with an anatomy presentation (~70 minutes) to Lapeer DEEP-program high school students visiting the UMF campus on 05/23/13.

*Myers, Steve.* Anatomy & Physiology Interactive Presentation (2 hours) to Durant High School Students in Sue Bentley’s class visiting the UMF campus on 05/01/13.

*Myers, Steve.* Anatomy & Physiology Interactive Presentation (2 hours) to forty Rochester High School Students in Erin Harris’ classes visiting the UMF campus on 04/30/13.

*Myers, Steve.* Anatomy & Physiology Interactive Presentation (2 hours) to Genesee Early College Students on 03/01/13.

*Myers, Steve.* Anatomy Presentation and Tour of the Cadaver Lab (60 minutes) to 40 Lapeer MCAT high school students visiting the UMF campus on 11/08/12.

*Dawson, Heather.* Winter 2013, Mentored an 8th grade science student conducting a school science project. The student is a Holly Academy honors student who required help designing and testing the effects of magnetic fields and vitamin C on planarian regeneration rates.

**Chemistry and Biochemistry**

*Kelts, Jessica.* Judged senior division projects at the Flint Regional Science Fair, March 2013.

*Kelts, Jessica.* Led two classes of junior high students on multiple experiments during Super Science Friday Events, May 2013.

*Song, Jie.* Served on 2013 Physical Chemistry Test Construction Committee for Examination Institution of American Chemical Society.


*Wilhelm, Monique.* March 6, 2013, On the Go Demos: Flushing Middle School, Organized a group of demos and hands-on activities for two 8th grade science classes.

*Wilhelm, Monique.* March 17, 2013, Flint Regional Science & Engineering Fair Judge, Interviewed and ranked Finalists in the Junior division of the science fair.


*Wilhelm, Monique.* April 18, 2013, On the Go Demos: Flushing Elementary Family Science Night, Flushing Schools – an after school science program where all families were invited.


*Wilhelm, Monique.* May 7, 2013, Teacher’s Demo Academy 3, Coordinator & Presenter. Worked with the Chem Club to offer a workshop called “Demo Academy”.

*Wilhelm, Monique.* June 24, 2013, Keynote Speaker for Camp Alpha Omega for Girls science camp.

*Wilhelm, Monique.* Grant Reviewer, American Chemical Society Community Interaction and Innovative Activities Grants, June 2013.

*Wilhelm, Monique.* Peer Reviewer, American Chemical Society Office of Undergraduate Programming Annual Student Chapter Reports, June 2013.
**Communication and Visual Arts**

**De La Mare, Danielle.** Fall 2012, students in COM 368 worked with Beecher 9th Grade Academy, teaching 9th graders about public speaking effectiveness which resulted in a public speaking showcase where approximately twenty 9th graders presented in the school auditorium to peers, teachers, staff, and some family/friends.

**Anthony McGill.** Chair, American Advertising Federation of Greater Flint (AAF-GF) Scholarship, Available to all Flint Colleges and Universities.

**Anthony McGill.** College Connection Board Member, AAF-GF.

**Anthony McGill.** Organizer and Presenter, The ADDY Awards, AAF-GF.

**Anthony McGill.** Crew and Special Effects, The Russian Ballet of Novi, Various Productions, Detroit, Ann Arbor, and Brighton.

**Anthony McGill.** Volunteer, Flint Fair Housing Administration.

**Anthony McGill.** American Red Cross, Set Up and Worked Blood Drives.

**Anthony McGill.** Volunteer, Hamilton Community Health Clinic.

**Marcus Paroske.** Debate Project at Beecher 9th Grade Academy, March/April 2013.

**Michael Sevick.** In Spring 2013 the Dr. Sevick along with 9 students from his mural painting class finished an 8’x12’ aquatic themed mural for the Genesee County Health Department's waiting room lobby. The mural is expected to be installed in the Saginaw St. location in mid-July.

**Computer Science, Engineering, & Physics**


**Alsup, James.** AstroNite - March 2013, October 2012, Super Science Friday - May 2013, Ran several sessions of Mars Lander. Participants built a device that houses and protects an egg during a three-story fall.

**Rajib, Ganguly.** AstroNite: Coordinated/led this outreach event on both October 20, 2012, and April 20, 2013. Performed for the general public, as a means of promoting UM-FLint, the campus, and science/astronomy.

**Rajib, Ganguly.** Space Lectures: Helped coordinate a series of lectures for Longway Planetarium, including one from himself, and one from James Alsup. Both of the lectures have also been featured in the first two publications of My City Magazine.

**Rajib, Ganguly.** Super Science Friday: Led the "Comets & Craters” activity for SSF.

**Rajib, Ganguly.** Linden Middle School Career Fair: Participated in the LMS Career Fair - Conducted activity and discussion to show what astronomers do, and what it takes to be one.

**Rajib, Ganguly.** For-Mar: August 2012 & January 2013, led activities for Family Adventures at Night at For-Mar (Genesee Park Service).

**Earth and Resource Sciences**

**Morckel, Victoria.** Contributing in multiple areas to the City of Flint’s Master Plan, including: Housing Advisory Committee, Steering Committee, Surveying Commercial Properties, Panel Discussions, Presentations, Issue Expert, Table Facilitator.

**Economics**


**English**

**Foster, Tom.** Speaks at the Flint Kiwanis Club, Beecher High School, Lapeer East High School, Northmont High School (Clayton, Ohio), etc.

**Foreign Languages**

Dassa, Mohamed; Fu, Jing; Lawand, Jamile; Mestas, Juan; Tyler, Joseph. Poetry Under the Stars collaboration with Longway Planetarium. Faculty, their students, and a local poet (Ibaa Ismail) read poems in the original language (Arabic, French, Mandarin Chinese, and Spanish) or in English translation. The series was held on the second Tuesday of the months of February, March and April, 2013, in Longway Planetarium.

**History**

Dr. Mary Jo Sekeslky, Dr. Robert Hahn, and Dr. Mike Kassel, facilitated a presentation titled “What Parents Need to Know About Helping Their Students Succeed in College” for the parents of students enrolled in the University of Michigan-Flint Dual Enrollment Educational Partnership (DEEP).

**Music**

Lois Alexander. Hosted Flint Area Music Teachers Association's Student Achievement Testing even, March 23, French Hall. Reserved rooms, provided set-up and student support, monitored use of pianos.


Kaye, Donald G. Artistic Director for concert series “Music at Saint Paul’s” and through fundraising efforts has had entire series funded by “Friends of Music at Saint Paul’s”. Also Music Director Emeritus at Saint Paul’s Episcopal Church, Flint.

Heidenreich, Christopher. FA 12 organized, coordinate and conducted UM-Flint High School Honor Band in which 53 and 76 students, respectively, were brought to campus to participate in honor band weekend.

Heidenreich, Christopher. SU 12 organize, coordinate, presented and taught at UM-Flint Chamber Music Clinic in which 20 students ten schools from Michigan State Band and Orchestra District 3 attended.

Heidenreich, Christopher. Numerous local clinics with bands in Northeast Ohio, Western Pennsylvania, including thirty different school districts in the Flint area of Michigan.

Heidenreich, Christopher. Marching band Music Performance adjudicator at both the local and state levels for the Michigan Competing (Marching) Band Association since FA 2010.

Heidenreich, Christopher. Dec 2012—Prepared, rehearsed, and serve as permanent and guest conductor for “Merry Tuba Christmas.” Performances have included 54 performers presenting music specifically arranged for euphonium and tuba players in the Flint area.

Heidenreich, Christopher. Participant as Big in Big Brothers/Big Sisters since 2010.

Heidenreich, Christopher. Board member and officer of Grand Blanc Gladiator Travel Baseball, Inc., an organization serving 65 youth in Grand Blanc.

Heidenreich, Christopher. Conductor and Music Director of Washtenaw Community Concert Band since 2011.

Heidenreich, Christopher. Regular trumpet performer and contributor to the Central Nazarene of Flint Choir and orchestra since 2010.

Heidenreich, Christopher. Special event trumpet performer in local churches including First Presbyterian, Court Street Methodist and St. Matthew Catholic Church of Flint.

Heidenreich, Christopher. Guest conducting for Michigan School and Band and Orchestra Association District 3 (2013), Livingston County Honor Band (2013), and Genesee Wind Symphony (2013).

Heidenreich, Christopher. Crew leader for Be the Church, a community service project in which abandoned homes owned by the Land Bank were cleaned up and secured.
**Salvador, Karen.** Flint Area Music Educators [FAME]: Founder, Executive Coordinator and Liaison with UM-Flint and MMEA. 2011-present. FAME organizes and sponsors 5 half-day professional development workshops for Flint-area music teachers each year, which are hosted at UM-Flint.

**Salvador, Karen.** Michigan Music Education Association [MMEA]: Chair Professional Programs & Outreach. 2011-present; Chair Membership Drive Task Force, 2013-present.

**Salvador, Karen.** National Association for Music Education: Faculty Supervisor, UM-Flint Collegiate Chapter, 2011-present.

**Philosophy**


**Political Science**

**Derwin Munroe.** Board Member of the Economic Development Corporation of the City of Flint, since August 2012.

**Derwin Munroe.** Member of the Advisory Group on Economic Development and Education for the City of Flint Master Planning process, since August 2012.

**Psychology**

**Gano-Phillips, Susan.** Worked with Big Brothers Big Sisters of Greater Flint through a civic engagement project in PSY 350 (Child Psychopathology) to provide a “Big for a Day” Event to children on the waiting list for big brothers or big sisters mentors in November 2012.

**Sociology, Anthropology and Criminal Justice**

**Ananthakrishnan Aiyer.** Worked closely with the Flint Public Arts Project, to organize the Congress for Urban Transformation. This was a 3-day event that included artists, activists, planners, the Mayor's office, and Kettering U, Mott College, and UM-Flint.

**Laube, Heather.** Organizing, planning, and leading of a series of six workshops for New Hope Unitarian Universalist Congregation in New Hudson, Michigan. These workshops led to the congregation’s designation as “Welcoming Congregation” by the Unitarian Universalist Association (Winter 2013). The primary goal of a Welcoming Congregation is to reduce and eliminate homophobia and to become more inclusive and accepting of bisexual, gay, lesbian, and transgender people.

**Smith, Beverley.** Serves as a consulting archaeologist to the Ziibiwing Center for Anishinabe Culture and Lifeways of the Saginaw Chippewa Indian Tribe of Michigan and represent the tribe in work with the Genesee County Land Bank, Disability Network, Habitat for Humanity, Flint NIPP, and other non-profit organizations who are engaged in subsurface impact work in downtown Flint.

**Smith, Beverley.** Ex officio member of the Tribal Historic Preservation Office committee for the Saginaw Chippewa Indian Tribe of Michigan.

**Smith, Beverley.** Presented at “Explorathon”, an event is sponsored by the American Association of University Women and brings girls aged 10-13 from Detroit and Pontiac to participate in seminars encouraging them to pursue STEM-related academic fields. Presentation was on Forensic Anthropology and the analysis of human bone.

**Spivack, Shelley.** Director- Buckham/GVRC Share Art Project.

**Spivack, Shelley.** President- Referees Association of Michigan.

**Spivack, Shelley.** Board of Directors- Buckham Fine Arts Project.


**Spivack, Shelley.** Speaker- Genesee County Bar Association Family Law Seminar.

**Spivack, Shelley.** UM-Flint Community Lecture Series- December 2012- presenter.
**Thomas, Charles.** Service Learning Project for students for which they were trained as discrimination testers by Legal Services of Eastern Michigan, Fair Housing Center of Eastern Michigan. After training, the students perform one test of housing discrimination (e.g., racial discrimination) in the Flint area, give a group presentation to the class reflecting on their experiences, and write a three-to-five page reflection paper. Fall 2012 and Winter 2013.

**Theater and Dance**

**Friesen, Lauren.** Assisted with planning “Dance in the Schools” cooperative venture with Ruth Mott Foundation and Dance faculty. Our faculty and dancers visited 25 schools and we also hosted 350 area Elementary and Jr High students with an on campus dance concert.

**Friesen, Lauren.** Assisted with planning the production of *State of Emergency* play which performed in eight community venues as well as the KIVA on campus. This was a cooperative venture with the Ruth Mott Foundation and the Theatre faculty. This original play was written by students in THE 390 class taught by Andy Morton.

**Friesen, Lauren.** Served as a finalist judge for the Jean Kennedy Smith National Playwriting Competition sponsored by the Kennedy Center and the Jean Kennedy Smith Foundation.

**Friesen, Lauren.** Served as an external reviewer for a candidate for full professor at the University of Minnesota.

**Friesen, Lauren.** Served as an external reviewer for a candidate for full professor at the Michigan Technological University.

**Kattner, Elizabeth.** Dance in Schools program performances for Eisenhower Elementary at the school on December 12, 2012, and for Beecher High School at the University Theatre on March 15, 2013. Established this outreach program in 2012 and received funding from the Ruth Mott Foundation Share Art Flint for performances.

**Newport, Shelby.** Elected Board Member of Board of Directors for Parkview Manor (2012-2015).

### 2012-13 Budget Summary

<table>
<thead>
<tr>
<th>FY 2012-2013 General Fund Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Authority</td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY12</td>
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</tr>
<tr>
<td>Base Budget</td>
<td>$22,665,803</td>
</tr>
<tr>
<td>Adjustments &amp; Transfers</td>
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<tr>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>a. Salaries</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
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<tr>
<td>Staff</td>
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<tr>
<td>Benefits</td>
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<td>b. Operating</td>
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<tr>
<td>Marketing/Advertising</td>
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<tr>
<td>Scholarships &amp; Grants</td>
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<td>Research support</td>
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<td>Supplies and other</td>
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<tr>
<td>Equipment</td>
<td>$20,988</td>
</tr>
<tr>
<td>Recharges and contracts</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub-total Operating</strong></td>
<td><strong>$1,302,922</strong></td>
</tr>
</tbody>
</table>
1. **Improve morale of faculty and staff of CAS.**
   During the 2013-14 academic year the leadership team of CAS will participate in a set of meetings aimed at improving the morale of the unit. Interim Dean Price, Interim Associate Dean Gano-Phillips and Associate Dean Barnes will engage in meetings with all constituencies within the college to ascertain needs and address any outstanding problems.

2. **Improve the transparency of CAS budget processes to leverage resources for growth and expansion.**
   This year there will be three foci related to this goal: a) engage departments in responsibility-centered course scheduling practices, b) develop long-term equipment maintenance and replacement plans, and c) distribute the $500,000 equipment fund generously provided by the chancellor and provost’s offices for urgent equipment purchases to promote student success.

3. **Promote student success and retention through the implementation and coordination of High Impact Practices.**
   Over the course of the year, we will assess and develop a baseline of HIPs within the College and will begin work to improve the implementation of HIPs across the College. Some of the practices that will be emphasized in the current year include but are not limited to: increased engagement through pedagogical innovation, first year seminars (currently taught almost exclusively by CAS faculty), undergraduate research, learning communities (being piloted with one cohort of students), improved departmental academic advising, and increased mentoring opportunities.

4. **Engage the College more extensively in both alumni relations and University Development activities to improve opportunities for our students.**
   Department chairs, program directors, and faculty will be encouraged to identify funding needs for the upcoming Capital Campaign. Department chairs, program directors, and faculty will also work to develop or strengthen our relations with alumni. In doing so, we hope to expand our opportunities for internship and place-based learning experiences, build a network of College supporters, and position the College for future support through third stream revenues.

5. **CAS will hire a recruiter to promote CAS Departments and Majors.**
   CAS leadership team will develop a position description and hire a recruiter for the unit similar to that in SOM. This employee will be responsible for providing leadership in advertising, recruiting and social media presence for departments and programs in CAS.

### Goals for 2013/2014

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Salaries and Operating</td>
<td>$22,961,900</td>
</tr>
<tr>
<td>Contingency</td>
<td>$0</td>
</tr>
<tr>
<td>Total Expenditures with Contingency</td>
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</tr>
<tr>
<td>General Fund Balance at June 30, 2013</td>
<td>$2,563,331</td>
</tr>
</tbody>
</table>
SCHOOL OF EDUCATION AND HUMAN SERVICES

As the School of Education and Human Services continues to rebuild its infrastructure, budget process, and curriculum, the 2012-2013 academic year can best be characterized as one of significant forward momentum and progress, coupled with continuing and ongoing challenges. Despite the fact that the school faced significant challenges this year:

- The transition of chair leadership in both departments
- The completion of the Institutional Report and site visit for NCATE accreditation
- Uncertainty in grant funding for the Early Childhood Development Center
- Declining enrollments in key programs

The faculty and staff of SEHS pulled together to achieve some significant milestones:

- Recommended for full accreditation by the NCATE Board of Examiners, having met the requirements for all six accreditation standards
- Exceeded our enrollment target for the year
- Finished the year with a significant budget surplus
- Hired additional tenure track faculty
- Decentralized the budget to the department level
- Established new international partnerships

Status of 2012-13 Goals

- Achieve NCATE Accreditation
  All six standards were met and accreditation has been recommended for all initial and advanced teacher prep programs.

- Increase overall enrollment by 7%
  Enrollments increased by 1%.

- Expand K-12 partnerships

- Launch Summer Faculty Research Institute
  Two senior faculty designed, implemented, and delivered the first ever research institute for SEHS and Education Unit faculty. Currently seeking external funding to endow the project.

- Create additional community engagement opportunities
  Expanded our engagement activities with Beecher Schools, established a new partnership with the Utica school district, and with Pinehurst Elementary in Mount Morris. (See community engagement section of the annual report.)

- Establish strategic plan for raising Development funds
  We set goals for meeting/cultivating new and current donors, created I-visit videos for individual donors, sent personal letters to donors, created events for alumni in order to further build our donor base, hired a marketing and alumni relations coordinator.

Significant Achievements

- National Accreditation of all teacher preparation programs
- Enrollment growth of 1%
- Budget decentralized to department level
- Added a Marketing and Alumni Relations Coordinator position
- Hired one new tenure track faculty in Education

**Student-Outcomes Assessment**

**Social Work**

The SWR Department continues to be fully engaged in assessment of student learning. Fifteen of the courses offered by the department have designated attribute credits within the University’s General Education program, and faculty of record complete the end of the semester TK20 reporting processes. Dr. Elizabeth Collardey contributed to the campus understanding of assessment of student learning with a poster presentation “Assessing Learning from a Social Action Assignment” for UM Flint’s Sixth Annual Assessment of Student Learning Summit, February 10, 2012. Council on Social Work Education (CSWE) also requires continuous assessment of student learning. Promoting a culture of continuous improvement, in June 2012, the Social Work faculty participated in our annual two-day Student Outcome Assessment Retreat. Faculty considered scores from the BEAP (a national standardized exam), field instructors’ review, and graduates’ remarks as indicators of program quality. Results from this retreat are being incorporated in the curriculum changes for the 2012-2013 academic year.

**Education**

Key assessments of teacher candidate data for all initial programs include the collection of data on incoming basic skills, subject matter content expertise, pedagogical performance skills, and professional dispositions.

Data is gathered from each of the following sources: 1) performance as measured by specific course grades and overall grade point average, 2) overall teaching expertise and professional dispositions in field experiences/student teaching, internships, and/or practicum as measured by university supervisors, cooperating teachers, and self-reflection, 3) Instructional plan (evidence of proficiency in lesson planning), 4) Assessment of impact on P-12 student learning, 5) Standardized tests of general knowledge as measured by the Michigan Test for Teacher Certification (MTTC) Basic Skills, 6) Standardized tests of subject area knowledge as measured by the MTTC Subject Area and 7) Assessments aligned to key institutional, state, and professional standards (as enumerated in SPA and SPA-like reports).

In advanced programs, key assessments include the collection of data on incoming basic skills, subject matter content expertise, pedagogical performance skills, and professional dispositions. Data is gathered from sources such as those listed above for the initial certification programs, in particular: 1) performance as measured by specific course grades and overall grade point average, 2) overall teaching expertise and professional dispositions in field experiences/student teaching, internships, and/or practicum as measured by content faculty, university supervisors, cooperating teachers, and self-reflection, 3) Standardized tests of general knowledge as measured by the Michigan Test for Teacher Certification (MTTC) Basic Skills, 4) Standardized tests of subject area knowledge as measured by the MTTC Subject Area, and 5) Assessments aligned to key institutional, state, and professional standards (as enumerated in SPA and SPA-like reports).

**External Accreditation**

**Social Work**

The Social Work program is fully accredited by the Council on Social Work Education (CSWE) through 2018. In order to maintain this status, beyond 2018, faculty have begun to align the program to the new standards (i.e., 2008 EPAS), focusing on three areas for the 2011-2012 academic year. First, faculty completed the transition of the field instruction curriculum to competencies defined as “Signature Pedagogy.” Field instructors in 38 local agencies were provided training in student learning assessment and the instruments were pilot tested in Winter 2012. Second, to advance a curriculum that met CSWE competency expectations in writing, faculty implemented the second phase of the writing program. Dr. Dedman and Dr. Furrow will support other programs’ effort to develop a writing program at the 2012 CSWE Annual Meeting. Third, Dr. Chandler has initiated the curriculum mapping process regarding the CSWE competency for critical thinking.

**Education**

Awaiting final approval from NCATE Unit Accreditation Board. Board of Examiners reported that we have met all six standards and were recommended for full accreditation.
Research and Creative Activities

External Scholarly Publications by Faculty

Social Work


Education


Development Activities and External Funding

The total gifts are $40,385.45. This is an increase from the FY 12 total of $26,433.62. Gifts to SEHS are significantly higher due to an overall increase of annual giving and several notable major gifts. In FY11 overall giving to SEHS was $13,349 so the FY13 outcome is a notable achievement.

With the Ed Unit accreditation site visit in the past, SEHS can work on more focused initiatives towards strengthening alumni connections and showcasing SEHS. A fundraising and alumni relations plan has been developed for FY14 to continue building visibility and greater connections with constituents through stronger communications, appeals, event and alumni engagement, major giving opportunities, and donor recognition.

Grant Applications

Early Childhood Development Center

Della Becker Cornell, Director
Principal Investigator: Della Becker Cornell
Amount Requested: $108,000
Funding Program: Great Start Readiness Program 2013-Genesee Intermediate School District
Status: Awarded

Della Becker Cornell, Director
Principal Investigator: Della Becker Cornell
Amount Requested: $530,255
Funding Program: The University of Michigan-Flint Expanding Access at the ECDC-Department of Energy
Status: Submitted to Sponsor
Education

Robert W. Barnett, Interim Dean SEHS
Principal Investigator: Robert W. Barnett
Collaborators: Richard Russell
Amount Requested: $19,106
Funding Program: Smart Teachers as Role Models (STAR) Year 6-Mott Community College
Status: Awarded

Robert W. Barnett, Interim Dean SEHS
Principal Investigator: Robert W. Barnett
Collaborators: Ellen Brothers
Amount Requested: $4,000
Funding Program: Christopher Paul Curtis Writing Adventure 2013-Community Foundation of Greater Flint
Status: Awarded

Mary Jo Finney, Acting Department Chair & MAC Director
Principal Investigator: Mary Jo Finney
Amount Requested: $25,000
Funding Program: Excellent Schools Detroit, 2013
Status: Awarded

Jeff Kupperman, Associate Professor
Principal Investigator: Jeff Kupperman
Collaborators: Adam Nadel, the Flint Sloan Museum, the University of Toledo, New York City Public Schools, and the Center for Disease Control.
Amount requested: $1.25 million for 5 year project
Funding program: NIH Science Education Partnership Award
Status: Not funded

Efforts to Increase Enrollment

Efforts to increase enrollments are ongoing, but SEHS is especially focused on the following areas:

- Expand existing program enrollments through marketing, recruiting, and retention strategies
- More student-centered course scheduling, including more mixed mode and online courses
- Expansion of efforts to create new K-12 partnerships
- Expansion of efforts to create new off-site locations for existing graduate programs
- Implementation of new programs: Ed.D.
- Explore new programs, especially in math education, substance abuse treatment, and crisis disaster response

Community Engagement Activities

Education

- Aviva Dorfman, Associate Professor, Reframing Curriculum & Work Sampling in Ongoing Practice. Professional development one day workshop presented to teachers in Kalamazoo Public Schools Early Reading First (PEEP) classrooms, Kalamazoo, MI. (June, 2013).
- Aviva Dorfman & Jeffrey Kupperman, Associate Professors. Facilitated the June 2013 Institute for Innovation in Education Fall and Spring Gatherings, Ann Arbor, MI (October 2013/June 2013).
- Mary Jo Finney, Associate Professor, Acting Department Chair. Director, UM-Flint Reading Center, (Winter, 2013).
- Christine Kenney, Assistant Professor, Participant, Intentional Teaching. TCLT Teaching Circle with the Early Childhood Development Center faculty and Early Childhood Education faculty, (2012-2013).
- Christine Kenney, Assistant Professor, Representative of UM-Flint Early Childhood Education program at the Great Start Collaborative monthly meetings, (2012-Present).
• Suzanne Knezek, Assistant Professor, Participated in the planning for and implementation of the Christopher Paul Curtis Writing Adventure (March and April, 2013).

• Suzanne Knezek, Assistant Professor, Co-planned and implemented (with Dr. Christine Kenney) collaborative field experiences for UM-Flint students with the UM-Flint Field Supervisor (Dr. Suzanne Knight) and teachers and administrators at the Early Childhood Development Center (UM-Flint) and Pinehurst Elementary School.

• Jeffrey Kupperman, Associate Professor. Member of University of Michigan delegation to Oman, (March 2013).

ECDC

• Hosted an International Night- a cultural event celebrating diversity and had live entertainment. (March 2013).

• Unveiled The Sound Garden, which was purchased with an $800 grant from MiAEYC Jacqueline E. Miller Endowment Fund (October 2012).

• The ECDC supported the annual UM-Flint Women’s Night Out event by providing child care with engaging choices and materials in the Activities Room at the Recreation Center (March 2013).

• Hosted an evening meeting and ECDC tour for the Michigan Inspirations Collaborative (April 2013).

• Participated in the Earth Day Celebration by hosting a table and facilitating the annual egg hunt, (April 2013).

• Children and families participated in the Eastern Michigan Food Drive.

2012-13 Budget Summary

FY 2013 started with SEHS eliminating a long time deficit and creating a carry forward balance from FY 2012 of $194,487.80.

SEHS’s FY 2013 appropriated budget of $3,999,315.00 was for the purpose of generating $6,214,000.00 in tuition revenue. This budget was SEHS’s pilot year operating on a department level budget, where fiscal responsibility was housed at the department level with oversight and direction provided by the Dean’s office. Through hard work, recruitment, and dedication to operate fiscally responsible, SEHS was able to complete the year carrying over 17% or $770,136.96 of FY13 budget.

SEHS collected an additional $270,136.91 in external transfers including Convenience Fees and Credit Option Revenue in FY 2013.

In spite of the 8% increase from the FY12 revenue target, increased enrollment of 1% enabled SEHS to generate revenue of $6,402,356 (increase of 3%) thus surpassing the FY 2013 revenue target by $188,356. These year-end settlement funds of $153,249 are included in the FY 2014 carry forward balance.

The ECDC began FY 2013 with a deficit carry over balance of -$17,412.82 in the Auxiliary fund. However, through revenue forecasting, planning, and close monitoring of spending, the deficit has been reduced by 67% to -$7,025.48 in the Aux fund.

<table>
<thead>
<tr>
<th>Departments</th>
<th>Beginning Balance</th>
<th>FY 2013 Budget</th>
<th>Transfers</th>
<th>Dept. Revenues</th>
<th>FY 2013 Spending Authority</th>
<th>Expended Amount</th>
<th>Ending Balance 6/30/2013</th>
<th>%ACT/SPDG Authority</th>
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<tbody>
<tr>
<td>Dean's Office</td>
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<td>$683,808.00</td>
<td>$104,461.01</td>
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<td>$982,756.81</td>
<td>$454,015.95</td>
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<tr>
<td>Education</td>
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<td>-</td>
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<td>Social Work</td>
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<td>$250.00</td>
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<tr>
<td>ECDC</td>
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<td>$60,000.00</td>
<td>-</td>
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<td>Total SEHS</td>
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<td>$269,886.91</td>
<td>$250.00</td>
<td>$4,463,939.71</td>
<td>$3,693,802.75</td>
<td>$770,136.96</td>
<td>17.25%</td>
</tr>
</tbody>
</table>
### Goals for 2013/2014

- Increase overall SEHS enrollment by 2%
- Open a Center for Teacher Preparation
- Increase overall Development activity and revenue
- Conduct program reviews for under-achieving programs
- Develop a marketing plan for all programs
- Develop an Alumni relations strategic plan
SHPS continues to progress as a school, has weathered some challenges, but overall continues to do well. We have continued our strategic planning process, worked to improve the operations of our Urban Health and Wellness Center (UHWC), hired several new faculty in our various departments, remodeled incremental space for offices and classrooms, and nurtured our new and existing programs. Of particular note, this year saw the first graduating cohorts of our Doctor of Nursing Practice program, our Masters in Public Health Program, and our Doctor of Anesthesia Practice program. Finally we obtained provisional permission to start our DPT/PhD program (the first PhD program on the UM-Flint campus) plus have added an accelerated option for obtaining a Master of Business Administration to several of our graduate programs, in collaboration with the School of Management.

As in past years, SHPS continued to grow its student enrollment, and continued to expand student opportunities for international experiences, service learning experiences, and collaborations with local health facilities.

Below is a summary of the current academic offerings in each department.

**Public Health & Health Sciences (PHHS)**

The PHHS Department has B.S. programs in Clinical Laboratory Science/Medical Technology, Health Care Administration, Health Education, Health Sciences, and Radiation Therapy. Our B.S. in Health Care Administration is also offered at the Lansing University Center. We have four graduate programs: M.S. in Anesthesia, DrAP, (Doctor of Anesthesia Practice), M.S. in Health Education, and an M.P.H. with tracks in Health Care Administration and Health Education. We contribute to the Health Care Administration tracks of both the M.P.A program and the NetPlus! M.B.A. program. Our full-time instructional faculty is supplemented with well-qualified community based professionals who bring a wealth of professional experience into the classroom.

**Nursing**

The Registered Nurse (RN) workforce is projected to be the top occupation in terms of job growth through 2020 with a projected 26% increase in the number of RNs necessary to keep pace with employer demand, according to the Bureau of Labor Statistics (2013). The need for nurses with DNP degrees is projected to double between now and 2030 (Institute of Medicine, 2010), and growing numbers of nurses with graduate preparation will be needed as the population ages and the Affordable Care Act is implemented nationally. The Department of Nursing provides curricula to prepare undergraduate and graduate students with the knowledge and clinical skills necessary to meet society’s growing demands for affordable, safe, and cost-effective nursing and health care. The department offers the following five programs: traditional and accelerated second degree BSN programs to prepare graduates for the RN licensure examination; an online RN/BSN program (with mixed-mode options at extension sites on the campuses of Alpena Community College, Lansing Community College, Saint Clair County Community College, and Wayne County Community College-District (Harper Woods); an accelerated 16-month online Master of Science in Nursing (MSN) program to prepare adult nurse practitioners; and an online Doctor of Nursing Practice (DNP) program to prepare adult, family, and family psychiatric/mental health nurse practitioners with a new adult-gerontology acute care concentration added in fall of 2013. The Department of Nursing has approximately 515 clinical affiliation agreements with healthcare, industrial, and education organizations, and solo or group medical or nurse practitioner practice settings that provide the foundation for students’ clinical decision-making, problem-solving, and skills development. The key curricular concepts include evidence-based practice, cultural competence, and leadership as they are applied to healthcare systems.

**Physical Therapy**

The Physical Therapy Department experienced a year of enrollment increases, program implementation, and program development. The department implemented the final year of enrollment expansion in the Doctor of Physical Therapy (DPT) program (expanding enrollment from 40 to 60 students). In August 2013, we will graduate our first class of 54 students from this enlarged cohort. We also continued to see a rise in enrollment in the post-professional programs (6% increase in FY13). We had the first six students from our online Nigerian transitional DPT program graduate this spring with three of these students attending commencement here in Flint! A combined DPT/MBA program was approved for implementation in Fall 2013. Evaluation of the DPT/PhD program is on the Higher Learning Commission agenda for August. Once approved, this program will be implemented in Fall 2014. DPT students have worked collaboratively with Health Education
students from Public Health and Health Sciences to implement a pro-bono health education and physical therapy clinic housed at the North End Soup Kitchen. The program has been very successful.

**Status of 2012-13 Goals**

**School of Health Professions and Studies (Dean’s Office Directed)**

1. **Finalize SHPS strategic plan.**

   The SHPS strategic planning process is still ongoing. This year the faculty and staff were polled on the overarching goals, and there was general acceptance of these goals (see “SHPS New Strategic Plan Summary” in the appendix). We now plan to focus on what metrics of success we will use to evaluate progress towards these goals, and then refine our strategies to actually achieve these goals. One major issue which has complicated this process is the Nursing Department proposal to become an autonomous school separate from SHPS. This is a decision which needs to be made at the Provost and Chancellor levels and above, and until this issue is resolved, it will continue to be difficult to pursue further strategic planning for SHPS. We certainly hope that this will be resolved early in the 2013-2014 academic year.

2. **Evaluate and Renovate assigned SHPS Space**

   After receiving incremental new space for offices and instructional rooms in the WSW building, renovation began this past year. To date, PHHS has successfully relocated to the third floor of WSW building (the teaching laboratory for the Radiation Technology program remains on the 2nd floor), and the Dean’s Office also moved to the 3rd floor and acquired the former SOM conference room. Renovation also began for the expansion of Nursing and Physical Therapy offices on the 2nd floor area vacated by PHHS, as well as construction/renovation of the Nursing teaching classrooms and future simulation space on the 2nd floor. All of the renovation and new furniture costs have been borne by SHPS (considerable costs to our units), and we are grateful to the University for being assigned this space which we will put to good use. Additional Nursing faculty are temporarily housed in others areas of the WSW building vacated by the SOM, until the space on the second floor can be renovated.

3. **Nurture tenure and promotion preparation by junior faculty**

   This is an ongoing effort which this year also featured some sessions focused on grant writing and research opportunities. The Dean and Associate Dean continue to meet individually with new junior faculty to offer mentoring advice and to promote networking with other senior faculty (sometimes from the Ann Arbor campus).

4. **Finalize the revision of tenure and promotion guidelines**

   Additional progress was achieved this year; however the SHPS management team decided not to continue work on this document until the issue of whether or not Nursing is part of SHPS is determined.

5. **Foster interdisciplinary efforts within the school and university for scholarship and service projects.**

   This past year, we did not make as much progress as the Dean would have liked. We do continue to refine our plans for a Health Navigator Certificate program which involves participation by Nursing, PHHS and Social work. Finally a couple of publications occurred with joint authorship by Nursing and Physical Therapy faculty. The student-run PT-Heart clinic which provides physical therapy and health education services to homeless individuals also continued this year (involving students from PHHS and PT).

6. **Identify key service and scholarship efforts for SHPS faculty to improve the health of our region.**

   Although our individual departments continue do various community service efforts, we did not make sufficient progress in this arena with new service/scholarship efforts. We will continue to look for opportunities in the coming year.

7. **Develop a strategic plan to increase diversity in our SHPS student population.**

   This past year we held several sessions of a diversity Teaching Circle, in which we discussed the challenges and status of our two main programs aimed in improving the diversity of our student bodies with respect to underrepresented minority and underserved/disadvantaged populations. The two programs of particular focus were our Health Careers Opportunities Program (HCOP) and our UM-Flint Initiatives in Nursing Diversity (UMFIND) program. Both of these are Human Resources Services Administration (HRSA) funded grant operations which we have had for several years. These programs have had some individual, albeit limited successes in mentoring such students towards our SHPS health professions programs.
Identifying and successfully nurturing those students from such backgrounds who can be academically successful in our programs continues to be problematic and we do not have the diversity among our student bodies that we desire. These discussions will be ongoing in the coming year, and will be supplemented by some focus groups of such targeted students, to better discern their unmet needs. With this information we plan to develop strategies to best help these students, and to try to fill in for the loss of funding for the HCOP program (federal funding was recently cut for all HCOP programs). We will also be applying to renew the UMFind funding.

8. **Review the structure of SHPS (including the SHPS Policies and Procedures) to determine what changes would better enable the School to address its goals.**

The school dynamics have changed in the last few years. The Nursing Department now has approximately half of the voting faculty of the school. Discussions on the future structure of SHPS primarily focused on the issue of the desire for our Nursing faculty to become a separate, autonomous school on the UM-Flint Campus. A proposal to this effect was presented by the Nursing Department and voted upon an approved by a majority of the SHPS faculty, largely reflective of Nursing faculty desires. A counter proposal for a College of Health Professions which would house a School of Nursing and the rest of SHPS was also discussed. Currently this decision rests with the Provost and Chancellor, and hopefully a decision which allows us to move forward is made in the coming academic year.

9. **Expand the clientele of the Urban Health and Wellness Center (UHWC).**

This past year we conducted a request for proposals to obtain an electronic health record for the UHWC, and are currently considering EPIC which is in use by the UM Health System. Such an electronic health record is increasingly a prerequisite for efficient billing for services. We have been in discussions with the UM Health System on how to start implementing this system over the coming year. Finally we continued to investigate what is needed for the UHWC to bill third parties (insurance companies) for seeing their patients, including Medicare and Medicaid patients (see also the separate section of this annual report devoted to the UHWC).

10. **Start a SHPS leadership program which identifies and nurtures academic leadership talent, which can be leveraged towards specific projects and succession planning.**

Unfortunately this did not get started this year specifically for SHPS. However with consultation of The Leadership Group which conducted a leadership climate audit of SHPS we gained a lot of constructive criticism and advice. One focal area here is to provide customer service training for the Dean’s Office Staff to help us better serve the individuals and units of SHPS. This training will be ongoing this coming year. This relationship with The Leadership group has also enabled us to start planning other leadership training opportunities for SHPS which we hope to further clarify in this coming academic year.

11. **Hire a new director for the Physical Therapy Department.**

This year we reopened the search for a director of the physical therapy department and hired a search firm to assist us with this effort. Although the search firm did not actually identify a significant number of qualified candidates, we offered this position to one candidate identified by us (later accepted the position and will begin on January 1, 2014).

12. **Partner with health care providers to identify new capacity for the clinical training of SHPS students (clinical rotations, internships, residencies, etc.).**

We have continued to meet with various healthcare provider organizations to look for new capacity for clinical training of our students. This is a long-term and ongoing effort. Much of this effort this past year centered on discussions with the Univ. of Michigan Health System in Ann Arbor, talking with the various departmental chairs (e.g. Internal Medicine, Family Medicine, Pediatrics, Surgery,) and with the Senior Assoc. Dean for Medical Education (Joe Kolars) and the head of the UM Health System Faculty Group Practice (David Spahlinger whose office controls many of the clinical operations involving Medical School faculty). We have also met with folks in the Veterans Affairs Health System (Ann Arbor, and their Flint and Jackson Community Based Outpatient Clinics), plus had follow up meetings with the Genesys Health System. The general feedback is that whereas some say they are unwilling to take on any or more clinical students at this time, many say they do indeed have capacity to take more of our students. Some (e.g. the VA Flint Clinic) currently have no students but would like some. There is particular potential to take some additional nursing students in the areas of outpatient primary care medicine and psychiatric care. We will be following up with these plus making new contacts to ensure additional students actually get placed.
13. **Other key accomplishments Directed by the Dean’s Office:**

   a. After much discussion we revised the internal budget model for funding the SHPS Dean’s Office. This entails designated base funding dollar transfers from the departments to the Dean’s Office over the next 3-4 years (starting this past academic year) to bring the Dean’s Office total budget up to 90% base funded with much less reliance on either carry forward dollars for the Dean’s Office or on a tax on carry forward from the Departments (which has now been eliminated).

   b. We have also secured a mini-grant from the Flint Community Foundation to purchase telemedicine equipment for the UHWC, which we hope will help us provide selected specialty services to our patients, with the help of UM Health System consultants.

   c. We continue to look for opportunities for external funding and to assist departments in applying for such funds (e.g. we are exploring with Nursing, funding from the Minerva Foundation to support RN/BSN training of students in the greater Detroit area).

**Public Health & Health Sciences**

1. **Seek replacements for two additional faculty positions (Health Administration and MPH program – searches in progress).**

   Status: We successfully hired Dr. Max Mendieta and Dr. Vicki Johnson-Lawrence

2. **Refine new MPH and Doctor of Anesthesia Programs.**

   Status: We have improved the UM-AA SPH and UM-Flint coordination of our MPH program and have refined the Capstone guidelines for the DrAP. Both new programs had 3 graduates this year.

3. **Successful AUPHA recertification and re-accreditation of the Radiation Therapy and Anesthesia programs.**

   Status: Preliminary feedback from AUPHA is positive. All self-study documents were submitted. RT site visit will occur in August and ANE visit will occur in October.

4. **Monitor growth in high enrollment programs and ensure we continue to provide the highest quality learning opportunities.**

   Status: We are working closely with our full time and part time faculty to coordinate content of multiple sections of required courses and have hired a .5 administrative person to assist with internship placements.

5. **Work closely with community partners to enhance visibility of our MPH program/faculty within the Greater Flint community.**

   Status: Several new PHHS faculty have been active with different community initiatives. These include the UM-AA Prevention Research Center’s Speak to Your Health Survey Committee, HMC, and the Flint area CBOP group.

6. **Work collaboratively with new Michigan State University (MSU) Public Health initiatives and strengthen collaborations with UMSPH.**

   Status: We have met several times with MSU personnel to coordinate MSU efforts on our campus. We continue to work closely with UMSPH to coordinate our MPH program.

7. **Encourage and support faculty in scholarship through opportunities to collaborate with one another.**

   Status: Hired new tenure track faculty to provide research support for faculty and have held monthly faculty research meetings. We are working with the new Geographic Information System (GIS) Center on campus for future collaborations.

**Nursing**

1. **Finalize Department of Nursing’s Strategic Plan (after SHPS governing faculty vote to approve the School’s plan) and implement year one goals.**

   Based on the draft SHPS Strategic Plan (not yet finalized by the SHPS faculty), the Department of Nursing faculty developed a departmental strategic plan that is congruent with the SHPS draft and with the University’s strategic plan.
2. **Develop a proposal for the establishment of an independent School of Nursing.**

   A variety of converging social, economic and political forces are driving changes in the U.S. healthcare system that necessitate substantive, commensurate changes in nursing education, research, and practice. To keep pace with these changes, the Department of Nursing faculty are seeking approval to create a School of Nursing that will allow us to better serve our community’s nursing and healthcare needs and prepare the next generation of nurses, nurse practitioners, and nursing faculty. In fall 2012, 18% of UM-Flint students were enrolled in one of the Department of Nursing’s five programs or in the pre-nursing major. With the exception of UM-Flint, all public universities in Michigan already have schools or colleges of nursing, thus we would like parity with peer institutions. Nationally, 75% of comparable public universities have independent, autonomous schools or colleges of nursing; only 3% have an organizational structure similar to SHPS. Since nursing’s arrival on the Flint campus in 1974, enrollments have skyrocketed. In fall 2012, the Department of Nursing generated 9,675 credit hours, surpassing SOM (7,937) and SEHS (7,567). Within SHPS, the Department of Nursing generated 54% of the 17,690 credit hours produced. The Department of Nursing’s significant differences in program size, number and type of faculty, models of education delivery, and pedagogy compared to other SHPS departments are other reasons for requesting the creation of a School of Nursing. The Department of Nursing faculty have been successful in obtaining extramural funding for training, student scholarships, and faculty loan repayment purposes; however, now that we have a doctoral program in nursing, we also need to be able to compete for student and faculty research funding. Becoming a School of Nursing will enhance our competitive position when we seek funding for research as well as training and overall development funding. During 2012-2013, two-thirds of the SHPS faculty voted in favor of an independent School of Nursing. Our proposal for the establishment of an independent School of Nursing will be presented to Faculty Council, AAAC, and Chancellor’s Advisory Committee in fall 2013.

3. **Plan and build a state-of-the-art simulation laboratory (second floor of WSW Building).**

   This project was deferred until April 2014 due to other SHPS and campus-wide construction projects. The Department is renovating office and classroom space during summer 2013.

4. **Develop new graduate program offerings in nursing and other health-related specialties as determined by faculty consensus.**

   The Acute Care Nurse Practitioner concentration was added to the existing three DNP program concentrations following internal and external approvals. Nine students were admitted to the first cohort of acute care NPs in fall of 2013. This concentration will be marketed in 2013-2014 to add additional students to subsequent cohorts.

5. **Expand RN/BSN program outreach to all community colleges in the state with Nursing ADN/AAS programs.**

   The Department of Nursing partners with the Office of Extended Learning (OEL) by participating in regular, scheduled visits to community colleges in the state offering nursing ADN/AAS programs. Faculty and staff conduct information meetings and participate in open houses, presentations, and advising days. Some ongoing events include the Washtenaw Community College Student Nurse Picnic, Macomb Community College Counselor Update Presentation, Oakland Community College Senior Nursing Student Meeting, Mott Community College Senior Picture Day, and the Delta College Educational Advancement Day. Currently, Nursing has articulation agreements with 15 of the state’s 35 community colleges with a goal to secure current agreements with all who offer nursing programs. UM-Flint OEL staffs part-time recruiters at Lansing Community College (LCC), St. Clair County Community College (SC4), and Wayne County Community College District (WCCC-D) in each college’s University Center building. These recruiters work collaboratively with the RN to BSN Program Coordinator and nursing advisors to encourage transfer to UM-Flint and to deliver courses on the respective campuses. UM-Flint also has a special relationship with Alpena Community College (ACC). Courses are broadcast live from ACC to UM-Flint and vice-versa in order that ACC nursing students and Alpena Regional Medical Center (ARMC) nurses who wish to advance to the BSN degree may attend UM-Flint courses in Alpena, while also allowing local Flint students and nurses to attend the same course in Flint. Other creative course delivery modes are being considered for colleges in rural areas or those that are a considerable distance from the UM-Flint campus. Additional efforts to reach out to community college nursing students include emails and U.S. mailings. Efforts are under way to secure a grant through the Minerva Foundation to provide scholarships and academic success support on site to WCCC-D nursing students and to Wayne County registered nurses. This is part of a collaborative effort between UM-Flint and WCCC-D and several Wayne County hospitals. Nursing faculty and staff also participate in other UM-Flint-sponsored events to recruit transfer students to UM-Flint including undergraduate admissions transfer sessions, summer visits, and Office of
Graduate Programs open houses. Nursing also participates in community events such as the Car Show, Health Fair, and Super Science Friday activities to help promote the University of Michigan-Flint as an educational opportunity for high school students interested in careers in health.

6. Implement objectives for all grant-funded initiatives.

The Department of Nursing has obtained funding from federal, state, and foundation sources to significantly enhance our ability to provide scholarships and stipends for economically disadvantaged students, promote students’ academic success, and develop leadership and cultural competence in undergraduate and graduate students. The following provides a summary of the objectives and outcomes for sponsored programs.


The three-year $1.5 million federally-funded project called the University of Michigan-Flint Initiatives for Nursing Diversity (UM-FIND) aims to increase the number of nurses educated at the BSN level who are from underrepresented and disadvantaged backgrounds. UM-FIND provides academic enrichment, personal and professional development, financial assistance, and support services to underrepresented and disadvantaged high school and college students who reside in the Flint area who are interested in pursuing a career in nursing. UM-FIND programming consists of Future Nurses Clubs in Flint area high schools, a six-week Future Nurses Institute summer program, and pre-nursing and BSN-level case management services for students interested in pursuing nursing at UM-Flint. With the exception of the Future Nurses Club, each program provides students with financial assistance in the form of stipends or scholarships ranging from $700-$4,000 for full-time participation.

UM-FIND staff includes: Linda Knecht, Principal Investigator; Dr. Margaret Andrews, Co-Principal Investigator; W. KaNeesha Allen, Program Manager; Jeneen Hinkle, Nurse Education Case Manager; Delma Thomas-Jackson, Pre-College Program Coordinator; and Annette Patterson, Administrative Assistant.

b. Complete final year of the HRSA-funded Cultural Competence Project.

From July 1, 2008 to March 31, 2013, Dr. Margaret Andrews was the Project Director for a project titled Developing Nurses’ Cultural Competencies: Evidence-based and Best Practices. The focus of the $1 million federally-funded project was on developing the cultural competencies of nurses, nurse practitioners, nursing faculty, and nursing students through online and face-to-face educational programs. The programs focused on enhancing participants’ cognitive, affective, and psychomotor cultural competencies and developing their skills in addressing the nursing and healthcare needs of individuals, groups, and communities that are diverse, with special emphasis on those at risk for health disparities. Thirty face-to-face educational programs and seven webinars focused on developing cultural competencies using a train-the-trainer model were offered by UM-Flint nursing faculty Marge Andrews, Marilyn McFarland, and Hiba Wehbe-Alamah and other leaders in cultural competence and transcultural nursing nationally. The total number of participants trained during the project totaled 1,024 nurses, 113 nurse practitioners, 849 nursing faculty, 1,545 nursing students, and 65 other health professionals, representing 45 of the 50 states and the District of Columbia. The project also included the dissemination of electronic and print resources on culturally congruent and culturally competent nursing care.

During the grant-funded period, there were 39,896 hits on the project website (http://www.ojccnh.org/project/index.shtml). Website visitors were primarily from the United States, but other countries (presented by largest frequency) included Canada, the Philippines, Australia, United Kingdom, Finland, Brazil, Italy, Spain, Portugal, Columbia, Germany, Malaysia, India, Indonesia, Sweden, Thailand, Hungary, Israel, Mexico, Denmark, France, Poland, and Japan. Another outcome of the project was the creation of the Online Journal of Cultural Competence in Nursing and Healthcare (http://www.ojccnh.org). From the journal’s inception in January 2011 to the end of the project in March 2013, there were 15,243 downloads of articles, and 107,579 page views. The journal has been accessed by people from 132 countries.


This is a national program of the RWJF and the American Association of Colleges of Nursing designed to help alleviate the national nursing shortage, increase the diversity of nursing professionals, expand capacity in nursing programs, and enhance the pipeline of potential nurse faculty. Project Director Melva Craft-Blacksheare administered the $55,000 grant which included five $10,000 scholarships for students from underrepresented and economically disadvantaged backgrounds, leadership and
mentoring programs, and a pre-entry immersion program to help students learn study, test-taking, and other skills that foster academic success. Due to the success of the program, Dr. Craft-Blacksheare has received $105,500 in 2013-2014 which will enable her to double the number of students in the program. Funding is awarded to students who already come to UM-Flint with a bachelor’s degree in another field. Upon completion of a 16-month accelerated curriculum, the graduate earns a BSN degree and is eligible to take the national licensing examination to become a registered nurse.

d. Implement Year 2 Objectives for HRSA-funded Advanced Nursing Education Expansion Accelerated MSN Grant to Prepare Adult Nurse Practitioners (2010 to 2015).

In year two, 15 students graduated from the accelerated MSN program as a direct result of this grant. The percentage of graduates who have passed the certification exam is at 91%. Also, in year three, the third cohort was selected and admitted from a pool of over 100 applicants. Sixteen admitted MSN3 students are progressing in the program at this time and will graduate in 2014. Dr. Connie Creech is the project director.

e. Implement Year 2 Objectives for HRSA-funded Advanced Nursing Education Grant titled: University of Michigan-Flint Initiatives to Strengthen Care to Underserved Populations by Graduate Nursing Education (UM-FISCUP).

Twenty-five students completed rotations in the Urban Health and Wellness Center (UHWC) clinic (underserved site); 50 additional students completed rotations in other sites serving underserved populations.

Gaps in the DNP curriculum were identified for cultural competence and evidence-based practice (EBP), and a plan to improve the curriculum in these areas was formulated. The evidence-based practice center continued to be used in the UHWC, and the grant provided financial assistance with the purchase of Up to Date online access. Three student EBP projects applied for funding assistance and were funded.

The graduate minority mentoring website was developed and mentors were recruited.

The early assurance of admission program for the DNP program was drafted.

The grant program coordinator attended the Graduate Nursing Admissions Professionals (GNAP) conference, DNP, and Transcultural Nursing (TCN) conference. The project director attended TCN and the DNP conference; grant faculty attended a DNP conference and TCN conference. Dr. Connie Creech is the project director; project co-directors are Dr. Margaret Andrews, Dr. Marilyn Filter, Dr. Marilyn McFarland, and Dr. Hiba Wehbe-Alamah.

f. Implement Objectives for HRSA-funded Scholarships for Nursing Graduate Disadvantaged Students Grant (SDS).

Eight existing SDS DNP students were funded; 15 new SDS DNP students were funded. Three alternate SDS DNP students were funded. All 2012-2013 monies were disbursed, and 2013 monies were awarded with a 6.25% decrease in funding due to federal sequestration. Dr. Connie Creech is the project director.

Physical Therapy

1. Explore becoming a School of Physical Therapy.

This structure was discussed by the Physical Therapy Department faculty in fall 2012 and it was decided not to pursue this at this time.

2. Provide professional/career development opportunities for existing and new faculty.

Each faculty member was provided financial support sufficient to attend a national conference with most faculty members attending the Combined Sections Meeting of the American Physical Therapy Association. Two newly hired faculty members attended the APTA sponsored workshop for new faculty. Individual members received departmental funding to attend continuing education that will specifically support their teaching in the area of dry needling and kinesiology. Three faculty members received course release time to work on their dissertations.
3. **Recruit a well-qualified (higher mean GPA and GRE scores), diverse student body for Professional DPT program.**

In 2012-13, recruitment efforts were directed to UM-AA, MSU, GVSU and CMU externally. On campus, recruitment efforts were directed to the Pre-Physical Therapy Club, several campus open houses, and participation in specific HCOP grant programs and Super Science Friday.

The Physical Therapy Department DPT program admissions committee worked diligently to recruit and evaluate applicants to the DPT program. In the 2012 application cycle there were 311 applicants of which 168 (54%) were qualified. The ratio of qualified applicants in 2011 was 53%. GPA and GRE scores improved this year in the accepted class.

- **2012 UM-Flint**  
  GPA = 3.44, GRE-V = 493, GRE-Q = 720
- **2011 UM-Flint**  
  GPA = 3.41, GRE-V = 437, GRE-Q = 634

Sixty-one students were admitted in 2012 (60 full-time and 1 part-time), of which 4 were of diverse ethnic/racial origin (3 Asian and 1 Hispanic).

4. **Expand community partnerships and development opportunities especially to increase endowments for DPT student scholarships.**

Relationships with University Hospital in Ann Arbor have been significantly expanded through work of the post-professional programs in Physical Therapy. Plans are in process to work collaboratively with them on several residency programs in physical therapy. Several new clinical education sites were added. The department sponsored a large alumni event in October 2012 inviting alumni from the last 60 years of the program. The event was highly successful and helped us to reconnect with some past alumni.

5. **Implement curriculum for 60 students / cohort class in Professional DPT Program.**

This year was the final year of implementation of the expansion to 60 students in the DPT Program. Discussions regarding the impact of the increased enrollment are currently underway. Faculty members have expressed a desire to re-evaluate the format of laboratory delivery in terms of the number of students and faculty per lab group. Faculty members are also exploring alternative forms of student assessment given the higher load of grading with the larger class size. This discussion will carry forward into the coming academic year.

6. **Enhance Professional DPT and Post-professional curricula including pedagogy and use of technology such as increased credentialing of clinical instructors in Professional DPT (also see student exchanges, visiting professorships below) and Possibly collaborate on foundational science courses in new programs in SHPS.**

To enhance teaching expertise among our clinical instructors in the field the Physical Therapy Department sponsored 18 clinical instructors to take the Basic Clinical Instruction course offered through the APTA and 9 clinical instructors take the Advanced Clinical Instruction course offered through the APTA. In an effort to learn more about best methods to teach labs to large cohorts of students, some labs were taught with 30 students and two instructors rather than 20 students and one instructor. This format will be discussed in the coming academic year. DPT program faculty arranged for students to make special visits to clinical sites to enhance their learning of neurology and acute care interventions with patients as part of their on-campus courses. This was very well received by the students. The post-professional certificate programs are nearing completion of development with faculty fully committed to providing high quality online instruction. Dr. Jen Blackwood received an award from OEL for her excellence in on-line course design.

7. **Provide post-professional education. Gain full approval of DPT/PhD program and fully develop PhD curriculum to prepare for implementation in Fall 2013. Propose DPT/MBA and DPT/MPH programs to expand possible career ladders for DPT graduates.**

The DPT/MBA was approved and will be implemented in Fall 2013. Work is currently in progress for the DPT/MPH program proposal. The DPT/PhD passed all approval stages on campus will be reviewed by the HLC in August 2013. Implementation of the PhD was delayed until 2014 to provide adequate time for program development and student recruitment.

8. **International student exchanges and study abroad to enhance commitment to service, cultural competence and communication skills in DPT student and host international visiting student – faculty exchange program with Nigeria, Geneva Switzerland.**
Development of international student exchange programs was delayed until our new Associate Director of Clinical Education arrives in August 2013 and the new Department Director arrives in January 2014. The PTD will host a Fulbright Scholar in 2013-14 from Nigeria with the focus of her study being on curriculum development for Nigerian universities in physical therapy.

9. **Continue to familiarize new dean with our PTD programs and PTD Strategic Plan specifics.**

   The dean is familiar with the PTD programs and strategic plan. This is an ongoing process.

### Significant Achievements

#### Dean’s Office

1. We successfully renovated and moved into new space on the 3rd floor of the WSW building.
2. We conducted focus group sessions (Diversity Teaching Circle) to gain a better understanding of the hurdles we face in improving the diversity of our student bodies.
3. We had several discussions concerning SHPS restructuring. Decisions now have to be made at the Provost and Chancellor level.
4. We have increased the physical therapy clientele of the Urban Health and Wellness Center by starting to treat veteran patients referred from the Veterans Affairs Flint Community Based Outpatient Center.
5. With the help of The Leadership Group, a leadership climate study was conducted for SHPS and report generated.
6. We implemented a change in how the SHPS Dean’s Office budget is funded, which entails base dollar transfers from the departments to the Dean’s Office over the next four years.
7. We obtained a mini-grant from the Flint Community Foundation to purchase telemedicine equipment for the UHWC, which we hope will help us provide selected specialty services to our patients, with the help of UM Health System consultants.

#### Public Health & Health Sciences

1. Graduated first cohort of Dr. of Anesthesia Practice and Masters of Public Health students.
2. Hired four new tenure track faculty.
3. Increased number of PH internship placements.
5. Received UM-AA’s School of Public Health’s support for stand-alone MPH program here in Flint.
6. Completed successful move of offices from WSW 2102 to 3124.
8. Created/refined 4 new courses.

#### Nursing

1. Department of Nursing enrollments reached an all-time high of 1,027 students, reflecting a 97% enrollment increase during the past five years.
2. Year four of the Doctor of Nursing Practice program has been completed with nine new courses taught by graduate faculty in 2012-2013. The first DNP students (N=20) graduated in May 2013.
3. Following internal and external approvals, the Acute Care Nurse Practitioner concentration was added to the DNP program, and the first students were admitted for fall 2013.
4. The Master of Science in Nursing Program was ranked third “best” in the country by U.S. News & World Report.
5. In partnership with OEL, the Department of Nursing launched its newest RN-to-BSN outreach to facilitate the educational mobility of students studying for an associate degree in nursing at Alpena Community College.
6. Undergraduate and graduate students and nursing faculty engaged in international service-learning projects in Cambodia, the Dominican Republic, and Kenya.

**Physical Therapy**

1. Fully implemented expanded DPT program class size from 40 to 60 for all three cohorts of students.
2. Expanded enrollment in post-professional programs by 6%.
3. Hired two new associate professors for FY13 and three new tenure track faculty and one clinical track faculty member to begin in FY14. However, with faculty retirements and relocations, faculty recruitment continues to be a high priority for the department.
4. The PT Heart student run pro-bono clinic became fully operational.
5. DPT/PhD program was supported through the university approval system as well as the DPT/MBA.

**Sponsored Programs**

Federally funded projects included the following:

- Health Careers Opportunity Program (HCOP)
- Robert Wood Johnson New Careers in Nursing (NCIN)
- Advanced Education Nursing Traineeship
- Developing Nurses’ Cultural Competence: Evidence-based and Best Practices
- Scholarships for Disadvantaged Graduate Nursing Students (SDS)
- University of Michigan-Flint Initiatives in Nursing Diversity (UM-FIND)
- University of Michigan-Flint Initiative to Strengthen Care to Underserved Populations (UM-FISCUP)
- Advanced Nursing Education Expansion

**Student-Outcomes Assessment**

**Public Health & Health Sciences**

a. Implemented portfolio requirement for Bachelor of Science in Health Education program.

b. Held annual Department Assessment Retreat which led to more refined outcome measures identifying learning objectives for each required courses on course syllabi.

**Nursing**

The Department of Nursing is one of the pilot programs on the UM-Flint campus to begin implementation of Tk20 for the purpose of program evaluation. In fall 2012, three nursing staff members attended a conference in Texas for intensive hands-on Tk20 training; two additional staff will participate in the upcoming year. Various program evaluation instruments were utilized through Educational Benchmarking, Incorporated (EBI) including student exit, alumni, and employer assessments with a focus on evaluation of critical thinking, communication, and leadership skills, as well as application of evidence-based research and professionalism. Other program evaluation assessments in place include a survey on cultural competence, nurse professional values, and clinical preceptor evaluations of the student and student evaluations of the clinical site. There are multiple grants in place that offer programming, scholarships, stipends, mentoring, tutoring, and other retention strategies including SDS (Scholarships for Disadvantaged Students), HRSA (Advanced Nursing Education Expansion Accelerated MSN), and UM-FISCUP (University of Michigan Initiatives to Strengthen Care to Underserved Populations) for graduate nursing students; UM-FIND (UM-Flint Initiatives for Nursing Diversity) and the Robert Wood Johnson Foundation (RWJF) grant for undergraduate nursing students. The HESI Learning System is fully integrated in the pre-licensure BSN programs to complement and supplement student learning in fundamentals, medical-surgical, psychiatric, maternity, pediatric, and community.
Physical Therapy

The Department Evaluation Plan Policy has a formative and summative evaluation process including assessment of student outcomes in an ongoing, continuous process tied to the CAPTE accreditation of the DPT program and Graduate Programs review process. The PTD continues to hold an annual PTD Retreat which includes assessment. The Department Director meets annually with the academic assessment committee. The PTD Director met periodically with student class officers to address student concerns.

External Accreditation

Public Health & Health Sciences

a. Health Administration - AUPHA (awaiting outcome)
b. Radiation Technology - JCERT (August site visit)
c. ANE - COA (October site visit)
d. MPH - Council on Education Public Health (CEPH) - requesting candidacy August 2013

Nursing

During the 2012-2013 academic year, the Department of Nursing successfully completed the accreditation process for the Doctor of Nursing Practice (DNP) program and was awarded five-year (maximum allowed) accreditation from 2012-2017. The BSN and MSN programs also are CCNE accredited through June 2016. We will begin planning for the self-study for the 2016 reaccreditation cycle of all programs in this upcoming year.

Physical Therapy

The DPT program is accredited through CAPTE until 2020. Annual update reports are due to CAPTE each fall. The PTD is currently seeking accreditation for an orthopedic residency program and expects a site visit to occur sometime in Fall 2013. Applications will be submitted in 2013-14 for additional residency accreditations.

Research and Creative Activities

Public Health & Health Sciences

Peer Review Publications (2012 June – 2013 May)


Wallace, P. M., & **Suzuki, R.** (2012). Regional, Racial, and Gender Inequities in Colorectal Cancer Screening in Middle-aged African Americans and Whites. *Journal of Cancer Education.*

**Presentations/Posters (2012 June – 2013 May)**


**Selig, S.** presented at (March 2013) “Transforming Cultural Competency Training to Achieve Health Equity”. Poster presented at the Quality Health Care for Culturally Diverse Populations Conference, Oakland, CA.


**Invited Community Presentations**


**Nursing**

**Peer Reviewed Books**


**Grant-Funded Projects**


**Andrews, M.,** Project Director (2012). University of Michigan-Flint Hurley Medical Center Baccalaureate Nursing Program. Hurley Medical Center, Flint, MI, $10,000.

Knecht, L., Project Director, & Andrews, M., Project Co-director. *University of Michigan-Flint Initiatives for Nursing Diversity*. Funded by Health Resources and Services Administration, Nursing Workforce Diversity Program. Grant # D19HP2225-01-00 for $1.5 million from July 1, 2011 to June 30, 2014.

**Decision Pending:**

Wehbe-Alamah, H., PD. University of Michigan-Flint (NEPQR-IPCP) Initiative to Expand Culturally Competent Inter-Professional Collaborative Practice Environments for Nurses and other Professional Disciplines, HRSA grant, $1,401,310. This is a three-year project (July 1, 2013-June 30, 2016).

**Peer Reviewed Publications**


**Peer Reviewed Presentations**


Non Peer Reviewed Presentations


Poster Presentations


Filter, M., Creech, C., & McFarland, M. Student views: Why they left an online DNP program and what would have prevented it. Invited poster presentation at the National Organization of Nurse Practitioner Faculty at the 39th annual meeting. Pittsburgh, PA, April 2013.


Lesley, M. (2013). *Learning the research process*. Poster presentation at the Sigma Theta Tau International Honor Society of Nursing Pi Delta Chapter General Meeting, University of Michigan-Flint, Flint, MI.

Research


Physical Therapy

Peer Reviewed Publications (2012 June – 2013 May)


**Peer Reviewed Presentations**


Fry D. Rehabilitation of Respiratory Function in Multiple Sclerosis. Lecture in 2-day pre-conference course on Multiple Sclerosis: diagnosis to intervention, translating science into clinical practice. APTA Combined Sections Meeting, San Diego, CA. January 20-21, 2013.

Huang M, Croakin E. Active Against Cancer Examination and Management of Lower-Quadrant Impairments. APTA Annual Conference. Tampa, FL. June 6-9, 2012.


Stout NL, Pfalzer L. Cancer-related Lymphedema. APTA Annual Conference; CES; Oncology, Tampa, FL. June 6-9, 2012.


Development Activities and External Funding

**SHPS**

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<td>Total New Bequest Intentions</td>
<td>$0.00</td>
</tr>
<tr>
<td>Unrealized Pledge Payments</td>
<td>$33,550.00</td>
</tr>
<tr>
<td>Total</td>
<td>$33,550.00</td>
</tr>
</tbody>
</table>

The values above reflect the entire school. The SHPS Dean’s Office received $4,023 and the UHWC received $4,600.

**Public Health & Health Sciences**

PHHS has created a Speaker Series fund which is intended as support for guest speakers to address Public Health issues. Although no bequest intentions, pledges were made in FY 2013, PHHS received $6,855 in realized gifts and $370 in in-kind gifts.
Nursing

The Department of Nursing created two newsletters (with envelopes for gifts) and sent them to all alumni and benefactors listed in the Office of Development and Alumni Relations database. Please see Office of Development and Alumni Relations section of report.

Office of Development – Fiscal Year 2012

Total Realized Monetary Gifts: $26,135; Unrealized Pledge Payments: $30,000

Physical Therapy

The Physical Therapy Department had a very active year in reaching out to alumni for events and support. We published two newsletters this year and improved the format for the newsletters. Our largest alumni activity was a very successful two-day reunion of 30 classes of UMF and 30 classes of UMAA PT alumni. We had over 400 participants in various parts of the reunion celebration! Other department sponsored events included an alumni softball game, a social gathering at our national PT conference, and outreach through individual meetings or phone contacts. We also encouraged our alumni to participate in the Back to the Bricks UMF Alumni event and participated in a donor sponsored golf outing that benefits one of our scholarships. The annual telefund to raise funds for various scholarships took place in May. A total of $45,760 in donations was realized by the PT Department in FY2013 as a result of the various development and alumni efforts.

Grant Applications

Public Health & Health Sciences

These include grant applications submitted to sources external to UM-Flint.

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Selig</td>
<td>PHHS</td>
<td>Radiation Affiliate Agreement Program Recharge 2012</td>
<td>$9,000</td>
<td>Providence Center</td>
<td>Awarded</td>
</tr>
<tr>
<td>Lynn Lebeck</td>
<td>PHHS</td>
<td>2013 Nurse Anesthetist Traineeship</td>
<td>$858,000</td>
<td>Health and Human Services, Department of Health Resources and Services Administration</td>
<td>Pending</td>
</tr>
<tr>
<td>Gergana Kodjebacheva</td>
<td>PHHS</td>
<td>Sickle Cell Disease Patient Adherence Research Project</td>
<td>$11,184</td>
<td>Hurley Medical Center</td>
<td>Pending</td>
</tr>
<tr>
<td>Suzanne Selig and Shan Parker</td>
<td>PHHS</td>
<td>Bridges to Baccalaureate MCC UMF project</td>
<td>$1,032,377</td>
<td>Mott Community College</td>
<td>Denied</td>
</tr>
</tbody>
</table>

Nursing

These include grant applications submitted to sources external to UM-Flint.

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>Nursing Simulation Equipment</td>
<td>$15,000</td>
<td>A.G. Bishop Foundation</td>
<td>Funded</td>
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<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>State of Michigan Bureau of Health</td>
<td>$6,195</td>
<td>State of Michigan</td>
<td>Funded</td>
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<tr>
<td>Principal Investigator</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
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<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>UM-Flint/Hurley Medical Center Operating Agreement</td>
<td>$300,000</td>
<td>Hurley Medical Center</td>
<td>Funded</td>
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<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>Developing Cultural Competencies for Nurses: Beyond the Basics</td>
<td>$221,078</td>
<td>USDHHS/HRSA</td>
<td>Funded July 1, 2008-June 30, 2011 with no cost extension to March 31, 2013</td>
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<tr>
<td>Craft-Blacksheare</td>
<td>Nursing</td>
<td>New Careers in Nursing (NCIN)</td>
<td>$105,000</td>
<td>Robert Wood Johnson Foundation</td>
<td>Funded</td>
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<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Increasing the Supply of Adult Primary Care Nurse Practitioners: An Accelerated Two-Year Online Master of Science in Nursing Program at UM-Flint</td>
<td>$1,249,600</td>
<td>USDHHS/HRSA</td>
<td>Funded 2010-2015</td>
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<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Scholarships for Disadvantaged Students</td>
<td>$900,000</td>
<td>USDHHS/HRSA</td>
<td>Funded 2012-2016</td>
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<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Nurse Faculty Loan Program</td>
<td>$248,000</td>
<td>USDHHS/HRSA</td>
<td>Funded 2013-2014</td>
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<tr>
<td>Jones, Creech, Andrews</td>
<td>Nursing</td>
<td>Veterans Serving Veterans: The University of Michigan-Flint Accelerated Bachelor of Science in Nursing (BSN) Program for Veterans</td>
<td>$1,379,902</td>
<td>USDHHS/HRSA</td>
<td>Submitted to sponsor</td>
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<tr>
<td>Principal Investigator</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
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<td>----------</td>
<td>-------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Knecht/Andrews</td>
<td>Nursing</td>
<td>UM-Flint Initiatives for Nursing Diversity</td>
<td>$788,813</td>
<td>USDHHS/HRSA</td>
<td>Funded 2011-2014</td>
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<tr>
<td>Wehbe-Alamah</td>
<td>Nursing</td>
<td>UM-Flint Initiative to Expand Culturally Competent Interprofessional Collaborative Practice</td>
<td>$1,500,000</td>
<td>USDHHS/HRSA</td>
<td>Pending</td>
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</table>

These include grant applications submitted to sources internal to UM-Flint.

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kupferschmid</td>
<td>Nursing</td>
<td>Spatial Learning and Acute Activation of the Immune System of Aged Rats</td>
<td>$17,185</td>
<td>Research and Creative Activity Committee (RCAC)</td>
<td>Funded</td>
</tr>
<tr>
<td>Lesley</td>
<td>Nursing</td>
<td>Lapeer County Community Mental Health Project: A Qualitative Study to Assess Sustainability of “InSHAPE” Program Outcomes</td>
<td>$13,453</td>
<td>Research and Creative Activity Committee (RCAC)</td>
<td>Funded 2011 with extension to 2013</td>
</tr>
</tbody>
</table>

**Physical Therapy**

These include grant applications submitted to sources external to UM-Flint.

<table>
<thead>
<tr>
<th>Principle Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jen Blackwood</td>
<td>Physical Therapy</td>
<td>Assessment of Balance and Cognition as Risk Factors for Falls in Community Dwelling Older Adults</td>
<td>$500</td>
<td>Michigan Physical Therapy Association Institute for Education and Research</td>
<td>Awarded</td>
</tr>
<tr>
<td>Min Huang</td>
<td></td>
<td>Home-based training to improve upper limb and postural control in older adults</td>
<td>$466,000.00</td>
<td>Health and Human Services, Department of National institutes of Health</td>
<td>Pending</td>
</tr>
<tr>
<td>Lucinda Pfalzer</td>
<td>Physical Therapy</td>
<td>UMFlint Fulbright Scholar in Residence - Dr.</td>
<td>$50,000.00</td>
<td>Education, Department of</td>
<td>Awarded</td>
</tr>
<tr>
<td>Principle Investigator</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-------------------------------------------------</td>
<td>---------------</td>
<td>------------------------------------------------</td>
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</tr>
<tr>
<td>Johnson</td>
<td>Physical Therapy</td>
<td>Professional DPT Scholarships for Disadvantaged Students in SHPS</td>
<td>$206,766.00</td>
<td>HRSA, Department of Health and Human Services</td>
<td>Denied</td>
</tr>
<tr>
<td>Lucinda Pfalzer</td>
<td>Psychology/Physical Therapy</td>
<td>Bridges to Baccalaureate MCC UMF project</td>
<td>$1,032,377.00</td>
<td>Mott Community College</td>
<td>Denied</td>
</tr>
<tr>
<td>Eric Freedman, Donna Fry, Lucinda Pfalzer</td>
<td>Psychological Therapy</td>
<td>Bridges to Baccalaureate MCC UMF project</td>
<td>$1,032,377.00</td>
<td>Mott Community College</td>
<td>Denied</td>
</tr>
</tbody>
</table>

**Efforts to Increase Enrollment**

*Dean’s Office*

We have assisted Nursing with discussions with the Wayne County Community College District to see if we can promote increased enrollment into our RN-to-BSN program.

*Public Health & Health Sciences*

We have initiated several efforts using social media to increase enrollment and better connect with alumni:

1. Department Student/Alumni Newsletter Launch— we restructured our former newsletter to better target alumni and prospective students as well as current students, and began sending it out to alumni for whom we have up-to-date contact information. The newsletter is structured so that it can be shared easily and recipients can easily subscribe to receive future newsletters. Newsletters are archived on our department Web site: [http://www.umflint.edu/PubHealth/Newsletters.htm](http://www.umflint.edu/PubHealth/Newsletters.htm).

2. Department Blog Launch—blog will include information/news tailored to department students, alumni, and prospective students: [http://blogs.umflint.edu/phhs](http://blogs.umflint.edu/phhs).

3. Department Facebook Page Launch—page will include information/news tailored to department students, alumni, and prospective students.

*Nursing*

The Master of Science in Nursing (MSN) Adult Nurse Practitioner curriculum which carries a $22,000 grant stipend for newly-admitted students continues in the upcoming 2014 final year. This has been very successful at increasing enrollment in the program for the past three years. If enough interest continues to fill a cohort of students, this degree program will continue after the grant funding. The graduate nursing SDS grant received in 2012 served to increase students in the DNP program and was able to fund multiple doctoral nursing students this year, awarding $225,000 total to students in 2012-2013. This grant was approved for four years and has received a similar funding amount for 2013-2014. The approval of the new concentration in the DNP program of acute care nurse practitioners served to increase the cohort size for fall 2013. Lastly, in 2013, the Department of Nursing applied for and has received the Nurse Faculty Loan grant in the amount of $242,000. This new grant will attract graduate students to both the MSN and DNP programs by providing a fund for students to borrow monies with loan forgiveness if graduates teach nursing.

In an effort to continue consistent and sustained enrollment growth, the undergraduate program developed a dedicated success team to ensure student retention. These efforts mirror the student success plan initiated at the University level, yet customize strategies specific to the nursing curriculum. Faculty mentoring, learning system utilization and success tracking with individual plans for success are key elements of this initiative. A focus on student centeredness and improvement of student satisfaction are key to growth. After surveying students in all undergraduate programs, three new electives were added to provide alternatives and improve student satisfaction. Community clinicals were also added as an option in the spring/summer schedule for the RN to BSN program. These clinical placements were historically only available in the fall and winter semesters.
Physical Therapy

See above section regarding recruiting a well-qualified (higher mean GPA and GRE scores), diverse student body for the Professional DPT program. In addition to the items listed above the Physical Therapy Department is actively using FaceBook and is in the process of restructuring its webpage as a marketing tool for our programs.

Community Engagement Activities

Dean’s Office

- David Gordon (Dean) continues to serve as a member of a number of community organizations, including the Greater Flint Health Coalition Board, the Genesee Health Plan board, the Universal Kidney Foundation board, and the Mott Children’s Health Center advisory board. He and Donna Fry (Assoc. Dean) are also members of the Michigan Council of University Health Deans organization. Finally the Dean has served on advisory groups for the Michigan Health Council.

- The Dean has continued to have a number of individual meetings with Flint area health care providers to identify new clinical training opportunities for our SHPS students and to determine how SHPS can better serve these institutions.

- Associate Dean, Donna Fry, serves on the national Research Committee of the Association of Schools of Allied Health Professions, as chair of the Degenerative Diseases Special Interest Group in the American Physical Therapy Association, as treasurer of the Michigan Physical Therapy Institute for Education and Research, and member of the Public Safety, Health & Welfare Advisory Group for the City of Flint Planning Commission, Friends of Genesee Health Plan Campaign Committee, and the Flint Health Education Opportunities Committee for the Greater Flint Health Coalition.
• The Dean participated in the yearlong Leadership Genesee program this past year, and has done associated volunteer work with the Hamilton Community Health Network of Flint.

• Although not strictly part of SHPS efforts, the Dean has met with a number of community individuals and groups in support of our emerging UM-Flint Social Justice Center.

Public Health & Health Sciences

Gergana Kodjebacheva

• October, 2012 - City of Flint, Mayor’s Office, Flint Master Plan Technical Advisory Committee: Member

• September, 2012 - University of Michigan Prevention Research Center, UM Flint/Ann Arbor, Genesee County Health Department, Speak to Your Health Survey Committee Member

• March 9, 2013 - City of Flint, Mayor’s Office, Vision and Goals Workshop: Focus group moderator

Lisa La Peyrouse

• University of Michigan Prevention Research Center, Speak to Your Health Survey Committee

Suzanne Selig

• Chair, Community Board for University of Michigan Prevention Research Center

Nursing

Marge Andrews

• UM-Flint/Hurley Medical Center Anesthesia Program, Member, Advisory Board, 2006-present

• Oakland Community College, Member, Advisory Board – July 1, 2011-present

Libby Bell

• Teach CPR classes to the community - St. Paul Lutheran school staff, Flint Community schools

Christina Aplin-Kalisz

• Health consultant for Early Child Development Center on UM-Flint campus – 2007-present

Melva Craft-Blacksheare

• Genesee Hospital Centering Pregnancy Project – Steering Committee Advisory Board member

Connie Creech

• Genesee Health Plan Quality Assurance Committee 2008-present

• Genesee County Health Department Behavioral Health Advisory Committee 2005-present

Marilyn Filter

• President, Sigma Theta Tau International, Pi Delta Chapter, 2011-present

• Vice-President, American College of Nurse-Midwives Michigan Affiliate, 2010-present

• Pride Medical Services Committee, Flint, MI, 2006-2012

• Advanced Master Gardener, 1980-present

• Saginaw Children’s Zoo, Adopt-a-Garden, Vegetable Garden, 2011-present

Judy Haefner

• Maintain a clinical practice in mental health and see patients who have experienced traumatic brain injury and children diagnosed with ADHD

Linda Knecht

• Volunteer at Genesee County Free Medical Clinic

• Member of the Hazel Sims Scholarship Committee
Marsha Lesley
- Lapeer and Genesee County Community Mental Health Clinics

Rose Luster-Turner
- Flint Civil Service Commissioner – appointed January 2010 to present

Richard Richardson
- Carmen-Ainsworth Learning Center with Early Head Start and Heat Start programs – Advisory Board
- Volunteer with Flint Genealogical Society as Vital Records Specialist, Genesee County Clerk

Hiba Wehbe-Alamah
- Participated in 2012-2013 class of Leadership Genesee, a program designed to develop leaders who want to engage their community and make a difference through strategic civic engagement and volunteer activities
- Volunteered services as a Family Nurse Practitioner at the Family Planning Unit of Saginaw County Department of Public Health, Saginaw, Michigan – 2006-present

Physical Therapy

Donna Fry (reported in Dean’s report)

Min Huang
- Balance screening at Resource Fair, Hurley Cancer Institute
- Panelist at the Undergraduate Research Opportunity Program (UROP) Health Care Career Seminar, University of Michigan

Annemarie Kammann
- Red Cross Blood Drive volunteer

Lucinda Pfalzer
- Team leader for Genesee County American Cancer Society Making Strides for Breast Cancer event

Amy Yorke
- Council Member for Eastern Area of Michigan Chapter of the National Multiple Sclerosis Society
## 2012-13 Budget Summary

<table>
<thead>
<tr>
<th>SHPS - FY 2012 - 2013 Budget</th>
<th>Dean</th>
<th>Nursing</th>
<th>Physical Therapy</th>
<th>Public Health &amp; Health Sciences</th>
<th>SHPS (All)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spending Authority</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY12</td>
<td>$846,720.83</td>
<td>$277,842.53</td>
<td>$187,654.01</td>
<td>$1,448,574.94</td>
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<td>Base Budget</td>
<td>$734,747.00</td>
<td>$5,347,434.00</td>
<td>$2,627,087.00</td>
<td>$3,015,222.00</td>
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<td>Transfers</td>
<td>$441,454.87</td>
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<td>($104,848.63)</td>
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<td>Revenue</td>
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<td>$0.00</td>
<td>$0.00</td>
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<td>Total Spending Authority</td>
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<td>$5,772,722.58</td>
<td>$2,709,892.38</td>
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<td><strong>Expenditures</strong></td>
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<tr>
<td><strong>Salaries:</strong></td>
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<td></td>
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<td>Faculty</td>
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<td>Benefits</td>
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<td>Sub-total Salaries</td>
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<td><strong>Operating:</strong></td>
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<tr>
<td>Communications</td>
<td>$4,945.08</td>
<td>$14,629.08</td>
<td>$8,377.06</td>
<td>$9,280.00</td>
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<tr>
<td>Computing Services and Supplies</td>
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<td>Fees and Services</td>
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<td>Financial Aid</td>
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<td>$16,321.94</td>
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<tr>
<td>Furniture &amp; Equipment</td>
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<td>$0.00</td>
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<td>General Expenses</td>
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<td>$162,850.48</td>
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<td>Internal Rebill</td>
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<td>Laboratory Supplies</td>
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<tr>
<td>Plant Operation/Maintenance</td>
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<tr>
<td>Research (RESGR/RESIN/STRES/STRUP)</td>
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<td>Space Rental and Renovations</td>
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<td>$0.00</td>
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<td>$96,106.00</td>
<td>$97,856.00</td>
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<tr>
<td>Transfers and Distributions</td>
<td>$57,147.90</td>
<td>$510,782.82</td>
<td>$56,719.16</td>
<td>$19,313.00</td>
<td>$643,962.88</td>
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<tr>
<td>Travel, Hosting and Transportation</td>
<td>$25,227.00</td>
<td>$89,078.91</td>
<td>$87,338.33</td>
<td>$75,277.00</td>
<td>$276,921.24</td>
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<tr>
<td>Sub-total Operating Expenses</td>
<td>$168,844.68</td>
<td>$831,206.09</td>
<td>$314,700.45</td>
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<td>Total Expenditures</td>
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<td>$4,969,731.19</td>
<td>$2,284,236.68</td>
<td>$3,096,894.00</td>
<td>$11,258,982.89</td>
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<tr>
<td><strong>FY12 Budget Balance</strong></td>
<td>$1,114,801.68</td>
<td>$802,991.39</td>
<td>$425,655.70</td>
<td>$1,651,545.94</td>
<td>$3,994,994.71</td>
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</tbody>
</table>
Goals for 2013-2014

<table>
<thead>
<tr>
<th>School of Health Professions &amp; Studies – (Dean’s Office Directed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Refine the SHPS strategic plan:</strong> Again, the SHPS strategic planning process is ongoing. This year we plan to focus on identifying measures of success which we will monitor for our strategic plan.</td>
</tr>
<tr>
<td>2. <strong>Inventory existing SHPS space and develop plan for new space needs:</strong> Since we have almost completed the moves into incremental space granted to SHPS, now is a time to check on the actual utilization of this space and to identify new space needs (e.g. faculty offices, space for some simulation equipment).</td>
</tr>
<tr>
<td>3. <strong>Nurture tenure and promotion preparation by junior faculty:</strong> This is an ongoing process, which is important, particularly since we have several relatively new faculty in all of our departments (mostly junior faculty). We will refine our faculty mentoring efforts in concert with the departments.</td>
</tr>
<tr>
<td>4. <strong>Finalize the revision of tenure and promotion guidelines:</strong> Significant progress was made on these SHPS guidelines this past year. We plan to finish this process and bring the new guidelines to a faculty vote following determination of the school structure.</td>
</tr>
<tr>
<td>5. <strong>Foster interdisciplinary efforts within the School and University for scholarship and service projects:</strong> This year we hope to make more progress in this effort. The Associate Dean and the Dean will be attending regional and national conferences which focus in interdisciplinary efforts in the health professions, plus we have at least one invited speaker coming to talk about interdisciplinary efforts at a different institution. Our goal is to end the year with some interdisciplinary grant applications and publications submitted (one publication highlighting collaboration between Physical Therapy and Nursing has just been published so far this year).</td>
</tr>
<tr>
<td>6. <strong>Identify key service and scholarship efforts for SHPS faculty to improve the health of our region:</strong> We will continue to look for opportunities for this in the coming year. Initiatives we are considering include: continued support of our student-run clinic focused on health education and physical therapy for homeless individuals (“PT-Heart), creating a formal health education service within our Urban Health and Wellness Center, and working to improve the overall financial stability of the Urban Health and Wellness Center.</td>
</tr>
<tr>
<td>7. <strong>Develop a strategic plan to increase diversity in our SHPS student population:</strong> We will continue the efforts started this past year, plus arrive at a plan to actually increase our student body diversity. In these efforts we may partner with the emerging UM-Flint Social Justice Center. We will also develop a plan to continue some aspects of our Health Careers Opportunities Program in the face of the loss of HRSA funding, plus apply for renewal of our comparable UM-FIND nursing grant.</td>
</tr>
<tr>
<td>8. <strong>Decide on the future SHPS Structure:</strong> We are hopeful to obtain a campus decision this year on whether or not Nursing should become a separate school. This needs to be resolved in order for us to make significant progress with further SHPS strategic planning.</td>
</tr>
<tr>
<td>9. <strong>Expand the clientele of the Urban Health and Wellness Center (UHWC) and make this unit financially solvent:</strong> We will continue to look for opportunities to increase patient volume (and consequent billing) for our UHWC. Initiatives began this past year (e.g. seeing patients from the Veterans Administration clinic in Flint for physical therapy, who would otherwise have to travel to Ann Arbor for services) have already begun and we intend to further grow this business. We also plan to seek additional physical therapy patients from the Flint area Hamilton Community Health Network. Finally we are continuing to explore options for billing third party payers in addition to the Genesee Health Plan (e.g. Medicare and Medicaid). Cross/Blue Shield) which will enable us to take a larger variety and number of patients.</td>
</tr>
<tr>
<td>10. <strong>Start a SHPS customer service and leadership development program which identifies and nurtures academic leadership talent, which can be leveraged towards specific projects and succession planning:</strong> We plan to finalize our plans this year with the help of The Leadership Group.</td>
</tr>
<tr>
<td>11. <strong>Orient the new Director of Physical Therapy:</strong> We have just received an acceptance of our offer for this position. The candidate will be starting in January 2014, and will need much orientation and ongoing mentoring.</td>
</tr>
<tr>
<td>12. <strong>Partner with health care providers to identify new capacity for the clinical training of SHPS students (clinical rotations, internships, residencies, etc.):</strong> This is an ongoing effort. This year we particularly will search for more clinical training capacity at sites such as the Hamilton Community Health Network, and the Veterans Affairs Health System in Saginaw. Unfortunately this has become a competitive arena with several new and existing schools vying for such clinical training slots.</td>
</tr>
<tr>
<td>13. <strong>Promote new extended learning opportunities for SHPS:</strong> We have begun discussions in our departments and with the Office of Extended Learning concerning new continuing education initiatives, particularly since licensing renewals for some of our professions (e.g. physical therapy) require formal continuing education. Although somewhat competitive, this is an area we feel we can capitalize on particularly using online formats, leveraging the University of Michigan brand, and this could be a relatively new income stream for the School and University.</td>
</tr>
<tr>
<td>14. <strong>Generate development case statements for the upcoming capital campaign:</strong> We have begun both as a School and as individual departments/units to develop and refine case statements which should best sell our story as an excellent return on investment of donor dollars. Such efforts will be ongoing this coming year and throughout the multi-year campaign.</td>
</tr>
</tbody>
</table>
Public Health & Health Sciences
- Each tenure track faculty member will submit at least one manuscript for publication and be actively engaged in seeking external funding.
- Make progress on Council on Education Public Health Self-Study document for Bachelor of Science in Public Health and Masters in Public Health (MPH) accreditation.
- Support PH students to attend professional meetings.
- Implement new stand-alone MPH program.
- Recruit two new tenure track faculty for Health Administration and Public Health.
- Achieve Council on Accreditation re-accreditation of Anesthesiology Program and re-accreditation of Radiation Therapy Program.
- Achieve re-certification of the Health Administration Program.

Nursing
- Obtain the internal campus approvals necessary to create a School of Nursing as a new academic unit at UM-Flint.
- Begin construction of a state-of-the-art simulation laboratory on the second floor of the WSW Building (to be completed before September 2014).
- Convene a forum of nurse executives and leaders representing the full care spectrum to identify attributes, knowledge, and expertise that nurses will need in 2020 to meet the healthcare needs of the community.
- Implement objectives for all grant-funded projects.
- Convert all student records from paper to electronic format.
- Develop new graduate program offerings in nursing (possible Certificate in Nursing Education, Post-Master’s in Family Psychiatric Mental Health Nurse Practitioner, and/or slower-paced Master of Science in Nursing Nurse Practitioner program) and other health-related specialties as determined by faculty consensus.

Physical Therapy
- Recruit faculty for key positions including Department Director (individual just signed), Associate Director of Professional Education, and several faculty posts.
- Provide professional/career development opportunities for existing faculty and new faculty.
- Increase faculty scholarship.
- Recruit a well-qualified and diverse student body for the Professional DPT program.
- Assess effects of our recent expansion of class size from 40 to 60 students/cohort in the DPT program. Recommend and begin implementation of program changes to address any identified needs found in the assessment.
- Develop courses and implement admissions processes for the DPT/PhD program.
- Work collaboratively with PHHS to develop proposal for DPT/MPH program.
- Accredit and implement an orthopedic residency program and submit pediatric and geriatric residency program applications for accreditation.
- Expand community partnerships and development opportunities especially to increase endowments for DPT student scholarships.

The Urban Health and Wellness Center

The Urban Health and Wellness Center (UHWC) is not a formal academic unit in and of itself, but is administered by SHPS. An annual report summary is included in this separate section since most of the above categories (e.g. enrollments, faculty issues) do not apply to this unit.

Introduction

The Urban Health and Wellness Center continues to function as a Primary Care Practice and Physical Therapy clinical program. The UHWC is a center of excellence created to enhance quality of life in our region by focusing on healthcare provision, wellness promotion, and disease prevention through teaching, learning, research, and service activities with diverse populations. The UHWC’s Primary Care and Physical Therapy practices are a model incorporating interdisciplinary practice addressing community-identified concerns through University and community-wide collaboration and serves as a resource to our service community.
Status of 2012-13 Goals

1. Advance efforts to expand clientele in UHWC
   a. Adopt an electronic medical record system
      UHWC completed a review of various electronic medical record systems and identified probable program candidates. An RFP was issued and a final selection is underway.
   b. Move toward acceptance of third party payments
      Steps have been taken to become eligible for third party payment. Further improvements in operations, documentation processes and medical records management occurred to position the Center to affiliate with appropriate payers in a fee for service relationship.
      Discussion ensues with a few outside institutions regarding contractual arrangements for services as well (both our providing services for them and exploring specialty consultation for us).
   c. Propose student health fee
      Because of feedback from past campus efforts towards creating such a fee, a student health fee was not pursued; however, a relationship with the Genesee County Health Department was formalized and put in place. Student services were improved and protocols were formalized to meet the needs career and training needs of SHPS students.

Significant Achievements

- Total primary care clinic visits increased this year 7 percent despite a decrease in GHP enrollment reflecting an increase in the complexity and care needs of our patients. The cost per visit decreased indicating increased service efficiency.
- More Physical Therapy patients were seen. Visits increased while the visit frequency was reduced. Patient satisfaction remained excellent. A Step Down program was implemented.
- Expanded the number of students educated within the Urban Health and Wellness Center via clinical practicum placements. Added certificate Medical Assistant, bachelor and master’s level Social Work students to the existing cadre of Doctorate of Nursing Practice and Physical Therapy Doctorate students.
- The service contract with Genesee Health Plan was renegotiated and relationships with key providers were implemented and strengthened.
- Staff, from and through, the Urban Health and Wellness Center participated in and provided healthcare screenings and health education services at several community events this past year.
- Provided opportunities for DNP students to engage in translational research which tests the practicality of clinical innovations and ideas within a primary care setting. These projects were reported at national conferences and in other venues by the student researchers. They benefit the UHWC, the students and the field of primary care.

Development Activities and External Funding

Acquired, with Molly Brennon (PHHS faculty), a $5,000 grant from Health Plus for community health education.

Efforts to Increase Enrollment

- Participated in campus wide efforts to welcome students, compete for scholarship candidates and find those who might be interested in studying healthcare fields.

Community Engagement Activities

- Supported and participated in an influenza education campaign developed for the community by the Universal Kidney Foundation. Implemented a National Influenza Vaccination Awareness Week evaluation
• Participated in a performance improvement process with other agencies and hospitals in Genesee County. SBIRT (Screening, Brief Intervention and Treatment) programming was provided to patients, as a standard of care, to gauge alcohol and drug use patterns and a patient’s motivation to change their pattern. Behavioral Health Consultants and Peer Recovery Coaches joined our Nurse Practitioners in an effort to use motivational interviewing techniques to help patients meet the change goals they set for themselves.

• Health educational events for men, senior citizens and patients with cardiac disease were among the events we participated in, or delivered ourselves, this year.

Goals for 2013/2014

- Formalize and implement a business plan which ensures the continued financial viability of the Urban Health and Wellness Center.
- Meet the mission of the Urban Health and Wellness Center through the provision of excellent, efficient and effective patient care, offering student education to all disciplines with the SHPS academic programs.
- Continue and expand involvement within the community to address and reduce health disparities.

SCHOOL OF MANAGEMENT

The Annual Report is an opportunity to reflect on progress. As a new dean just stepping into this role, I am very encouraged by the work that has gone on in the past year. The work of the past year will provide a strong foundation for further successes for the School of Management. There are many items to report in the following pages of this report. I will provide just a brief sampling of some of these activities.

A significant planning process took place to create a new mission, new values, and a new strategic plan. There was significant broad participation in this process and it will serve us well in the next five year.

AACSB International conferred its “Maintenance of Accreditation” approval for The University of Michigan – Flint in April 2013. This is a significant achievement. The School of Management is now preparing for the next visit by paying close attention to practices related to assessment, faculty support and qualifications, and strategic planning.

A strong commitment to building global programs and global awareness was evident during the past academic year. New programs and partnerships were developed with universities in Taiwan, Germany, and Poland.

Faculty scholarship was impressive with 26 peer reviewed articles published. Support for research and faculty participation in academic conferences was ramped up to provide the needed infrastructure for high quality intellectual contributions.

Community engagement activities showed impressive gains with multiple touch points linking the School of Management to the community. The Director of the Michigan Center for Entrepreneurial Leadership was involved in business start-ups, participated in an Inspire Social Entrepreneurship conference, planned an industry association to meet in Flint, and facilitated student projects with local businesses. The Michigan Family Business Center provided seminars to support new and existing family businesses. The School of Management had participation in the Michigan council on Economic Education and the Economic Roundtable of the Detroit branch of the Chicago Federal Reserve Bank. An Entrepreneurship Society was formed and a partnership was created with Flint’s Habitat for Humanity in the successful “Work/Live” project.

Mission Statement

During the 2012-13 academic year, the following mission guided the School’s efforts:
As part of the internationally recognized University of Michigan system, our mission is to provide high-quality management education to prepare our students for intellectual growth, productive careers, and professional development. We deliver our programs to a diverse group of graduate and undergraduate students primarily in Michigan and the surrounding region using a variety of learning/teaching approaches that focus on skills, abilities, technology and knowledge vital to organizations. We will also expand these programs to reach out to the national and international community in order to link our students and faculty to the global marketplace. We are committed to excellence in teaching, learning, and primarily discipline-based intellectual contributions. We use our professional skills to provide service to the university, professional organizations, alumni and the community as we engage them to enrich our intellectual pursuits and instructional activities.

During the academic year, the School revised its mission, vision and values to the following for 2013-2018 as follows:

**Mission:** Deliver innovative high quality educational programs and intellectual contributions that advance the theory and practice of business; Meaningfully engage local and global communities; Demonstrate the highest integrity and ethics.

**Vision:** Enabling students, faculty and staff to make a positive impact on organizations, society and the world.

**Values:** Excellence in all endeavors; Learning always, Innovation; Teamwork and collaboration; Sustainability; The highest integrity and ethics

### Status of 2012-13 Goals

We listed four distinct goals for the academic year. A summary of our achievements are presented below:

1. **Successfully address the educational quality issues raised by the AACSB team as well their continuous improvement suggestions and thus have a successful sixth year review by the AACSB-International.**

   School received extension of its maintenance of accreditation for 5 years. Next accreditation visit will occur in 2016-17. To this end, several action items initiated and completed include:
   - Hiring three additional tenure track and one full-time lecturer participating faculty, effective September 2012, resulting in a significant increase in the number of fulltime participating faculty and a decrease in the number of supporting part-time lecturers,
   - Conducting a comprehensive review of the School’s academic program offerings and phasing out programs that no longer aligned with the School’s Strategic plan, and
   - Reviewing the assurance of learning (AOL) processes, which included seeking consulting assistance from a nationally renowned AOL expert to continue with the actions designed to improve the programs.

2. **Significantly revise the mission and carry out a comprehensive strategic planning for the School, consistent with that of the University.**

   School’s faculty and staff worked together with its constituency (students, business community, and university administration) to develop a new mission, vision, values (see previous section) and identified several strategic objectives for 2013-18 as follows:
   - Promote a culture of enduring student success
   - Support faculty and staff in their pursuit of academic excellence
   - Increase international experiences of students
   - Increase opportunities for students to interact with business community
   - Increase engagement of the alumni, local and regional business community

3. **Deepen our relationship with existing international partners with new programs and exchanges, and develop new partnerships in critical emerging markets.**

   A new partnership has been formed with Bergische Universität Wuppertal (Germany) with and internship/student exchange agreement. Several other existing relationships have been deepened as well with new agreements: dual MBA with National Taiwan Normal University, and student exchange agreement with Kozminski University (Poland). Further, several faculty visited our existing and new partners during the academic year.
4. **Strengthen SOM full-time faculty and increase professional development opportunities for faculty.**

In addition to continuation of existing programs to support faculty for conference presentations, high impact publications awards, and summer research program, the School strengthened its support for faculty’s professional development by:

- increasing the number of grants from 3 to 5 and the grant amount from $6K to $8K in the summer research program,
- increasing the support percentages for attendance (from 25% to 50%), and session chairing (from 50% to 75%),
- establishing a research support program for non-tenure track faculty, and by
- providing funding for faculty involved in mentoring of student projects at UM-Flint Incubator.

**Significant Achievements**

- AACSB International confirmed Maintenance of Accreditation for The University of Michigan – Flint on April 7, 2013.
- School’s faculty and staff along with its larger constituency completed development of a new mission, vision values and a five year strategic plan.
- Two high-level gatherings of local businesses: Business Appreciation Dinner to recognize successful businesses, and the Economic Forum Luncheon.
- Two tenure-track faculty members in Finance and Management Information Systems were successfully recruited.
- The School developed new programs: Dual programs with several graduate programs offered on campus: Doctor of Anesthesia Practice, Doctor of Nursing Practice, and Doctor of Physical Therapy, as well as dual MBA/MSA program.
- The School expanded its efforts to increase transfer students by developing a new scholarship program for transfers with high academic achievements from partner community colleges. Schools advisors are regularly visiting partner colleges for promotion and advising.
- New international agreements were signed with the following international institutions (2012/13): Internship/student exchange agreement with Bergische Universität Wuppertal (Germany), student exchange and dual MBA with National Taiwan Normal University, and student exchange agreement with Kozminski University (Poland).
- A successful study abroad trip was organized by our faculty to Taiwan/Japan.

**Student-Outcomes Assessment**

The School of Management Faculty assesses student learning in the BBA and MBA programs through varieties of measures including standardized tests, course-embedded assessment of key skills and values for a successful business career, and alumni surveys. The knowledge areas in the BBA program that are assessed are accounting, finance, marketing, economics, management, quantitative business methods, business law, and international business. The knowledge areas that are assessed in the MBA program are managerial accounting, finance, marketing, and management. The assessment in knowledge areas is done annually through standardized tests among students in capstone courses of the programs. The skills and values are assessed on a rotating cycle. This academic year, the skills and values that were assessed in both programs were effective group work and understanding of diversity. Also, goals that were deemed deficient in the previous academic year are assessed again. Most of the assessment activities are course-embedded. Assignments given as part of various courses are reevaluated by undergraduate or graduate committee faculty members for a second time for assessment purposes. Participation in assessment activities are expected from the faculty and considered in their annual review, as well as, during promotion and tenure process. The results of student learning assessment are evaluated by the committees and discussed with the faculty at monthly meetings and at the annual retreats, and used to improve the curriculum of the BBA and MBA programs.
In the BBA program, in the previous academic year, learning objective 1.3 (Marketing) was deficient as our students average scores in respective ETS sections were below the median. This year our students’ performance significantly improved in marketing relative to previous year to just below the median. In all other sections of the ETS test, our students’ percentile ranged from 69% (Accounting) to 88% (Finance). This year for the first time, the students’ performance in their own major relative to all business students were also analyzed. In all majors, performance of students in a major was better than the average business student, with the exception of management and international business. The committee found that students’ performance in objective 4 met our expectations. While there was an improvement in last year’s deficient objective 5.4 (suggesting solutions), 9% of students still do not meet our expectations. The committee also found the student performance in learning objective 7 (diversity) to be deficient with 16% of students not meeting our expectations.

In the MBA program, in the previous academic year, learning objective 1.4 (Marketing), and learning objective 6 (Strategic integration) were deficient as our students average scores in respective ETS sections were below the median. This year both of these were well above the median. In fact, in all sections of the ETS test, our students’ percentile ranged from 65% (Management) to 92% (Accounting). Further, the goals in objective 4 (group work) were met with only 1% of students not meeting the expectations. While there was an improvement in last year’s deficient objective 3.2 (written communication), 9% of students still do not meet our expectations. Students’ performance in learning objective 5.1 (use of data) continues to be deficient. The student performance in learning objective 7 (diversity) is considered to be deficient with 25% of students not meeting our expectations.

**External Accreditation**

The School had an accreditation visit from the AACSB-International on January 29-31, 2012. After consultations with faculty and University administrators, the team’s decision that was conferred by the AACSB was to extend a sixth-year review with continued accreditation.

During 2012-13, the School’s faculty and staff determinedly addressed the two educational quality concerns that needed resolution and several other areas of weaknesses and suggestions for continuous improvement, and reported its actions to the six year review team. In April 2013, the team recommended extension of maintenance of accreditation for the undergraduate and master’s degree programs in business offered by the University of Michigan-Flint, which was ratified by the Board of Directors of AACSB-International. The next accreditation visit is planned for 2016-2017.

In the interest of continuous improvement, the team recommended that we should closely monitor the following items:

- the number of participating faculty members to insure that the balance dictated by Standard 9 is maintained, especially in the area of finance.
- School’s assessment data is incorporated into its process of curriculum management. In particular, the School must show how its assessment data are used to ‘close the loop’ in the curriculum review process.

**Research and Creative Activities**

*Refereed Journals in Print*

- Banerjee, S., “Gender Targeting of Mobile Location Based Advertisements”, *Journal of Research in Interactive Marketing Special Issue: Mobile Marketing and Social Media*, August 2012.


Presentations


Xu, S., “Tomorrow's Leaders and Their Communication Methods: Has the Phone Conversation Really Died?”, AAA Annual Meeting, August 2012.


Development Activities and External Funding

Realized Gifts

1. $20,000 John T Heitmann Continuing Education Scholarship
2. $12,992 Miscellaneous gifts credited to SOM
3. $12,500 Baker-Roberson Service Scholarship
4. $2,000 Cathleen L Miller, PhD, CPA, Accounting Scholarship
5. $2,000 Charles Erickson Rachor Memorial Scholarship Fund
6. $2,000 David A Page CPA Scholarship
7. $2,000 David C Tucker CPA Scholarship Fund
8. $2,000 Jessica Hagemeister CPA Scholarship Fund
9. $2,000 Timothy E Purman CPA Scholarship Fund
10. $1,500 Yeo and Yeo Accounting Scholarship
11. $1,000 Oliver, Lagore, VanValin Investment Group Scholarship
12. $950 School of Management Public Accounting Fund
13. $625 Sch. Of Management Acct Schlr. Endowment
14. $500 Linn Family Scholarship
15. $200 School of Management International Scholar Fund
16. $150 School of Management Study Abroad Fund
17. $100 NetPlus MBA Program

Outstanding Pledges

1. $50 individual pledge

Grant Applications


Efforts to Increase Enrollment

- The school continues with its targeted enrollment management plan for its programs. Accordingly, we have been adjusting our recruitment activities accordingly, such as locations, number of recruitment events, etc.
- School’s faculty and staff continues to actively participate in undergraduate admission recruitment events for high school and transfer students, organized by the Admissions Office, Graduate Programs’ events, as well as the School’s own recruitment efforts at partner community colleges, and information sessions for the MBA, MSA and graduate certificate programs.
- In addition to continuing with the Google campaign, and Princeton Review feature, attending the education fairs, our recruiter staff establishes working relationship with several companies to assist their employee professional development efforts with our MBA program.
- A scholarship program has been established to encourage more transfer students from partner community colleges with high academic achievements.
- Dual programs were developed with several graduate programs offered on campus: Doctor of Anesthesia Practice, Doctor of Nursing Practice, and Doctor of Physical Therapy.
- Dual MBA/MSA program was developed.
- Several courses were offered in mixed mode as part of a pilot program to reach out to a larger geography.
- New international agreements were signed with the following international institutions (2012/13): Internship/student exchange agreement with Bergische Universität Wuppertal (Germany), student exchange and dual MBA with National Taiwan Normal University, and student exchange agreement with Kozinski University (Poland).

Community Engagement Activities

- The School of Management continued its tradition of hosting the Business Appreciation Dinner to recognize outstanding business achievement within the community. This is an important high visibility event.
• The School of Management also hosted the Economic Forum Luncheon in conjunction with the Flint Rotary. This is a well-attended event each year and creates a very positive response from the local community.

• The operations of the School’s Michigan Family Business Center continued during the academic year with seminars to aid in developing and sustaining family businesses.

• The Community One program was active in the past year. This is a program where local businesses bring business-related problems to the table and are solved with the help of SOM faculty and students in the form of projects and internships.

• Director of the Michigan Center for Entrepreneurial Leadership (MCEL), Mr. Dale Tuttle, participated in the Mid-Michigan Roundtable of the Michigan Minority Suppliers Diversity Council. He also participated in, designed and conducted seminars offered through the Michigan Family Business Center. Through his guidance the MCEL facilitated the placement of the startup Zerebral, an academic incentive and rewards platform, at Tech Town located on the Wayne State University campus in Detroit. MCEL also assisted with the marketing, program development and delivery at the annual Inspire Social Entrepreneurship Conference. MCEL is also working with members of the Precision Metalforming Association (PMA) to design a conference focusing on sales, marketing, and student interaction with industry professionals. Finally, an online application process was created to facilitate the creation of linkages between the needs of external organizations and students willing to work on specific projects through internships and faculty supervised course work.

• Executive-in-Residence, Mr. Larry Nichols, established new relationships with area economic clubs and business groups. The Entrepreneur’s Society continued to engage in many projects from the community with the help of the Entrepreneur-in-Residence. Mr. Nichols was involved with the services of the Michigan Council on Economic Education including serving as co-host of the 2013 Economic Challenge and the 2013 Economic Quiz Bowl. He also served on the McLaren Hospital fundraising committee for the construction and operation of the Hospitality House to serve patients of the proton beam treatment center. He also served on the Economic Roundtable of the Detroit branch of the Federal Reserve Bank of Chicago.

• Entrepreneur in Residence, Dr. Michael Witt, developed a partnership with Flint’s Habitat for Humanity for the purpose of designing and building a novel “Work/Live” home in downtown Flint. This year-long effort resulted in a new home being completed with a new business site developed on the first floor. The Work/Live Model was introduced to the state, national and international Habitat for Humanity network and recognized as the first-in-the-nation project. Five additional Work/Live homes are planned for Flint in the next two years. Dr. Witt also developed the Entrepreneurship Society program to enhance joint student/faculty research activities on a variety of community-based projects. He was also a participant in raising $30,000 for a local cancer victim’s family in 2012. Acknowledged by the National Collegiate Entrepreneur Organization as the 2nd best donative effort in the CEO network in 2012. He also worked with Career Alliance in a student/NGO working group, exposing students to leadership and projects underway in various local employee training models and grant-seeking efforts at Career Alliance. Dr. Witt developed and solicited comments to a university-based Business Advisory Clinic where students under faculty supervision would provide business advisory services to local companies. A letter of support has been received from the Kettering University-based Small Business Technology Development Center. A support letter from the CS Mott Community College Regional Technology Center is anticipated. Once received, support from the University and the business community will be sought.
2012-13 Budget Summary

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<th>FY2012 - 2013 Budget</th>
<th>Amount</th>
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<td>Spending Authority</td>
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<td>Adjustments &amp; Transfers</td>
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Goals for 2013/2014

- Build relationships with alumni and the business community to enhance engagement and involvement with the SOM.
- Meet with current donors and seek out potential future private donors to understand their goals and passions.
- Work to build both student internship opportunities and permanent job placement for students while carefully tracking current metrics.
- Grow student involvement in recognized student organizations that will enhance professionalism, involvement, and networking opportunities.
- Seek ways to recognize and reward the outstanding work of staff and faculty.
- Begin internal discussions of new AACSB International accreditation standards and how they will translate into demonstrated innovation, impact, and engagement through a continually improving curriculum and educational experience for students.
- Seek out regional and national recognition for SOM programs.
- Enhance web based communication platforms both internally (students, staff, faculty, and the wider UM-Flint community) and externally (potential new students and transfer students, international students, parents, alumni, donors, and the wider community) that builds the recognition, pride, and value associated with the SOM.
OTHER UNITS WITHIN ACADEMIC AFFAIRS

Educational Opportunity Initiatives (EOI)

Mission

The mission of the Office of Educational Opportunity Initiatives is to foster changes in institutional services and climate and enhance the ability of the University of Michigan-Flint to identify, recruit, serve and graduate students of diverse backgrounds with a particular emphasis on students from underrepresented groups such as non-traditional, educationally and economically disadvantaged, and those from urban and other areas where the college access and success rates are significantly below the national average. Ultimately, such efforts should contribute to the overall adaptability and success of UM-Flint and enhance the climate of the UM-Flint community such that it is markedly more responsive, adaptive, and effective in meeting the needs of all of its constituent community.

Overview

The Office of Educational Opportunity Initiatives (EOI) at the University of Michigan-Flint provides a seamless web of support services for middle school, high school, and both traditional and non-traditional college students through ten programs in three primary service areas: Pre-College Programs, College Level Programs and Diversity Education Services. EOI seeks to provide participants with both academic and non-academic support services designed to enhance preparation and access to, meaningful engagement at, and empower students to complete secondary school, matriculate in postsecondary education and then to persist through graduation from the University of Michigan-Flint.

The EOI programs and services comprise a virtual seamless web of services that begin with outreach to students in middle school and extend throughout students’ secondary and postsecondary education. Indeed, it is possible, as it happens in numerous instances, that we identify and enroll a student in a pre-college program as a sixth grader and work continuously with that student through high school and ultimately graduation from the University of Michigan-Flint.

In the following pages are brief summaries of the EOI pre-college and college programs and services and selected achievements, events and activities, current as of 2012-13. It should be noted that in 2010 EOI received and initiated a significant supplemental program component funded by the Charles Stewart Mott Foundation that has expanded one of our pre-college programs (ISP) to include a fully residential summer component and a major enhancement of the academic year services. This was further enhanced in 2012 with the addition of a work and career experience component funded through a Workforce Investment Act (WIA) grant from Career Alliance/Michigan Works of Genesee County. Further, EOI collaborates with numerous departments and schools throughout the University, serving as a partner and co-sponsor of numerous initiatives. For example, since 2004 EOI has served as a principal partner and has provided key support for the development and operation of a teacher training initiative (STAR - Smart Teachers As Role Models) in the School of Education and Human Services intended to help increase the number of males of color seeking to become teachers. Outside of the University EOI works collaboratively with numerous area K-12 districts, pre-college and college level programs and services at institutions and community agencies.

On an annual basis EOI serves approximately 500 students at the pre-college level and 1,500 college students (both traditional and non-traditional aged adults). At the pre-college level, the programs and outreach initiatives work closely with parents, both in one-on-one situations as well as in groups, both formal and informal. Parents are integral to the work, and hence, the success that EOI enjoys in preparing and promoting the growth of students. Indeed, as of fall 2010, EOI initiated a Parent University within the ISP and CEO Programs to better serve the varied and demanding needs of parents as we seek to impact students. A half-time Parent Associate was hired to assist in the administration of the Parent University. This level of extending empowerment to the parents is vital to the ultimate success of their sons and daughters.

Our numerous programs and initiatives share some very straightforward and simple goals and objectives, as noted in the EOI mission statement. We are focused on providing comprehensive and intensive services coupled with careful tracking of inputs to determine the impact of services. It is critical that we assess the actual impact
of direct services by tracking the progress that students make at regular intervals. An example of these assessments is an online mentoring, tracking and monitoring software program developed by the EduGuide organization of Lansing, Michigan whereby students directly enter information about assignments and activities, keep a journal, and monitor their own progress. Such an initiative serves not simply to track progress, but it also contributes to students’ gaining and accepting greater personal responsibility for their own learning. In the work that EOI does, it is the students’ acceptance of personal empowerment that is at least as important as what direct services the programs deliver. The software thus serves the staff needs in monitoring student efforts and progress but also serves as a tool to encourage student development and learning skills that will ultimately carry them well beyond the formal programs and services.

Of course, EOI employs a dedicated and skilled staff of full-time and part-time professionals and paraprofessionals. In addition to the program managers and assistant program managers, EOI employs and trains a large complement of upper class students, including many who have graduated from EOI pre-college programs or have been participants in the college level programs themselves. Depending upon the time of year (summer and academic year), EOI employs approximately 12 full-time professional staff (not including clerical and office support personnel), 30 underclass students as program associates and assistants, and several part-time instructors including UM-Flint faculty, area secondary teachers and other artists and professionals.

Pre-College Programs and Services

I. Wade H. McCree, Jr. Incentive Scholarship Program (ISP)

Program Manager: Ms. Tawana L. Parks

The Wade H. McCree, Jr. Incentive Scholarship Program (ISP) was first conceived as a state-wide initiative of all the Michigan’s public universities in 1986 and enrolled its first class at UM-Flint in 1992. It is the oldest program in EOI, having been moved into the office in 1995 when EOI was first developed. The program services are funded directly by the University of Michigan-Flint through the EOI annual general fund allocation. Tuition and fees scholarships that are awarded to the ISP graduates who attend UM-Flint are provided directly by the University in accordance with a state-wide agreement. High achieving, first generation college students are recruited from Flint, Beecher, and Westwood Heights Community Schools where low numbers of students ultimately attend college and earn baccalaureate degrees. The students are identified and selected as second semester eighth graders and, following a probationary period of a summer component and the fall semester, are then formally inducted into the program as second semester ninth graders. The objective is to enhance their preparation for college (through academic skills development and workshops, and seminars such as study skills, note taking, career planning and ACT/SAT test preparation) and to encourage their enrollment at UM-Flint. Full tuition and fees scholarships to UM-Flint are awarded to ISP students who successfully complete all program requirements and meet the standard admissions requirements for the University.

Funding and Support for 2012-13

| Direct UM-Flint Program Funding/Expenditures: | $158,000 |
| UM-Flint Scholarships Awarded to the ISP Graduation Class of 2012¹ | $129,019 |

II. Committed to Excellence and Opportunity (CEO)

Program Manager: Ms. Tawana L. Parks

Funded by the Charles Stewart Mott Foundation, the Committed to Excellence and Opportunity (CEO) Program was initiated in summer 2010 as a complement to the ISP (above) to enhance the institutional outreach to second semester eighth graders and early high school students with a particular emphasis on students from under-represented groups such as those from educationally or economically disadvantaged backgrounds and those from urban or other areas where the college access and success rates are significantly below the national average. The goal is to especially increase the number of students, but particularly young males, who will succeed in high school, then attend and be successful in postsecondary education. This is achieved through a five or six-week, residential summer program on the UM-Flint campus and academic year after school and evening campus visits, programs, and workshops that are designed to inform, encourage and prepare students for the challenges of higher education. New for 2012 was the addition of a work and career experience component funded through a

¹ The amount awarded as scholarships is not included as UM-Flint annual allocations for EOI. This is for reference only.
Workforce Investment Act (WIA) grant from Career Alliance of Genesee County. As in ISP, full tuition and fees scholarships to UM-Flint will be awarded to CEO students who successfully complete all program requirements and are regularly admitted to the University.

Funding and Support for 2012-13

C. S. Mott Foundation Grant: $415,700
Michigan Works/Career Alliance/Work Force Investment Act: $184,300
Grand Total: $600,000

Some highlights for both ISP and CEO:

- 2012-2013 Number of Participants
  - Academic Year = 141
  - Summer 2012 = 123 (residential and commuter)
  - Summer 2013 = 137 (residential and commuter)

- 40% increase in enrollment since the addition of CEO funding (60 students or 20 per year recruited by the program from 2010 to 2012).

- 100% (N=18) of the Wade H. McCree, Jr. Incentive Scholarship Program high school graduates were accepted into and have enrolled at UM-Flint (Fall of 2012).

- The average GPA of the program participants:

<table>
<thead>
<tr>
<th></th>
<th>12th Graders (N=18)</th>
<th>11th Graders (N=45)</th>
<th>10th Graders (N=40)</th>
<th>9th Graders (N=35)</th>
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</thead>
<tbody>
<tr>
<td>Average GPA</td>
<td>3.33</td>
<td>2.774</td>
<td>2.755</td>
<td>3.016</td>
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</table>

- 18 ISP/CEO graduates were admitted to UM-Flint for fall 2012: Fifteen (15) of 18 (83%) were standard UM-Flint admits; 3 of 18 (17%) were Challenge admits.

- The Fall 2012 ISP scholars’ persistence rate for first to second year at UM-Flint:
  - 16 of 18 (89%) are enrolled at UM-Flint for Fall 2013;
  - 1 graduate is enrolled at Regency Cosmetology school and plans to return to UM-Flint in the fall 2014;
  - 1 graduate is employed full-time

- ISP College Graduates (April 2012 - August 2013 = 11) such as:
  - Vanessa Malochleb - Accepted and enrolled at UM AA Dental School
  - JaNel Jamerson - UM-Flint Urban Education Master’s Degree Program
  - Graduates enrolled in Master’s Degree programs = 2 (excluding JaNel)
  - Graduates who are employed in their career fields = 5

- EOI was awarded a grant (for the fourth year: 2013-14) by the Charles Stewart Mott Foundation for the Committed to Excellence and Opportunity Program in the amount of $415,700. (C. S. Mott has contributed $1,484,600 in the four years since its first funding.)

- 95 high school students, grades 9-12 were provided with job training and work experiences and internships (placed in work sites and positions throughout the Flint area as well as on campus).

- Strengthened collaboration with Beecher Community Schools in providing services to elementary, middle and high school students in the Beecher Community Schools Neff Center as well as bringing elementary students to the UM-Flint campus for tutoring and mentoring.

- Established new partnerships with the Flint Community Schools’ 21st Century Programs, which includes work experiences, community service, and youth development. This partnership expanded Educational Opportunity Initiatives’ Pre-College services to reach students grades K-12.

- Established a collaborative initiative with the Urban League of Flint in adopting and serving the entire seventh grade class of Northwestern High School as well as providing training for their faculty, staff and parent advocates.
III. Choosing to Succeed Enrichment Program (CTS) (Middle School and High School Components)

Program Manager: Mr. Henry E. Bazemore

Funded by the University of Michigan-Flint, the Choosing to Succeed Program (CTS) is designed to increase the number and preparation of students with a particular emphasis on students from under-represented groups such as those from educationally or economically disadvantaged backgrounds and those from urban or other areas where the college access and success rates are significantly below the national average. Students are selected from the Flint, Beecher, Westwood Heights and Genesee County area school districts and provided with academic and support services to enhance their progress and ultimately their graduation from high school and to challenge them to pursue post-secondary education. The CTS program is divided into two components: middle school grades 6-8, and high school grades 9-12. EOI currently administers CTS as a commuter summer program and a comprehensive series of academic year workshops and enrichment activities. An incentive component is available for a selected number of high achieving CTS participants who become eligible for a full tuition and fees scholarship to UM-Flint upon successful completion of the program and standard admission to UM-Flint.

**Funding and Support for 2012-13**

- **Direct UM-Flint Program Funding/Expenditures**: $109,539
- **UM-Flint Scholarships Awarded to the CTS Graduation Class of 2012**: $65,422

**Some highlights for CTS:**

- Of the 20 eligible seniors participating in the Choosing to Succeed Program, 7 (35%) students received a full tuition and fees scholarship to attend the University of Michigan-Flint in fall 2013. Four (4) of these students were also accepted and enrolled in the Genesee Early College Program.

- A 2013 CTS graduate was selected as the valedictorian to speak at the Genesee Intermediate School District Graduation ceremony. He decided to go to Grand Valley State University.

- The first recipient to receive the Choosing to Succeed scholarship was Ms. Sequana Tolon in 2005. She has since graduated from the University of Michigan-Flint and was selected as a Training Coordinator Position at the Panum Group, LLC consulting company. She now works for the U.S. Department of Homeland Security-Customs and Border Protection Control (CBP) in Washington D.C.

- Choosing to Succeed Program parents and students raised in excess of $2,000 dollars during fund raisers this year to support student field trips and other activities.

IV. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)/Martin Luther King, Jr., Caesar Chavez, Rosa Parks College Day Program (GU/CD)

Program Manager: Mr. Henry E. Bazemore

The KCP College Day Program was originally created by the Michigan State legislature in 1986 as part of the larger King/Chavez/Parks Initiative to increase the enrollment of minority and other students traditionally underrepresented in post-secondary education. In 2006-07 the state program, now funded by the Michigan Department of Workforce Development Agency, was merged with the federally funded (U.S. Department of Education) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). The program was initiated with the recruitment of the entire 7th grade class at Beecher Community Schools and the college readiness services were provided to the class as a cohort. The merged GEAR UP/College Day Program has followed that class as a cohort through its just recent graduation from high school. A second 7th grade cohort has just been recruited for the program as of fall 2012. Throughout the summer and academic year the program provides a comprehensive series of workshops and enrichment activities working with the students and their parents. Upon graduation, a select percentage of the graduating program participants will be eligible for limited college scholarships provided by the federal grant fund established for that purpose.

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4 Includes only salaries for two (2) full-time professional staff and a few part-time student employees and $366 in general expenses such as printing, postage and hosting.

5 The amount awarded as scholarships is not included as UM-Flint annual allocations for EOI. This is for reference only.
Funding and Support for 2012-13

King–Chavez–Parks GEAR UP Contract/Grant: $40,684
King–Chavez–Parks College Day Grant: $24,140
UM-Flint General Fund/EOI Budgeted Amount for Cost Share: $24,140
Vista (Incidental Expenses for One Staff Person): $1,500
Total: $90,464

Some highlights for GEAR UP:

- The first graduation class of 82 GEAR UP participants (2012) seniors had the distinction of having all of their class being eligible and accepted into a college or university. (This is the result of having recruited the entire seventh grade class in 2006.)

- At least 50% of the current GEAR UP students have visited almost all of the 15 public universities in Michigan since they enrolled in the program.

- For the first time, the first/current group of program graduates will receive support services through their first year of college from the GEAR UP staff.

- Students that obtain the required GPA and meet the scholarship requirements will be eligible to receive a GEAR UP scholarship from the state.

College Programs and Services

I. Transition and Support Services (TSS)

(Program Manager --Vacant since January 2013 when Ms. Clara W. Blakely retired and spending has been frozen by order of UM-Flint due to budget restrictions)

Funded by the University of Michigan-Flint through EOI, Transition and Support Services provides a web of services, programs, and information designed to assist students in their transition to the university and continues the provision of these services through graduation. Its services are provided to students upon request or referral with the primary foci being students from under-represented groups such as non-traditional, educationally or economically disadvantaged, and those from urban or other areas where the college access and success rates are significantly below the national average, and others identified as being at high risk of not persisting through to graduation. TSS develops and implements programming that contribute to student success, enhances the rate of persistence and thereby enables more students to attain their baccalaureate degree. TSS also utilizes a comprehensive referral network to connect students to campus and external programs and services. Programs and services offered through TSS address the academic, personal, and social needs of students.

Programs and services offered by TSS include Peer Assisted Learning (PAL), Peer Growth Teams (PGT), and academic guidance, monitoring and follow-up. The ACCESS, Challenge Program and the Transitions Programs are all part of TSS.

Funding and Support for 2012-13

UM-Flint General Fund (Total)6: $43,951

II. Access to College and Careers with Excellence through Student Services Program (ACCESS)

Program Manager: Ms. Tonya C. Bailey

Funded through the Office of King/Chavez/Parks Initiatives in the Michigan Department of Workforce Development Agency, with added support by the University of Michigan-Flint through EOI, the ACCESS Program delivers a comprehensive series of interventions and services designed to promote student success academically, personally, and socially. ACCESS is designed to introduce and engage students, particularly educationally or economically disadvantaged students and others identified as being at high risk of not persisting

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6 Includes the salary for one (1) professional staff person who retired as of the end of January, 2013. Cost includes salary and benefits and a total of $68 in postage, printing and hosting costs. The TSS component had been budgeted for a total of $65,245 for the entire year to cover primarily one person’s salary and benefits.
through to graduation) in strategies and processes that are central to success in college, while also assisting students in resolving issues that can inhibit success. The program is designed to introduce and actively engage students (primarily first and second year students) in strategies and techniques that are essential to student success in college.

The ACCESS Program features a unique concept entitled the Posse component. While the Posse concept has previously been used exclusively for residential schools, the ACCESS Program has adapted the concept to accommodate our largely commuter student body. Students are identified, recruited and selected to form teams called “Posses.” Students are grouped into teams according to academic majors and other interest areas as one means to promote strong networking opportunities for Posse members as they pursue their educational goals. The Posse philosophy promotes academic achievement and leadership; it further empowers students to succeed and become active agents of change.

Introduced as a lower cost alternative to the former ACCESS Summer Bridge Program, the Workshops on Wednesday (WOW) initiative has also been successful in attracting participants who prefer to make the commitment to attend two workshops on consecutive Wednesdays as opposed to the full four-week requirement of the Bridge program as it was originally designed. It is directed to incoming first-year college students and rising high school seniors as an introduction and initial/brief immersion in a simulated college classroom. The workshops are led by UM-Flint professors in key academic areas with an emphasis on English, mathematics and the sciences.

**Funding and Support for 2012-13**

King-Chavez-Parks Grant: $150,000
UM-Flint General Fund/EOI Budgeted Amount for Cost Share: $64,289
Total: $214,289

**Some highlights for ACCESS:**

- Served 277 students in 2012-13. Over the past five years ACCESS has served more than 1300 students.
- The average GPA for the students who actively participated in ACCESS services for 2012-13 was 2.70.
- Average 77% participation rate in ACCESS/EOI activities.
- ACCESS students evidenced a 76% retention rate from the freshmen to the sophomore year.
- Secured continued funding in the amount of $150,000 for the ACCESS Program from the State of Michigan King-Chavez-Parks Initiatives.
- Sponsors a summer bridge initiative called Workshops on Wednesdays annually serving Genesee County high school students and incoming freshmen. To date some 1,500 students have been served.
- Conducts monthly student-led discussion forums called Word on the Street that engages students in critical thinking and self-expression.
- Established Mr. & Ms. UM-Flint Competition (for the past 12 years – since 2001) which annually awards $3,500 in book scholarships and generates campus spirit.
- The creation of *Posse teams* promotes learning communities and networks for students that promote academic and personal success.
- Developed an Emerging Leaders Institute for EOI pre-college program graduates who are receiving full tuition/fees scholarships to UM-Flint.
- Conducts the annual Student Leadership Conference (SLC) (for the past 12 years – since 2001) that engages campus leaders, students and faculty/staff in a full day event on leadership topics.
- **M-Pressions** placed a total of 20 sophomores and juniors in job shadowing and internship experiences during the 2012-2013 academic year.
- Conducts annual student-faculty research collaboration through the ACCESS Partnership Application in Research Teams (PARTs) initiative.
- Designed and implemented two First Year Experience courses taught by the ACCESS Program Manager in collaboration with UM-Flint faculty.
III. Challenge Program

Program Manager: Ms. Tonya C. Bailey

Students who have demonstrated academic achievement and success yet do not meet one or more of the traditional freshman admissions criteria, are offered contractual admission to the University of Michigan-Flint through the Office of Admissions. Participation in the EOI Challenge Program is intended as a means of providing students with a good high school to college transition experience and a foundation for success at the University. Introduced to a variety of support services through the program, students have the opportunity to improve their academic skills as well as develop useful tools that will enhance their collegiate experience. The goal of the program is to offer students the best support and intervention services that will enable them to succeed academically, personally and socially. Students are encouraged to develop a Personalized Education Plan (PEP), and to participate in program services such as Peer Assisted Learning (PAL), Peer Growth Teams (PGT), and general academic guidance and monitoring. Challenge Program services are concentrated in the first and second semester of enrollment, but some services are extended beyond the contractual year.

Funding and Support for 2012-13

UM-Flint General Fund/EOI Budget Expenditures\(^7\): $3,817
Total: $3,817

Some highlights for Challenge:

- A total of 84 first year students were enrolled in the Challenge Program for the 2012-13 academic year. An average of 70-120 students is served annually.
- 1st year retention rate: 57%.
- 1st year semester GPA: 2.46.
- Challenge admissions account for an average 14% of the freshmen class annually, but it has ranged as high as 20% in recent years.
- M-Club established a Book Scholarship for Challenge program participants and annually awards a total of $2,500.
- A $25,000 endowed scholarship was established by the parent of a former participant (now a UM-Flint Alum). Proceeds from the fund assist students with books and related costs.
- Conducts a 6-week non-credit college survival skills seminar (Connections 101 in the Fall and Connections 102 in the Winter) each year.
- Conducts yearly Community Plunge event that connects freshmen to campus and community resources.
- Conducts yearly student presentations on their first year experience at UM-Flint.
- Host semester Parent Nights to inform them about the transition to college.
- It is noteworthy that the Challenge Program continues to be a completely unfunded entity, receiving no UM-Flint funding.

IV. Transitions Program

Program Manager: Mr. James Anthony Jones

Funded through the Office of King/Chavez/Parks Initiatives in the Michigan Department of Workforce Development Agency, with added support from UM-Flint in partnership with Mott Community College, the Transitions Program is designed to facilitate and increase the diversity and numbers of educationally or economically disadvantaged students who transfer from Mott Community College to UM-Flint to pursue a baccalaureate degree.

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\(^7\) EOI annually allocates a budget of $10,000 to cover the staff and other costs for the Challenge Program and typically spends that amount. For FY 2013 we made every effort to curtail such costs, limiting services somewhat.
The Transitions Program identifies and recruits a select group of students at Mott Community College and cultivates within them the desire to pursue higher education to the attainment of a baccalaureate degree. The Transitions Program provides a series of intervention and outreach services that encourages persistence at MCC, directs students through the transfer process and continues with follow-up services to support academic achievement and graduation from the University of Michigan-Flint. Program participants receive comprehensive academic and developmental advising, transfer credit evaluation, financial aid and scholarship workshops, transfer student orientation, and a variety of individualized personal services designed to address the unique concerns of each transfer student. The Transitions Program utilizes a holistic approach to working with the transfer student to promote their academic, personal and social integration into the university. Once admitted to UM-Flint, the Transitions students are merged directly into the ACCESS Program for continued support and follow up.

**Funding and Support for 2012-13**

- King~Chavez~Parks Grant: $102,700
- UM-Flint General Fund/EOI Budgeted Amount: $60,000
- **Total:** $162,000

**Some highlights for Transitions Program:**

- Annually serves over 200 students consistently (over 1000 students in past 5 years).
- The Transitions Program annually generates 65 to 150 transfers to UM-Flint.
- In academic year 2012-13 we had 111 participants transfer from MCC.
- Participants have consistently been able to transfer over 75% of college level courses taken.
- Two (2) participants were awarded University Scholarships (two years of full-time tuition and fees awarded to entering transfer students with an associate's degree or significant number of transferring credits) Fall 2013 (as well as 2 in 2012).
- Program awards 10 participants $1,000 scholarships each Fall ($500 in Fall and $500 in Winter).
- Program secured state funding of over $100,000 in 2012-13 as it had in the previous year.
- Monthly student led lunchtime discussion forum allows students to voice concerns and opinions on current events, academic issues, and various other topics.
- In 2012-13 77% of new participants had acceptable transcripts for university transfer after one year of participation and 78% increased their GPAs.
- 97% of current participants have selected or been accepted into a major (99% of participants junior status or higher). Over 82% of those with competitive majors requiring program acceptance have been accepted into their majors.
- 26 participants have completed bachelor’s degrees during the past academic year (23 of them in less than four years at the university).

**Services at Both the Pre-College and College Levels**

1. **Diversity Education Services (DES)**

   (Program Manager -- Vacant since July 2013 when Ms. Crystal A. Flynn, Program Manager and Diversity Trainer resigned and moved to Florida; funding for the DES Program Manager position has since been frozen by order of UM-Flint due to budget restrictions.)

Throughout the year, EOI sponsors a variety of programs, services and activities designed to enhance, educate and celebrate the diverse and multicultural environment of the campus and the Flint area community. The University of Michigan-Flint campus-wide Diversity Council is administered by DES and is funded through EOI. Typical events sponsored and supported by EOI, often in collaboration with other offices and departments, include the Expect Respect programs and events, Hispanic Heritage Month, Native American Heritage Month, and African American Heritage Month. In addition, special projects and programs are frequently offered to address campus-wide concerns and social issues pertaining to diversity, cultural competency issues, fairness and
equity. Previous programs offered have included anti-racism and interracial communications programs, facilitated diversity education and anti-racism workshops and discussion groups.

Collaborations with external organizations with similar aims and goals in recent years have included Neighborhoods Without Borders, Community Action Group, Genesee County Committee for Community Peace, FACTER (Flint Area Citizens To End Racism), Leadership Development in Interethnic Relations (LDIR), Building Neighborhood Capacity Program, Flint Big Brothers Big Sisters, Urban League of Flint, New McCree Theatre, Genesee County Youth Disconnected/Out of School Work Group, Genesee and Flint Chamber of Commerce, Genesee Valley Indian Association, the Hispanic/Latino Collaborative, the Cesar Chavez Celebration Committee, the Flint Library Anti-Racism Speaker Series, the Color Line Project, the Urban Bush Women Project, the People’s Institute for Survival and Beyond Undoing Racism workshops, Story Circles, Racial and Ethnic Approaches to Community Health-Phase II (REACH 2010), and Community Cultural Planning Task Force to name several initiatives.

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<tr>
<th>Funding and Support for 2012-13</th>
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<tbody>
<tr>
<td>UM-Flint General Fund/EOI Expenditures:</td>
<td>$106,443</td>
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<tr>
<td>UM-Flint Diversity Council Allocation:</td>
<td>$34,500</td>
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<tr>
<td>Chancellor Diversity Fund Expenditures:</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$145,943</strong></td>
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### 2012-2013 Budget Summary

#### Wade H. McCree, Jr. Incentive Scholarship Program (ISP)
- Direct UM-Flint Program Funding/Expenditures: $158,000

#### Committed to Excellence and Opportunity (CEO)
- C. S. Mott Foundation Grant: $415,700
- Michigan Works/Career Alliance/Work Force Investment Act: $184,300
  - **Total:** $600,000

#### Choosing to Succeed Enrichment Program (CTS) (Middle School and High School Components)
- Direct UM-Flint Program Funding/Expenditures: $109,539

#### GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)/Martin Luther King, Jr., Caesar Chavez, Rosa Parks College Day Program (GU/CD)
- King–Chavez–Parks GEAR UP Contract/Grant: $40,684
- King–Chavez–Parks College Day Grant: $24,140
- UM-Flint General Fund/EOI Budgeted Amount for Cost Share: $24,140
- Vista (Incidental Expenses for One Staff Person): $1,500
  - **Total:** $90,464

#### Transition and Support Services (TSS)
- UM-Flint General Fund (TOTAL): $43,951

#### Access to College and Careers with Excellence through Student Services Program (ACCESS)
- King–Chavez–Parks Grant: $150,000
- UM-Flint General Fund/EOI Budgeted Amount for Cost Share: $64,289
  - **Total:** $214,289

#### Challenge Program
- UM-Flint General Fund/EOI Budget Expenditures: $3,817

#### Transitions Program
- King–Chavez–Parks Grant: $102,700
- UM-Flint General Fund/EOI Budgeted Amount: $60,000
  - **Total:** $162,000

#### Diversity Education Services (DES)
- UM-Flint General Fund/EOI Expenditures: $106,443
- UM-Flint Diversity Council Allocation: $34,500
- Chancellor Diversity Fund Expenditures: $5,000
  - **Total:** $145,943
COST PER STUDENT (CPS) SERVED 2012-13

Income from External Grants: $917,524
Income from UM-Flint General Fund Allocation: $780,728
Total Income: $1,698,252

CPS based upon an annual average of 2,000 students served:

Goals for 2013/2014

The case must be pleaded for the University to seriously address the matter of providing appropriate funding and institutional support for the Challenge Program. If the University of Michigan-Flint intends to continue to admit first-year students (FTIAC) who, by definition, require academic and personal development support and comprehensive services, then a concomitant dedication of appropriate funding and administrative structure can no longer be ignored. UM-Flint’s benign neglect of the Challenge Program since EOI assumed responsibility for its operation in 1997 is simply disingenuous and unacceptable. Throughout this period EOI has funded all of the Challenge Program activities, and since depleting its reserves three years ago has amassed a significant budget deficit as a consequence – which is now being used to prevent EOI from filling two (2) critical staff positions that have become vacant (one resulting from retirement in January 2013; and a second one in June 2013 due to a long-time employee having left the state). In some years the annual expenditures exceeded $20,000 in real dollars, but that does not include the in-kind donations of staffing from amongst EOI personnel. It is thus estimated that in the past fifteen years EOI has covered in excess of $400,000 in costs to administer the Challenge Program.

Alternatively, serious consideration needs to be given to revamping the entire EOI college-level programming and services with a more comprehensive and viable program that more properly reflects long-term institutional commitment and financial support. Complete reliance upon year-to-year externally funded grants, as has been the practice for nearly two decades, is reckless in that it reflects poor strategic planning and lacks both substance and recognition of ongoing overall student needs.

The University must address the crippling effect of the EOI budget deficit referred to above. Simply stated, the EOI general fund allocation has not been increased in many, many years (except due to personnel salary merit increases), yet more and more college students are being served annually through the EOI programs. The current University budget model does not provide for any means by which departments such as EOI can demonstrate the need for increased allocations, that is, because EOI does not offer classes, it thus cannot generate “income” per se, except through external grants. Unfortunately, external sources are not likely to underwrite increasing operating costs as well as initiatives and programs such as the Challenge Program that have a long history being administered by the University. Such sources cannot also be used to cover existing and historical budget deficits. By way of an example, in FY 2013, EOI generated nearly one million dollars ($917,524) in external grants through proposals against its annual general fund allocation of $780,728. In FY 2014 the general fund allocation has increased to $801,578 owing to personnel salary merit increases and the amount of funding raised externally thus far has amounted to $883,224. Indeed, it was two years ago that for the first time the EOI externally raised funding surpassed its general fund allocation. Austerity measures were also taken during FY 2013 to reduce any cost overruns, including substantial curtailing of student programming and services, and taking advantage of the retirement of one staff person. These measures resulted in a significant reduction in costs and all but eliminated any deficit for that year. Of course, the carryover deficit yet remains and has been used to justify freezing all hiring in EOI that is not otherwise covered by external grants. This has resulted in the closing and disruption of two (2) critical EOI units – Transition and Support Services (TSS) and Diversity Education Services (DES) – following the retirement of the TSS Program Manager and the resignation of the DES Program Manager (moved out of state to pursue other career opportunities). As a result, EOI no longer has the capability of providing the one-on-one services to the various populations of non-traditional students who have historically sought services through EOI. Likewise, the campus services provided by the only campus diversity trainer are now gone; not to mention the staffing services provided to the Diversity Council and a broad variety of related campus and outreach activities.

The figures provided in the summary above do not represent a full and accurate accounting of all of the EOI and externally funded program expenditures; rather these figures illustrate an overview of the 2012-13 year income. For example, the total expenditures exceeded the general fund allocation by slightly more than $100,000 once the cost share obligations are factored in along with the savings due to the departure of two staff persons. The expenditures also include costs associated with services provided to faculty and staff as member of the UM-Flint community and thus would not properly be used to determine the cost per student. As such, the cost per student figure does not include such costs. In essence, this was not a typical year.
4. **COST OVERRUN ISSUES:** For many years EOI was able to utilize a significant fund (beginning in 1995 with a non-replenishing balance of more than $700,000) entitled *Bridges to the Future* to cover many one-time, exceptional, and some routine programming and student services costs. Of critical importance, such costs included the payment of the cost share obligations incurred when awarded external grants that required a university match. Over time, each year those costs had accounted for approximately $150,000 ($148,429 in FY 2013) and that amount covered the cost share match for the Transitions, ACCESS, and GEAR UP programs which are funded by the State of Michigan King-Chavez-Parks initiative. The CEO Program grant ($415,700) has since created the additional cost share obligation of $158,000 -- which is actually the full amount allocated in the general fund for the Wade H. McCree, Jr. Incentive Scholarship Program. In essence, the full annual cost of the EOI cost share obligation now exceeds $300,000 ($306,429 in FY 2013). By adding the EOI administrative costs of $316,755 it almost equals the full annual general fund allocation of $780,728 for FY 2013. This is without adding the cost of absorbing the Challenge Program and the other critical programs in EOI:

\[
\begin{align*}
$306,429 & \quad \text{Cost Share Obligation} \\
$316,755 & \quad \text{Administrative Costs} \\
$623,184 & \quad \text{Total: Does not include all of the program costs}
\end{align*}
\]

5. **Complete the process of the reorganization and restructuring of EOI following the 2012 audit and overall evaluation of EOI and begin the process of implementing the appropriate enhancements, changes, and improvements as are determined reasonable and affordable.** Among the expected changes will be a revamping of office management to enhance efficiency and effectiveness. Combined with this process is the continuation of the process of reaffirming efforts to address long term planning for EOI.

6. **Continue to seek and pursue new and additional external funding for various components of EOI.** Key among the funding to be sought is the expansion of the outreach efforts and program services at the pre-college level, particularly in the Choosing to Succeed and the Committed to Excellence and Opportunity/Wade H. McCree, Jr. programs. More effort will be put into expanding academic and developmental services. At the college level, efforts will be concentrated on possible innovative approaches to addressing a comprehensive college level service delivery model – perhaps merging programming from the ACCESS, Transitions, Challenge and the Transitions and Support Services units. A key area being explored is the strengthening and expansion of collaborative services by employing more UM-Flint faculty members and teaching staff in academic workshops and seminars.

**PRE-COLLEGE PROGRAMS AND SERVICES**

- **Wade H. McCree, Jr. Incentive Scholarship Program (ISP) and Committed to Excellence and Opportunity (CEO) Program**
  - **Recruitment Goal:** Enhance recruitment process and increase the number of students recruited for CEO by 30%. Currently we are recruiting 50 students, but only 40-45 students are enrolling. An increasing of our enrollment by 30% will yield a minimum of 50 students enrolling in the program.
  - **Marketing Goal:** Enhance marketing and recruitment by creating, developing, and implementing a middle school component of CEO for rising 7th and 8th graders.
  - **Funding Goal:** To enable the implementation of the above noted goals, seek and obtain additional funding for the CEO Program to fund new and current initiatives.
  - **ISP-UM-Flint Enrollment Goals:** Enroll a minimum of 80% of the CEO seniors to UM-Flint each fall.
  - **Increase ACT Test Scores:** To increase the scores by 2.0 points for 50% of the CEO students who take the ACT.

- **Choosing to Succeed Enrichment Program (CTS) (Middle School and High School Components)**
  - To secure an estimated $150,000 in external funding to replace the lost University support.
  - To increase the number of participants enrolled in the middle and high school components by 25%.
  - To increase the number of CTS students who earn the Choosing to Succeed Scholarship to attend the University of Michigan-Flint by 50%.
  - To enhance the variety and increase the number of student cultural and enrichment activities and field trips for students during the academic year.
  - To conduct a minimum of two fund raisers for each of the high school and middle school components.

- **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)/Martin Luther King, Jr., Caesar Chavez, Rosa Parks College Day Program (GU/CD)**
  - To increase the GPA to a minimum of 2.0 for 75% of the GEAR UP students by the end of the academic year.
  - To provide an opportunity for all of the GEAR UP students to go on at least one college visit by the end of the academic year.
  - To increase by 50% the number of the students who are eligible to receive the GEAR UP scholarship by end of their senior year.
  - To increase by 25% the number of GEAR UP students who participate in the commuter summer program for the summer of 2014.
COLLEGE PROGRAMS AND SERVICES

**Transition and Support Services (TSS)**
- Currently there are no goals prescribed for the Transition and Support Services unit for 2013-14. Citing budget restrictions, the University has shut down the TSS unit effective as January 2013 upon the retirement of the Program Manager. Perhaps the University will reconsider how critical a role this unit plays in the campus outreach to non-traditional, older returning students, and those for whom the more traditional service providers were not effective. It is noteworthy that the allocation for TSS for the entire 2012-13 fiscal year was $65,245 – and when matched against the estimated 250 individuals directly coached annually, it works out to approximately $261 per student served, a paltry sum.

**Access to College and Careers with Excellence through Student Services (ACCESS) and Challenge Programs**
- **Improved Grade Point Average (GPA):** 75% of participants will meet a minimum GPA of 2.0 (achieving satisfactory academic progress).
- **Advanced Academic Standing:** Upon the conclusion of the academic year, 75% of student participants will advance to their next class standing.
- **Increased Acceptance into Major:** 70% of the students will select, officially declare and/or be accepted into an academic major as determined and documented by the respective academic department.
- **Increased Persistence and Graduation Rates:** To promote student success through support services that result in 75% of the program participants persisting from semester to semester and graduating within 6 years.
- **Increase Institutional Commitment and Funding:** To increase exposure of program services and offerings both internal and externally. Collaborate with faculty and staff within program initiatives.
- **Enhance Enrollment:** Identify and enroll 20 active participants in each posse team and reach an overall enrollment of 100 active participants in the posse teams.
- **Enhance Enrollment:** Enroll 250 participants in the 2014 student leadership conference for the entire day.
- **Enhance Collaboration:** Enhance the collaborations with departments with the majors which tend to be the most challenging (Limited Access Majors Program = LAMP) where we are attempting to enroll greater numbers of students.
- **Evaluation and Data Collection:** Improve tracking and monitoring of student progress and generate more specific outcome data.
- **Marketing and Promotion:** Significantly increase marketing and promoting the program regarding the LAMP (Limited Access Majors Program = LAMP) and PARTs units (Partnership in Application Research Teams = PARTs).

**Transitions Program**
- To secure an additional $30,000 to $50,000 from external sources to supplement the KCP program allocation.
- To explore collaborations both on and off campus to further enhance program services without incurring increased program expenditures.
- To increase the number of program participants who ultimately transfer to UM-Flint from an annual estimated range of 75-100 to 100-125 students.
- To enhance participant pursuit of entry into limited access majors, including STEM areas (most notably nursing, health services and sciences).

SERVICES AT BOTH THE PRE-COLLEGE AND COLLEGE LEVELS

**Diversity Education Services (DES)**
- Currently there are no goals prescribed for the Diversity Education Services for 2013-14. It has been shut down with the exception of the Administrative Assistant position, which is being utilized in other EOI programming, including staff support for the Diversity Council. Perhaps the University will reconsider how critical a role this unit plays in the campus diversity initiatives. Indeed, there have already been several instances where activities, consultations with faculty and staff have had to be canceled or elsewhere responsibilities had to be shifted to someone without the requisite training and experience. Perhaps, as the University considers its efforts to establish a Social Justice Institute, more serious consideration will be given to the re-establishment of the DES position.
Frances Willson Thompson Library

The mission of the Thompson Library is “To link people with ideas.” Each word guides us. “People”: our students and faculty, graduate and undergraduate, on-campus and off-site. “Ideas”: our “collection” of recorded knowledge, the array of content-resources, print and digital, available to our faculty and students. “To Link”: the tools which open-up those content-resources to our users – our webpage links, our LibGuides, our search software, our research-instruction classes – as well as our media-enriched facilities in which students study individually and work collaboratively in groups.

Re Collection: Print Resources - We have a particularly strong on-site collection of nearly 300,000 books. Supplementing these, UM-Flint faculty and students can, through our GetThis service, request any of the seven million books in the UM-Ann Arbor collections. For every one book a Flint user borrows from the Ann Arbor collections, Ann Arbor users borrow three from Flint (see Appendix 1) - our book collection may be comparatively small but it is solid.

Re Collection: Digital Resources - UM-Flint faculty and students have desktop access to the full-text of current and back issues of 64,000 online academic journals and 250,000 academic e-books. Working collaboratively with the UM-Ann Arbor University Library, we are working steadily toward “digital parity” in online academic journals with our Ann Arbor colleagues. In 2011, UM-Flint users had direct online access to 61% of the e-journal titles available to UM-Ann Arbor users (55,000 unique titles vs. the UM-Ann Arbor University Library’s 90,000). In 2013, Flint had access to 67% (64,000 vs. 96,000). This growing level of digital research-content will enable the Library to better support our graduate programs as well as faculty and student research. With an enhanced digital journal collection the campus will also be in a stronger position when recruiting new faculty. Already in some disciplines search committees can say: “Join us at UM-Flint and you will have Ann Arbor-level library resources to support your teaching and research” – see Appendices 3 and 4.

Re Research Instruction and Study Space – In 2013/14, we will focus on refining our digital access tools (e.g., webpage, LibGuides to subjects and course-resources, search software) and expanding our research-instruction contacts. In 2012/13, our instruction classes reached 2,141 students, or about 25% of the UM-Flint student body. We will work with faculty in the coming year to link more students with the literature of their majors. In 201314, we also will continue to repurpose and redesign Thompson Library physical space to provide additional, media-enriched study space for individuals and groups.

With each Noel-Levitz Student Satisfaction Inventory since 1999, UM-Flint students have indicated increasing satisfaction with library collections, services, facilities, and – most important – interactions with librarians and library staff (see Appendix 2 – note that a gap of .5 or less between expectations and experience is defined by the survey instrument’s methodology as an excellent result). We aspire to sustain that level of satisfaction in linking UM-Flint faculty and students with ideas.

Status of 2012-13 Goals

- **Continued collaboration with Ann Arbor libraries to enhance and leverage Flint access to digital and other academic resources and services.**
  
  We continue to make steady progress in negotiating three-campus licenses for digital resources.

  - **E-Books:** Through three-campus licenses, we have built our holdings of e-books from 150,000 titles in 2011 to 250,000 in 2013.

  - **E-Journals:** From 61% in 2011, Flint users in 2013 have about 67% of the full-text digital journals available to Ann Arbor users (about 64,000 titles in Flint, 96,000 in Ann Arbor). Working with the UM-Ann Arbor’s University Library and Ross Business Administration Library, we will continue to narrow the e-journal gap, with a goal of achieving “digital parity”: that is, to provide Flint users with 90% of the digital journals accessible to Ann Arbor users (we are close to that goal in some disciplines: see Appendices 3 and 4). In 2012/13, to narrow the e-journal gap, we received the first installment of a base increase of $80K toward a three year commitment of a $240K base acquisitions increase.
- **Electronic Resources Management Librarian:** In 2012/13 we worked closely with our Ann Arbor colleagues to develop a job description and posting for a new librarian position focused on managing our digital resources (Ann Arbor is developing a similar position). We filled the position in September 2013.

- **Building the Digital Collection:** In 2012/13 we acquired a number of important digital backfiles (IEEE Archive; SpringerMaterials; African-American Periodicals 1825-1995) and online databases and packages of journals (ASME Online Journals; American Physical Society Online Journals; PNAS: Proceedings of the National Academy of Sciences; Science Magazine Online; Naxos Video Library; three ASM collections; BCC Research Online (SOM); and two major Nursing/Physical Therapy databases – AccessMedicine and Up-To-Date). Strong digital library holdings, and our effective collaboration with Ann Arbor libraries, helped in FY13 to secure accreditation/reaccreditation of several undergraduate and graduate programs.

  - **Continue to assess changes needed in Thompson Library building to meet study and instruction needs of students and faculty, prioritize needs, secure support to begin to address highest priority needs.**

    Worked collaboratively with Provost, Facilities, and appropriate other units to identify and secure appropriate locations for the Honors Program (1,000 sq.ft.), Writing Center (3,000 sq.ft), and Computer Writing Classroom (3,000 sq.ft) and to plan for their smooth integration into building and service operations.

    Similarly, to support relocations associated with MSB renovations as well as to meet growing student demand for computer workstations in the Library, worked with ITS and Library staff to identify locations for 30 additional workstations, including three group-computer workstations, where teams of students can work together on research projects.

    In response to a student request for additional handicap-accessible workstations, with Disability Services we acquired hardware, software, furniture, and installed in the Reference Office suite a second handicap-accessible workstation.

    Finally, in order to provide additional media-enriched group-study space, we made the decision to routinely open the 313 FWT Teaching Lab for group use. The Think Lab continues to receive significant daily use (3-5 reservations).

  - **Continue to support the 2011-2016 strategic plan goals of growing the Honors Program and increasing “internationalization” of the campus by providing space and support for the Honors Program and related study-abroad initiatives.**

    - **Honors Program:** In March-June 2013 Library technical processing staff worked with Facilities and a local architect, John Gazall, to reposition technical processing operations and design an office suite for Honors Program. Half of 134 FWT (1,000 sq.ft.) has been repurposed for Honors. The Library has reserved a substantial amount of carryover funds to support this renovation.

    - **Internationalization:** Using carryover funds from vacant positions, funded services of German consultant, Claus Weimann, to coordinate the set-up of a UM-Flint/University of Wuppertal (BUW) student-exchange for Honors and SOM students; and organized and hosted visits by BUW International Exchange Coordinator Anja Kluge (November), and BUW Rector Lambert Koch Management Professor Christine Volkmann (April). Program is successfully underway: ten UM-Flint students will study in Wuppertal June-August 2013, ten BUW students will attend UM-Flint in Fall 2013.

  - **Continue to work with major gifts officers and other units to match donors with library-funding needs.**

    In preparation for the Capital Campaign, we developed and continued to publish a library newsletter focused on potential donors as well as our own UM-Flint development officers. The newsletter provides a vehicle with which we can “tell our story” and demonstrate the many ways in which we fulfill our mission of “linking people with ideas.”

    A second way in which we are preparing for the Capital Campaign: by providing a home for the Honors Program and forging links between Honors students and the Library. This alliance can demonstrate to potential donors the real-life impact of their gifts – that is, we can show the relationship between actual students, their research, and the resources needed to enable and support that research.
With Development, we invited donors to the reception for BUW Rector Koch, to events planned for our July Holocaust testimonies workshop, and to our August reception accepting donation of a sculpture in memory of the late Joanne Sullenger, former Vice Chancellor for Development who was instrumental in the fundraising for construction of the Thompson Library.

- **Continue to ensure that library staff members are prepared to respond to emergencies and that library users are safe and secure, through review of procedures and facilities, regular drills, tabletop exercises, and regular communication with DPS and EHS.**

  In August 2012, in collaboration with EHS and DPS, held an active-shooter simulation exercise in Library. Participants: all library staff, Grad Program staff, EHS, DPS.

  In December 2012, in collaboration with EHS and DPS, held a secure-in-place simulation in Library. Participants: all library staff, Grad Program staff, student-volunteers from Social Work Club, EHS, DPS.

  With EHS and DPS, we conduct regular fire and weather-emergency drills and have added a second radio to support intra-campus communication in emergencies. With Facilities and DPS, we are installing card-swipe access to the loading dock and have installed security cameras at the main entrance and loading dock.

**Significant Achievements**

- **Repurposed library space** to enable relocation of Writing Center and Computer Writing Classroom, and expansion of ITS computer lab workstations, including group-work stations, in Library.

- Supported strategic plan goals of expanding the Honors Program and promoting internationalization by: 1) providing space and support in the Library for the Honors Program, and 2) developing a partnership with the University of Wuppertal (BUW) for study abroad and other student and faculty exchanges with this German university, resulting in first exchanges taking place in Summer and Fall 2013.

- Began assessment of Library website through volunteer student observations/interviews, to be followed in 2013/14 with faculty and additional student volunteer observations, with the objective of simplifying and improving user access to resources and services. Initiative led by Librarian Emily Newberry and colleagues.

- Librarians Paul Streby, Kui-Bin Im, Annie Szuch, and Laura Friesen, with Ann Arbor colleagues, designed a new position – an Electronic Resources Management librarian - to manage digital resources, hiring ERM Librarian Matt Wolverton. An early result has been an assessment of collection strength in e-journals (through comparing UM-Flint vs. UM-Ann Arbor current-issue access to highly-cited digital journals – see Appendices 3 and 4).

- Prepared for Capital Campaign by developing an effective vehicle to “tell our story” to potential donors, and to keep development staff informed of library initiatives, through a print & digitized library newsletter, *Tolle Lege*, edited by Librarian Vera Anderson.

- Tested and revised active-shooter and secure-in-place guidelines, by conducting, with DPS and EHS, two emergency simulation exercises (in August and December) in the Library, enhancing the safety of library staff and users while also helping campus security personnel better prepare for handling emergencies. Library emergency coordinators: Mickey Doyle, Becky Waller.


- Two librarians – Mickey Doyle and Vera Anderson – and one staff member – Margaret Reamer – participated in campus leadership programs: two in EXCEL, one in LEAD. Librarian Vince Prygoski served as Faculty Council chair-elect, Librarian Emily Newberry as member of the Chancellor’s Advisory Committee for Budget & Strategic Planning.

- Librarian Paul Streby headed the team that added a number of major digital journals/databases and backfiles (African-American Periodicals 1825-1995; American Physical Society Online Journals; three ASM collections; ASME Online Journals; BCC Research Online; IEEE Archive; Naxos Video Library; PNAS: Proceedings of the National Academy of Sciences; Science Magazine Online; SpringerMaterials and two basic digital medical reference services: AccessMedicine and Up-To-Date; Web of Knowledge under review...
as of July 2013). Archivist Paul Gifford completed processing of the papers of UM-Flint alumnus, retired U.S. Senator Don Riegle.

- Librarian Mickey Doyle worked with UM-Ann Arbor Kresge Business Administration Library to withdraw and relocate 80,000 Kresge volumes from the Thompson Library.


### Development Activities and External Funding

- Each year the Thompson Library hosts a number of major events that support development, in 12/13 including: Psychology’s Chi Psi honors induction dinner; two Honors Program recruitment receptions; receptions for Development Director Linda Moxam and the Thompson Visiting professor; and a lecture by University of Wuppertal Rector Prof. Lambert Koch.

- For the Capital Campaign, continued bi-monthly publication of library newsletter, *Tolle Lege* (“Take and Read”), directed toward potential donors and as a current awareness tool for UM-Flint development staff.

- Director attended, with a Flint-area contingent, the April Capital Campaign Kick-Off in Ann Arbor and served on search committee for the new Executive Director of Development, Linda Moxam.

- With Development, organized community receptions for visiting University of Wuppertal delegation and planning for August 2013 donation of a sculpture in memory of the late UM-Flint Vice President for Development, Joanne Sullenger.

- Indirect external funds raised: Through the efforts of the Library Director, each SOM and Honors student who travels to the University of Wuppertal (BUW) on a student-exchange will receive the equivalent of $1,500-2,500 in support (i.e., free housing, free bus-rail pass, free German health insurance, one meal per day in BUW cafeteria, and – for SOM students – a 1,000 euro-stipend from the company at which they are interning). Total amount that ten UM-Flint exchange-students will not have to pay in Summer 2013: about $20,000. These and future BUW study-abroad trips should be, for our students, nearly cost-neutral.

### Community Engagement Activities

- **Holocaust Workshop**: Provided administrative support, one-time $5K funding, and collaborated in planning, with UM-Flint emeritus Prof. Teddy Robertson and former Winegarden Visiting Professor Dr. Kenneth Walzer, a Summer 2013 national workshop on genocide studies directed toward high school and community college educators. Workshop, scheduled for July 15-19, with daily activities mainly in the Library’s Research Instruction Lab, has 16 registrants. Librarian Emily Newberry and Administrative Assistant Becky Waller provided the major administrative and organizational support. This workshop includes faculty from UM-Ann Arbor, UM-Dearborn, and the Shoah Foundation and is a three-UM-campus initiative. See registration page: [http://www.umflint.edu/holocaust-workshop.page](http://www.umflint.edu/holocaust-workshop.page) and UM-Flint News: [http://www.umflint.edu/news/university-news/um-flint-workshop-offers-new-insights-and-methods-for-teaching-the-holocaust/](http://www.umflint.edu/news/university-news/um-flint-workshop-offers-new-insights-and-methods-for-teaching-the-holocaust/).

- **“Michigan Libraries for Life”**: In collaboration with the libraries at UM-Ann Arbor, UM-Dearborn, and other state academic libraries, on October 3, 2012 we again participated in “Michigan Libraries for Life.” At the Thompson Library main entrance we staffed a table at which we enrolled students, staff, and faculty as organ donors. We were among the most productive locations, registering 67 donors and distributing information to 144. Librarian Laura Friesen again coordinated the UM-Flint portion of this statewide organ donation registration initiative.

- **Super Science Friday**: Librarians Laura Friesen and Annie Szuch provided research-information workshop for groups of participating middle-school children and teachers.

- **Exhibits**: Archivist Paul Gifford mounted three exhibits: the history of the 1960s Flint area Fair-Housing initiative; Flint neighborhoods, 1900-2009; and UM-Flint alum, retired U.S. Senator Don Riegle. Librarian Emily Newberry created major exhibits for the Common Read, Thompson Critical Issues lectures, and

- **Student Clubs:** Librarians served as advisors for various UM-Flint student clubs, including Anime, Biology, History, Newman Catholic Fellowship, and Students for Life. The Library provided weekly meeting space, in the Director’s Conference Room, for the History Club, College Democrats, and Students for Life.

- **Online Resources for K-12:** Maintained a link on our website for teachers and visiting middle- and high-school students to access digital resources, organized by broad age-group: www.umflint.edu/library/visitorsK12.htm.

- **Student Publications:** The Thompson Library continues to be a co-sponsor of the weekly UM-Ann Arbor student publication, Consider: A Point-Counterpoint Publication (www.consideronline.org). The Library Director serves as an editorial advisor. Contributions from Flint faculty and students are welcome and regularly invited.

- **Collaborative Borrowing:** Continued participation in direct-patron borrowing program between Flint-area academic libraries: UM-Flint, Kettering, Baker-Flint, and Mott Community College.

- **Community Access to Library and Resources:** Continued to provide free in-library access to print and online resources for non-UM-affiliated walk-in guests.

- **Community Service:** Flint librarians are active participants in many local organizations: performing with local theatre companies, serving on advisory boards of two local parochial schools, teaching weaving at local workshops, and holding active memberships in local history and genealogy clubs, neighborhood associations, churches, and social justice organizations.

### 2012-13 Budget Summary

**General Fund Library Budget:**

<table>
<thead>
<tr>
<th>FY12 Carry Forward (for use in FY13)</th>
<th>$234,394.96</th>
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<tbody>
<tr>
<td>FY13 Base Budget</td>
<td>$1,849,968.00</td>
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<tr>
<td>FY13 Available Funds (adjusted)</td>
<td>$2,164,362.96</td>
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<tr>
<td>FY13 Expended Amount (includes ILL corr.)</td>
<td>$1,918,408.80 (as of 7/12/13)</td>
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<tr>
<td>FY13 Remaining (FY14 carry forward less Shoah workshop fund)</td>
<td>$220,928.40 (12%)</td>
</tr>
</tbody>
</table>

**Notes:**

- Our net FY13 carryover is 12% of our base general fund allocation. Common practice among most public entities has been, when possible, to carry forward at least 10% of funds as a hedge against potential budget contingencies in the following year as well as to fund major one-time purchases and projects (e.g., 1) in FY14 we anticipate opportunities to purchase, with one-time funds, expensive digital backfiles which we would own in perpetuity – in FY 13, for example, we purchased backfiles of IEEE, SpringerMaterials, African-American Periodicals 1825-1995; 2) we also anticipate in FY14 expending a portion of our carryover on renovation of 134 FWT for an Honors Program suite and for construction of group study rooms/spaces on the 3rd floor of the Library).

- In FY13, as anticipated, we overspent our acquisitions budget by $49,000.

- To cover this deficit, we held several positions open, funding some activities with temp librarians and student-assistants and reconfiguring work, and were able to keep for carryover into FY14 a net reserve of $220,928.40 (12% of our base general fund allocation).

- Working with the advice of Financial Services & Budget, we also have built up, with carryover dollars, a non-general fund of $80K, which we use to self-fund cyclical replacement of computers, printers, scanners, etc. We commit to add $15-20,000/year to this account to keep it fully-funded.

- **Non-general funds:** Our major book & journal acquisitions endowment account had a cash value, as of June 30, 2012, of $5,060,000. From this endowment, we receive about $226,000 per year of spendable interest, which supplements our FY13 base acquisitions allocation of $614,000. We hold a minimum of three quarters of endowment spendable interest in reserve, as a hedge against budget contingencies.
In addition, we have several smaller non-general fund endowment accounts. The largest generates each year $10-15,000 of spendable interest. This endowment is managed by a local bank. We use these funds, too, for acquisition of books and journals.

In FY13 we had a total of about $855,000 from base general and non-general fund sources to use for one-time and subscription-renewal acquisitions.

**Transparency:** Each year, we fully brief members of the faculty-elected Library Committee on the specifics of our acquisitions funding sources and amounts, review with them our budgeting and allocation rationale, and secure their formal approval of our department resource allocations.

### Goals for 2013/2014

- **Continued collaboration with Ann Arbor libraries** to enhance and leverage Flint access to digital and other academic resources and services, with the goal of achieving "digital parity" within three years.
- **Continue to assess changes needed in Thompson Library building and services** to meet study and instruction needs of students and faculty; prioritize needs, secure support to begin to address highest priority need; and support the smooth integration of the Writing Center, Computer Writing Classroom, and expanded ITS lab in the Library; redesign library website and manage transition to new Drupal Content Management System.
- **Continue to support the 2011-2016 strategic plan goals of growing the Honors Program and increasing "internationalization" of the campus** by providing space and support for the Honors Program, support for developing study-abroad initiatives with the University of Wuppertal, and supporting the Visiting Winegarden Professor, Dr. Juergen Wolter.
- **Continue to work with major gifts officers and other units to match donors with library-funding needs and support the Capital Campaign.** Those needs include assessment of changes to the Thompson Library building to better meet study and instruction needs of students in a digital and team-focused era; continued enhancement of the Library’s acquisitions endowment; and activities designed to demonstrate to donors how their support can advance the mission of the library “to link people with ideas” (e.g., summer “Teaching with Holocaust Testimonies” workshop, co-sponsoring an annual American-Arab Heritage Council event; supporting Honors student study-abroad and thesis-research; planning a Thompson Library 20th anniversary program linked to Capital Campaign).
- **Continue to ensure that library staff members are prepared to respond to emergencies and that library users are safe and secure, through review of procedures and facilities, regular drills, tabletop exercises, and regular communication with DPS and EHS.**

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**Genesee Early College**

Genesee Early College, established in fall 2007, held its fourth graduation ceremony in May 2013 for 24 students. Total program enrollment was 177 students in grades 9-13 at the end of the 2012-2013 academic year.

### Status of 2012-13 Goals

#### Major Program Goals

- **Increase GEC enrollment to 250 students.**
  - **Status:** As of July 2013, 184 students are enrolled in GEC for 2013-2014. The program can accommodate up to 200 students without exceeding reasonable class sizes in GEC high school courses.

- **Explore ways to expand the Early College program into other academic fields and disciplines.**
  - **Status:** GEC is gradually moving toward accepting students with career interests in STEM fields, and expects to accelerate this trend in future years. At this point, all students regardless of career interests are expected to explore the connections between their chosen field of study and healthcare occupations.

- **Implement new strategies which will increase individualized academic development options for GEC students in order to address skill deficits and prepare them for success in UM-Flint coursework.**
  - **Status:** In 2012-2013, GEC expanded its use of UM-Flint academic tutors by asking tutors to attend certain GEC high school courses (Pre-Calculus and Algebra II) in order to acquire direct information about academic skills being taught in those courses and thereby improving the relevance of their tutorial instruction.
• *Implement a GEC data dashboard which will measure progress toward GEC’s 15 aspirations.*

**Status:** This goal was not addressed in 2012-2013. This goal will be deferred to 2013-2014, to be combined with a proposed review in fall 2013 of the 15 aspirations originally established 3 years ago by GEC, GISD, and UM-Flint leaders.

GEC School Improvement Goals (these are continuing 3- to 5-year goals established by GEC staff in compliance with NCA accreditation expectations).

• **Student writing skills will improve beyond 2011/2012 levels.**

  **Status:** As measured by the ACT Writing Subtest, the spring 2012 mean scale score for GEC 11th grade students was 7.1 (ACT Writing scores range from 2-12.) The spring 2013 Writing Subtest score for GEC students rose to 7.5, sufficient to move GEC’s standing among Genesee County’s 25 high school programs from 7th place in 2012 to 2nd place in 2013. Writing proficiency of GEC students as measured by the Michigan Merit Examination (MME) program also improved, from 69% proficient in Spring 2012 to 82% proficient in Spring 2013 (highest proficiency rating in Genesee County, and far above the 2013 statewide average of 49%).

• **Student mathematics skills will improve, with a focus on mathematics functions and interpretation of data.**

  **Status:** On the spring 2012 ACT Mathematics subtest, GEC’s scale score was 21.9 (#1 in Genesee County). Although student performance on the 2013 Mathematics subtest dropped to 21.2, GEC’s score continued to be #1 in Genesee County. Similarly, MME proficiency rates also dropped from 2012 to 2013 (from 51% to 39%). Item analyses for this subtest have not yet been issued by ACT, but are expected in early August. When they are received, this goal will likely be adjusted to focus on areas of deficiency.

**Significant Achievements**

• For the second time in four years, a GEC student has been named a Gates Foundation Millennium Scholar, entitling that student to full tuition at any college of his/her choice.

• The most recently available NCREST analysis shows the average GEC student earned 16.6 credits/year in 2011-12, up from 10.1 credits in 2009-210; the GEC pass rate in UM-Flint courses has remained steady at 94%; and the average college GPA of GEC students has increased from 2.85 in 2010 to 3.02 in 2012. Total credits accumulated by GEC students at the point of graduation range from 41-48 in the past three years.

**Student-Outcomes Assessment**

Annually designated GEC students are administered nationally standardized tests and subject area subtests as required by the Michigan Department of Education, which has adopted the ACT as a primary assessment tool. GEC staff evaluates student academic performance each summer and develops/revises group-level academic performance goals based on identified needs. In addition, UM-Flint provides funding to contract NCREST, a research center affiliated with Columbia University, to collect and analyze student grade performance, credit acquisition, and perceptual data from all GEC students. These data are also used to formulate program goals on an annual basis.

**External Accreditation**

In 2012-2013, GEC and other GISD instructional entities were reviewed by visiting North Central Association accreditation teams. As a result, all GISD programs, including GEC, are fully accredited by NCA.

**External Publications or Presentations**

In 2012-2013, GEC principal Sandra Morgan-Jones presented a session at the annual MEMCA (Michigan Early & Middle College Association) on the topic of providing comprehensive orientation and support for incoming early college students and their parents.
Grant Applications

Since year two of GEC’s existence, the Charles Stewart Mott Foundation has provided GISD with funding targeted for GEC. In 2012-2013, the Mott Foundation granted $150,000 for this purpose. Funds are used to help offset university tuition, fees, and textbooks for GEC student preparing for fields related to healthcare.

Efforts to Increase Enrollment

For several years, GEC has identified local K-8 public charter and parochial schools for major marketing efforts. In 2012-2013 GEC also included broad-based marketing including local television interviews, newspaper articles, advertising in a large local theater, and brochures for general distribution as well as to the homes of rising 8th and 9th grade home-schooled students in the region. Most of these marketing activities were timed to coincide with a spring open house event, held in the White building.

Community Engagement Activities

- Implementation of Marketing Campaign. UM-Flint’s Office of University Relations, with assistance of GEC and GISD staff, implemented a significant visibility campaign in early 2011 in order to increase program inquiries and student applications. This campaign culminated in an open house which attracted 200+ participants representing 80+ prospective new students.

- Open House for Charter and Home School Students. In February, GEC hosted an informational program/open house for middle-level charter school, private school, and home school students and parents in the Flint region. Approximately 75 people attended this event.

- Full implementation of work-based learning component. During 2010-2011, the work-based learning requirement for GEC students was fully implemented for the first time, and all GEC graduates will now experience a series of volunteer experiences in the professions to which they aspire.

- Community service. GEC students are required to engage in 120+ hours of documented community service prior to graduation; many of these students continue to engage in such service far beyond the minimum requirement.
### 2012-13 Budget Summary

**Genesee Early College - Revenues and Expenditures for FY2013**

#### 2012-13 Tuition Revenue:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>$397,558.00</td>
</tr>
<tr>
<td>CY Transfer - adjust to actual tuition received</td>
<td>$146,513.00</td>
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</tbody>
</table>

**Total Tuition Revenues:** $544,071.00

#### Operating Costs:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Liaison/Program Director - Salary</td>
<td>$7,169.78</td>
</tr>
<tr>
<td>Administrative Support [*]</td>
<td>$5,206.40</td>
</tr>
<tr>
<td>Benefits</td>
<td>$705.17</td>
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<tr>
<td>Overhead Expenses [1]</td>
<td>$76,000.00</td>
</tr>
<tr>
<td>Supplies &amp; Other Expenses [2]</td>
<td>$4,308.59</td>
</tr>
<tr>
<td>Financial Aid [3]</td>
<td>$13,125.00</td>
</tr>
<tr>
<td>GEC Tuition Adjustment Scholarships [4]</td>
<td>$136,302.54</td>
</tr>
</tbody>
</table>

**Total Operating Costs:** $242,817.48

**Sub-total [revenue less operating costs]:** $301,253.52

#### Incentive Funding transferred to UMF Academic Units:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013 Net Revenue for GEC Program:</td>
<td>-$92,190.00</td>
</tr>
</tbody>
</table>

#### Additional GEC FY 2013 transactions:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2012 GEC CF balances [ADMIN &amp; FGENU]</td>
<td>$486,990.36</td>
</tr>
<tr>
<td>Base fund transfer from Prov [Initiative Fund]</td>
<td>$170.00</td>
</tr>
<tr>
<td>Trsfr to Construction Fund P/G [6/30/2013] [5]</td>
<td>-$24,000.00</td>
</tr>
<tr>
<td>Trsfr to Provost Beecher Initiative prgm</td>
<td>-$65,000.00</td>
</tr>
<tr>
<td>Trsfr to Provost for reg HS dual-enrmt tuition disc</td>
<td>-$16,000.00</td>
</tr>
</tbody>
</table>

**Final GEC Fund 10000 [GF] balance as of 06/30/2013:** $500,311.02

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[2] Inclds ITS printing, lab supplies, hosting, campus parking, & recruitment advertising
[3] Provost Scholarships awarded by UMF for GEC grads enrolled at UMF in AY2013
[4] Classified as Financial Aid; is the dual-enrollment 'discount' adjustment for difference between UMF tuition billed and what was charged to GEC students.
[5] Set aside GEC funds for costs for additional GEC space in next FY
[6] Renovation expenses for Beecher Initiative/Neff Center charged directly to GEC dept ID [ADMIN pgm]

[* Including bi-wkly salary accrual adjustment - trf out of $57.55]
Goals for 2013/2014

- Review GEC aspirations which were established 3 years ago in a collaboration including GEC, GISD, and UM-Flint leadership. As part of this goal, assess the potential value of a GEC data dashboard and, if appropriate, identify data to be monitored in this fashion.
- Continue to be an academic performance leader in Genesee County as measured by ACT and MME test programs.

Note: As a GISD entity, GEC is expected to establish annual program goals, and these are due to GISD each September, after ACT test data has been received and analyzed. In addition, GEC establishes 3-5 year performance goals for NCA accreditation purposes. The timing of the Provost’s Annual Report process, it appears, makes it difficult to report GEC performance goals in a timely manner. It is proposed that, in future years, this report will only include those program goals which are established jointly for GEC by GISD, UM-Flint, and GEC leaders.