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Executive Summary

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 K-12 Partnerships, 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 2013-2014 goals and had numerous other accomplishments this year. This section provides a brief summary of each unit’s activities during 2013-2014. An edited (condensed) version of each unit’s annual report is presented in subsequent sections of this report.

The Office of Extended Learning created excitement among the faculty for assisting them with enhancing the quality of their online courses; provided superior technology support for Blackboard including 100% uptime for Blackboard on class days, upgraded infrastructure, implementation of software upgrade, and continued incident-free management of campus wide course evaluations; OEL assumed support of TK-20 in 2013-14; and continued to see double-digit increases in fully online course enrollments (up 11.66%). Total online enrollments (online and mixed mode course enrollments) increased by 9.4%. OEL generated $36,000 from professional development and continuing education programs.

Graduate student headcount exceeded 1,400 for the first time in UM-Flint history in fall 2013 with an 8.2% increase in headcount and a 9.6% increase in credit hours over the previous year. A new comprehensive retention report was developed by the Office Graduate Programs in consultation with the Office of Institutional Analysis. Program Directors and the Graduate Programs Committee approved a proposal to implement a new 4.0 grade point scale for graduate students starting in Fall 2014 and to adopt (with modifications) a Rackham policy and process on academic standing. A new combined marketing plan was developed and is in the process of being implemented. The Office of Graduate Programs offered an all-day meeting for our University counterparts to update them about our various services. 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 $217,000 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 also completed the successful migration of the new web content management system – Drupal. All general classroom telephones were upgraded, and new services were launched including the My UM-Flint portal, the new UM-Flint Emergency site, a new student mobile application, and proxy access for Banner, and the installation of a new Palo Alto next generation firewall. The ITS Helpdesk is now staffed with full-time staff enhancing their ability to assist faculty, staff, and students with technical issues. ITS continues their partnership with the Physical Therapy department to support the new cohort of Nigerian Physical Therapy students.
The International Center (IC) oversaw increases in international student enrollment of 56%. In Fall 2013 there were 543 international students on campus with the highest percentage of students from Saudi Arabia, China and India. The English Language Program (ELP) continued to grow (up 54% from the previous year) and received full accreditation through the Commission of English Language Program Accreditation (CEA). The ELP continued to seek improvements in the areas of curriculum, community activities, and orientation. The IC worked to streamline work processes associated with International Admissions, Student and Scholar Services and Education Abroad through technological integration. A process was implemented to better organize all International Memorandums of Understanding (MOU) for UM-Flint. There was a successful implementation of the fourth annual Intercultural Leadership Seminar, which afforded 30 UM-Flint domestic and international students a unique leadership experience during spring break. Two new services were successfully launched: M-Flint WorldLink (http://goabroad.umflint.edu) and UM-Flint I-Service (https://sunapsis.umflint.edu).

The International and Global Studies (IGS) program sponsored a highly successful speaker/film series including three talks focused on discrimination. IGS has worked with Academic Advising to create a brochure which will be available for new and transfer students. Three Study Abroad courses to Kenya, England, and Germany were sponsored as well as a trip to the Dominican Republic.

The Office of K-12 Partnerships was fully launched during 2013-14 with increased staffing from 0.6 FTE in July 2013 to 3.1 FTE in June 2014. Coordination of the Dual Enrollment Educational Partnerships (DEEP) is provided by the K-12 Partnership Office. During 2013-14, there were 162 students (from 13 different high schools) enrolled in a DEEP program, an increase of 88% from the previous year. The Office sought to increase communication with DEEP program parents and faculty. An agreement was obtained with UM-Ann Arbor LSA for transferability of UM-Flint DEEP credits. The K-12 Partnership Office is working to develop an Early College program with the Grand Blanc Community Schools. The Office also developed a DEEP Program Instructor Handbook for participating DEEP faculty members.

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. During 2013-14 the Office of Research administered a portfolio of $7,729,874 in external sponsored awards. Over $360,000 in internal grants were awarded to UM-Flint faculty and students. There were 138 student researchers involved in the Undergraduate Research Opportunity Program (UROP) and 53 UM-Flint student presentations at the 22nd Annual Meeting of the Minds. The Office sponsored its first ever Research and Scholarly Writing Workshop, Research Administrators Council Meeting, and Faculty Research and Creative Activity Summit (FRACAS) in 2013-14. 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 fourth annual UM-Flint Student Research Conference was implemented with 78 students participating.

The main focus of the UM-Flint Institutional Review Board (IRB) was to: (1) build strong relationships with PIs, faculty advisors, and student researchers; (2) develop a model of successful community-based research projects; and (3) remain current in human subjects ethical research practices. The IRB co-sponsored an IRB Open Forum: “Ethics in Community Research” with the Office of Extended Learning. The Committee processed 157 IRB applications, including 11 applications requiring a full-board review and 31 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 2013-14 Goals

1. Increase enrollments for online and mixed mode courses by at least 6.5% (blended rate).
   
   **Results:**
   
   - Blended enrollments increased 9.4%. Mixed-mode enrollments declined 0.83%, while fully online course enrollments were up 11.66%.
2. **Grow credit production by at least 4% at each of the satellite sites (St. Clair, Lansing, Alpena and Wayne County community colleges).**

   **Results:**
   
   - Total credits decreased 27%, mostly due to a reduction in courses offered on site. However, when including the value of students recruited at those sites for online programs, the gross revenue for the university reached approximately $1,020,500.

3. **Improve Online Course Quality: Achieve three-point improvement in student satisfaction from 2012-2014 as measured by annual OEL student survey.**

   **Results:**
   
   - Satisfaction (very satisfied, somewhat satisfied) decreased four percentage points.
   - Neutral increased two percentage points.
   - Dissatisfaction (Somewhat dissatisfied, very dissatisfied) increased two percentage points.
   
   OEL has initiated several programs to help address course quality, including the Bruce and Lillian Wright Online Teaching Awards, development of a course redesign program, and a summer 2014 Intensive Course Development boot camp.

4. **Increase noncredit revenues by 10% and number of learners by 10%.**

   **Results:**
   
   - Generated $36,000, an increase of 7%, but lost 18% in unique, noncredit learners.

5. **Maintain superior LMS technology performance by establishing database caching and commercial load balancing for Blackboard LMS and complete implementation of disaster recovery plan.**

   **Results:**
   
   - Maintained 100% uptime for Blackboard on class days.
   - Successfully updated to latest version of Blackboard, a three-day process.
   - Upgraded infrastructure to eliminate all known single points of possible failure.
   - Moved backups to the Amazon AWS cloud.
   - Continued incident-free management of campus wide course evaluations.

6. **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.**

   **Results:**
   
   - Applications completed for nine states and three state Boards of Nursing.
Goals for 2014-2015

- Increase enrollments for online courses by 11.66%.
- Grow credit production at satellite sites by 4%, and the number of referred students (to online/campus programs) by 5%.
- Improve Online Course Quality: The percentage of individuals satisfied and very satisfied with their online experience will improve by at least two percentage points, as evidenced in annual student survey.
- Operationalize Oracle Virtual Networking (cloud-based infrastructure) for Blackboard data back-up.
- Achieve 100% distance education authorization compliance across all three campuses.

2013-14 Achievements

1. Received excellent scores and showed improvement in all categories of Vice Provost’s biannual survey.
2. Increased online enrollments.
4. Created excitement among faculty for enhancing the quality of their online courses.
   - Ran the second annual Bruce and Lillian Wright Online Teaching Award, funded by endowments.
   - Created a mixed-mode version of Intensive Course Development.

External Publications and Presentations

“Green Screen at Your Fingertips: Immersing Yourself in Your Content,” University of Michigan Enriching Scholarship, Ann Arbor, May 6, 2014.


“Operationalizing Vision 2020 through Online Post-professional Physical Therapy Education,” UM-Flint Faculty Research and Creative Activity Summit (FRACAS), October 18, 2013.


2013-2014 Budget Summary

Continuous growth has been driving the OEL budget in recent years, with most revenue generated by a $43 per credit convenience fee for online courses—no increase in this fee since its inception in 1999—and $29 per credit fee for mixed-mode courses, first assessed in 2008. In 2013-14, the OEL budget was $1,982,646; it is expected the department will finish the year with more than $500,000 carryover funds, much of which is earmarked for development of a cloud-based data back-up system to improve performance and data integrity in the learning management system.
Office of Graduate Programs

The 2013-14 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 2012-13 Annual Report. Enrollment continued to grow once again 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 2013-14 Goals

The Office of Graduate Programs set several goals for the 2013-14 academic year and was able to achieve most of them with success.

1. **Retention Report:** Last year, a graduate student and the Office of Institutional Analysis completed work on a comprehensive data report regarding retention of graduate students. We worked with Institutional Analysis to reach our goal of distributing this data to the program directors and had a discussion about improving retention rates. I.A. also wrote guidelines to reproduce this report on an annual basis.

2. **GPA Scale:** The Rackham School of Graduate Studies implemented a 4.0 scale for its Ann Arbor programs in Fall 2013. We have been using Rackham’s 9.0 scale since the inception of graduate programs on the Flint campus. We worked with the program directors and Graduate Programs Committee on this campus to move to the 4.0 scale as well. It has required much work and discussion with our faculty and the Registrar’s office, and we are pleased to report that this change will be brought to fruition for Fall 2014.

3. **Program Development and Recruitment/Admissions for New Programs:** Our goal was to help units with their development needs as they related to new and revised graduate programs 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 Ph.D. in Physical Therapy and Nursing Certificate programs by meeting with faculty and advising them on appropriate admission practices and recruitment strategies. We also worked with faculty in the Department of Communication in refining their proposal for a new Master of Arts program to commence in Fall 2015.

Goals for 2014-2015

- **Analyze and Distribute Graduate Student Survey Data:** By the end of November 2014, we will compile results of the survey given to all graduate students in Winter 2014, disaggregate them by program, and meet with faculty in each program to discuss.

- **GPA Scale and Academic Standing Policy Implementation:** The rollout of the 4.0 GPA scale for all graduate students will take place in September. We will assist the Registrar’s office as necessary and lead the efforts to communicate the changes to affected students.

- **NursingCAS:** The Nursing Department has decided to use a centralized application service for its DNP applications for the Fall 2015 cycle. We will lead the efforts to transfer the admissions process to NursingCAS and develop processes and communication efforts around that transition.
• **Retention Report:** We will work with Institutional Analysis to update their report from this year with the next year’s data; then, we will distribute this data to the deans and program directors.

• **Program Development and Recruitment/Admissions for New Programs:** We will assist with development needs as requested and to lead efforts in recruitment and admission for all new programs that are scheduled to launch. At this time, the only known program that will launched, if approved, is the Master of Arts in Communication.

### 2013-14 Achievements

In addition to the progress made on our goals listed above, the Office of Graduate Programs had several other goals and achievements in 2013-14:

1. **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 nine years of significant increases:

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

2. **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 2013-14, 64 graduate students were appointed as GSRAs with stipends totaling approximately $217,000.

3. The Office of Graduate Programs administers four scholarships, a fellowship, and graduate student grants available to all UM-Flint graduate students. In 2004 the UM-Flint Dean’s Graduate Student Scholarship was established providing financial assistance to students with outstanding academic qualifications. In just over nine years, 393 students have been awarded
a Dean’s Graduate Student Scholarship worth a total of $485,952. Overall, in 2013-14, 267 graduate students were awarded a total of $309,430 in funds.

4. Working with the interim dean of the School of Education and Human Services, Dr. Bob Barnett, we gathered a group of faculty and staff stakeholders in the MPA program, Education Specialist program, and Doctor of Education (Ed.D.) program to discuss strategies for marketing and recruiting all three programs together. We completed a S.W.O.T. analysis as a group, then wrote a marketing plan to position the programs for several years as a package deal.

5. Modeled after the annual Registrar and Financial Aid Update meeting, the staff of the Office of Graduate Programs presented an all-day meeting for graduate program directors, associated staff, and a number of service departments to meet all of the office staff, learn what services we offer, discuss some burning issues, share best practices, and facilitate collaboration across departments. The meeting topics and format were very well-received as evidenced by the follow-up survey to the more than 50 attendees. We plan to make this an annual meeting each winter.

6. After several years of observations and discussions, we worked with the faculty through the Graduate Programs Committee and the graduate program directors to adopt (with modifications) a Rackham policy and process on academic standing. This should alleviate many of the issues experienced in previous years.

External Publications and Presentations


Grant Applications

Three organizations provided support for Super Science Friday during 2014. 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 ($4,151.31). Dr. Lotfi was the PI for all of these awards.

Efforts to Increase Enrollment

The Office of Graduate Programs, at its core, directs nearly all of its functions in pursuit of increasing enrollment at the University of Michigan-Flint. Each year, a comprehensive marketing and recruitment plan is written and implemented, a large portion of the budget is dedicated to marketing and recruitment efforts, and most of the staff members have roles that are specifically designed to increase enrollment or support the efforts of those that do. As evidenced by the chart in the 2013-14 Achievements section, our efforts to increase enrollment has paid off significantly as enrollment has increased over 130% over ten years.

Community Engagement Activities

See information provided in K-12 Partnership Programs Annual Report.
## 2013-2014 Budget Summary

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The numbers presented above do not include the K-12 Partnerships (DEEP) budget that is currently housed within Graduate Programs. It is reported separately in the Office of K-12 Partnerships section.

### Information Technology Services

Note: The full version of the 2013-14 ITS Annual Report will be available online at [http://www.umflint.edu/its/services#accordion-publications](http://www.umflint.edu/its/services#accordion-publications).

The Information Technology Services (ITS) department worked diligently to supply UM-Flint with the most advanced, efficient technology throughout the 2013-2014 academic year. New solutions were introduced while several other technologies were upgraded and even more investigated.
Status of 2013-2014 Goals

1. Begin Construction on the remodel of MSB.
   This project has started, and we are heavily involved.

2. Complete migration to our new web content management system, Drupal.
   This has been completed and was highly successful in delivering a simple to use web content management system into the hands of the people that maintain departmental websites.

3. Migrate all general classroom voice over IP phones to standard ITS Ann Arbor supported VOIP phones.
   This was completed.

4. 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.
   During this project, Amazon Web Services became available as an option and will allow us to provide a better DR solution at a reduced cost.

Goals for 2014-2015

- Complete Labanywhere so that students, faculty and staff can access an ITS computer lab machine from anywhere either via a web browser or through client software.

- Release campus wide digital signage system developed on Drupal. ITS sought to find an alternative, no-cost, ITS supported, digital signage solution for University departments. This system was built on the same platform as the university website, Drupal, which has proven to be easy to use.

- Make significant progress on placing server backups as well as stand by servers in Amazon Web Services for the purpose of disaster recover.

- Implement the EDUROAM wireless network which is a world-wide service that allows patrons visiting different universities other than their own to seamlessly connect to campus Wi-Fi using home university credentials. This greatly enhances the Wi-Fi experience that UM Flint staff and students will have when visiting other higher education institutions as well as visitors to our campus because Internet access can be obtained without having to create a guest account.

- Make Virtual Desktop Infrastructure (VDI) system available to administrative and academic departments on campus. While the acquisition costs for VDI is very similar to the cost of traditional PC’s, the technology used should last significantly longer than a traditional PC and will consume on average 1/10th the power.

2013-14 Achievements

1. Finished upgrading the entire Wireless infrastructure on campus which included new 802.1x radius authentication and a guest access captive portal with the ability to register game consoles by mac address. The system now also utilizes role-based network assignment when connected wirelessly so specific resources can be accessed (and only accessed) by appropriate staff (Examples include DPS and UHWC). The entire enterprise wireless is now: more secure, provides for denser coverage, and supports speeds up to 450mb/s.
2. The Drupal transition project moved the university away from the Autonomy enterprise-level content management system to Drupal which is an open source system. Drupal is highly recommended by the technology research giant Gartner. Implementation began in February of 2013, and the new website was launched on October 1, 2013. Over 110 university websites were migrated, and 230 users were trained.

3. My UM-Flint, is a portal to resources for students, faculty, and staff, that gives you access to all of the most frequently used resources. Users can also customize which links will be included in their My UM-Flint drop-down menu, creating their very own Quicklinks.

4. The new UM-Flint Emergency site allows administrators to put our website in Emergency Mode, which will direct all users to our emergency page, providing critical information pertaining to any active emergency, as well as sets a cookie on the user’s browser, allowing them to conduct their normal day-to-day business without being redirected to the Emergency site.

5. In September, we implemented the UM-Flint mobile app for students. The UM-Flint app provides students with quick access to the Student Information System (SIS). Students will be able to view their class schedules, grades, the campus map, and other valuable information.

6. Installed new Palo Alto next generation firewall. The new firewall is application and user aware which allows us much greater flexibility and granularity when creating rules for our campus. We were able to simplify and condense over 1,300 rules down to under 100. The new firewall will also allow us to enable our 10 GB internet connection to Merit and also includes threat prevention technology that blocked nearly 1,000,000 attacks in the month of June.

7. In the Helpdesk, we have made the transition to full-time staff. This transition has allowed the Helpdesk to provide more consistent support as well as a higher level of support for faculty, staff, and students on our campus. The Helpdesk now consists of 5 full-time employees and 2 students. The addition of the full-time staff has increased the number of support cases completed in the Helpdesk from 70.22% to 79.65% and reduced the call wait time drastically. Having full-time staff working in the Helpdesk is also helping to bring fresh ideas to the Helpdesk and ITS on how to improve our daily functions.

8. For a third straight year, UM-Flint Physical Therapy faculty members and Desktop Computer Services worked together to continue the Nigerian student orientation and the DPT program. This continued effort of ITS and Physical Therapy has strengthened the DPT program in Lagos Nigeria.
Development Activities

Sales of various technology related products and services provided ITS an additional $65,000 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, and Microsoft Windows 8 32 & 64 bit that are up to eighty percent off retail prices. For example, Microsoft Windows 8 Pro for sells in store for $199.99 and ITS sells it for only twenty dollars! Another 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 $11,946 which helped cover the cost of expenses related to the printers, such as paper and toner.

Other revenue for 2013-2014 included $2,987 for Dell/HP Warranty work and $2,985 for Alumni accounts. ITS also receives funds from departments to compensate for servers and web hosting which this year ended with a total of approximately $15,264.

Community Engagement Activities

*Martin Luther King Jr. Day of Service - January 20, 2014*

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.
2013-2014 Budget Summary

<table>
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<tr>
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International Center

The International Center serves 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 2013-2014 Goals

1. **Significantly raise our visibility as an international institution through better marketing techniques—including web development, multilingual platforms, and recruitment outreach methods.**
The International Center has moved towards a more robust online presence through the strategic placement of the UM-Flint international brand in hundreds of market-specific platforms. The International Center has begun work to create four admissions microsites in Chinese, Portuguese, Spanish and Arabic. The university’s international online profile has increased significantly by way of social media sites, such as Facebook, Weibo, RenRen, Instagram and Twitter.

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

In August 2013 Sunapsis® was successfully launched and is currently used to manage the overall immigration process for students and scholars. The admissions module of Sunapsis® has a target launch date of August 2014. Terra Dotta, an education abroad management software, was successfully launched in May 2014. This software, identified on campus as M-Flint WorldLink is making our education abroad marketing and application processes more streamlined and efficient. The implementation of these two systems has allowed the IC to move toward becoming a more paperless office.

3. **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.**

This past academic year ELP committees addressed areas of improvement in the ELP: curriculum, community activities, and orientation. Each committee made intentional gains to provide greater on impact language acquisition, academic preparation, and cultural integration with the goal of second language learners at UM-Flint being best prepared and with understanding of the expectations of higher education in the United States. The ELP was also granted membership with English USA, an organization which promotes quality IEPs and is a valuable resource for professionals in the field.

4. **Further develop the International Memorandum of Understanding (MOU)/ Articulation Agreement process in order to better support academic units.**

International MOU’s and agreements have been organized and placed into a database for better internal management. International Cooperations are now organized by country and institution on the International Center website at http://www.umflint.edu/international/international-cooperations.

**Goals for 2014-2015**

- Realign strategies to increase online presence in key and developing markets.
- Successful integration of Sunapsis® in the international admissions and pre-arrival process.
- Examine and improve upon current policies and procedures related to health and safety abroad.
- Work with key stakeholders to strategize and implement better ways to meet the growing needs of and services for international students.
2013-14 Achievements

1. Successful implementation of the university’s fourth annual Intercultural Leadership Seminar, which afforded 30 UM-Flint domestic and international students a unique leadership experiences during spring break.

2. In Fall 2013, 624 international students were enrolled in our undergraduate, graduate and English language programs. This is a 54% increase from the previous year.

3. The English Language Program received full accreditation through the Commission of English Language Program Accreditation (CEA).

4. Successful launch of M-Flint WorldLink (http://goabroad.umflint.edu/), the university’s online education abroad management system.

5. Successful launch of UM-Flint I-Service (https://sunapsis.umflint.edu), the university’s online international student and scholar services management system.

External Accreditation

In 2014, the ELP at UM-Flint was awarded full accreditation with the Commission on English Language Program Accreditation (CEA), the leading accrediting body of intensive English Programs.

Grant Applications

The International Center was awarded a 2-year CS Mott foundation grant totaling $200,000 to help increase international student enrollment through strategic recruitment and retention efforts. Daniel Adams is the UM Principal Investigator (PI).

Efforts to Increase Enrollment

Through online presence and in-country visits, the university has been actively recruiting and growing its overseas market share in the Middle East/North Africa, East Asia and Pacific, South and Central Asia, Sub-Saharan Africa, and the Americas. The 5 leading places of origin for our foreign students are (by rank): Saudi Arabia, China, India, Nigeria, and Republic of Korea. Our international student population comes from over 45 countries.

Community Engagement Activities

- The English Language Program established a Refugee and Asylum Scholarship Program for community members with eligible immigration status.

- International Center staff served as evaluators for Fenton High School Senior exit presentations.

- The International Center facilitated a number of students speaking engagements with area K-12 schools.

- International Center staff coordinated the third annual UM-Flint Peace Day walk in downtown Flint.

- As part of the civic engagement component of English Language Program courses, ELP students and staff participate in a number of community activities including, The Urban Alternatives House, Rev. Dr. Martin Luther King Day, Artwalk, and a clothing drive.
2013-2014 Budget Summary

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International and Global Studies Program

The International and Global Studies program (hereafter IGS) continues to make progress in efforts to encourage more faculty involvement, further streamline 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), the International Travel Advisory Committee (ITAC), and the Student Success Center.

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 2013-2014 Goals

1. **More targeted recruiting of students for the minor, in close collaboration with Academic Advising.**

   Worked with Academic Advising and we have now created a brochure which will be available for new and transfer students.

2. **Conduct a university wide survey of students, faculty, and staff about the interest in an IGS major.**

   There has been discussion about expanding the survey beyond the University to local area High schools and DEEP partners. We are finalizing the final questions for the survey – which will be conducted in Fall 2014.

3. **Targeted recruiting of faculty, especially from the schools, to collaborate on program and curricular development.**

   Met with several faculty from 7 different departments. Time constraints mean that faculty have less time for involvement with IGS activities as they are busy address their own Department’s needs.

4. **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.**

   Changed to identifying 3-4 cities/locations in 4 different continents.

5. **Sponsor a speaker/event/film series on an issue of Global Relevance.**

   Brought in 2 renowned documentary films makers and a famous sociologist to discussion caste and other forms of discrimination.

6. **Continue to work on restructuring the minor and work on the creation of a major.**

   Consensus has almost been achieved on the restructured minor. As regards the major there is some confusion about institutional support and faculty commitment.

7. **Identify a competent person to take charge of and work to maintain and update the IGS website.**

   Hired a part-time web programmer. Website is up and running and continues to improve slowly.

Goals for 2014-2015

- Implement the Student/Faculty satisfaction survey to assess interest in the creation of an IGS major.
- Finalize the structure of the IGS major and consequent changes to minor.
- Work with the Deans of the 3 schools to hopefully encourage more faculty involvement.
- Establish a Faculty Mentoring Program to aid international students (in coordination with the IC and Academic Advising).
- Establish clearer guidelines for Study Abroad courses including setting aside a pool of money to ensure the success of all approved courses.
- Establish partnerships (enduring ones) with institutions in 3-4 countries that would be locations for multiple study abroad courses each year.
2013-14 Achievements
1. Sponsored three Study Abroad courses to Kenya, England, and Germany; endorsed a trip to the Dominican Republic. Thirty-two students received scholarships that covered close to 70% of Program costs.

2. This year IGS sponsored a film/speaker series that focused on the topic of discrimination. The following films/talks were presented:
   - “In God’s Land” – Film screening and discussion with Indian documentary film-maker, Pankaj Rishi Kumar.
   - “Papilio Buddha” – Film Screening and discussion with Indian documentary film-maker, Pankaj Rishi Kumar.
   - “Affirmative Action in India and the USA: Which Side Are you On?” – Talk by Dr. Rudolf Heredia, S.J., sociologist from India.

These were organized in collaboration with the following Programs, Departments and student organizations: UM-flint Diversity Council, Women’s Education Center, University Relations, and the Anthropological Sciences Club. Community members came to all films/talks including students from Kettering U. Attendance ranged from 40 to 100.

2013-2014 Budget Summary

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K-12 Partnership Programs

In order to meet the rapidly increasing interest by mid-Michigan public school districts in collaborating with the University of Michigan-Flint, the K-12 Partnership Office has grown in size this year and implemented many new K-12 initiatives. Details are summarized below.

Status of 2013-14 Goals

Because the K-12 Partnership office consisted last year of a single part-time employee, this is the first year program or unit goals were identified.

Goals for 2014-2015

- Create and document inter-departmental and cross-campus processes that will facilitate smooth expansion of K-12 program initiatives.
- Increase focus on DEEP program visibility internally and at off-campus partner sites and school districts.
- Establish and undertake a data collection and analysis plan for purposes of quality assurance and informed decision-making.

2013-14 Achievements

1. Growth of DEEP program. Enrollment increased from 86 students (11 different high schools) in 2012-2013 to 162 students (13 different high schools) in 2013-2014, an increase of 88%. Further, prospective enrollment for 2014-2015 stands at 322 students (16 different high schools), an increase of 275% in two years.

2. Transferability resolution w/UM-AA. Provided information which resulted in agreement by UM-AA LSA to transfer DEEP program credit in the same manner as any other UM-Flint credit. Follow-up ongoing communication procedure established as well.

3. Increased communication with DEEP program parents. In January/February 2014, K-12 Partnership staff and admissions representatives coordinated DEEP program orientation sessions attended by 375 parents of students from Lapeer, Livingston, Genesee, and Macomb counties. In addition, 193 parents of students admitted to the 2014-2015 DEEP program traveled to campus to participate in orientation sessions designed specifically for them. Total parent contact in 2013-2014 = 568.

4. Grand Blanc Early College. In response to a request by the Grand Blanc Community Schools, the K-12 Partnership staff submitted a successful proposal to serve as the university partner for a 3-year early college proposed by the school district and scheduled to begin in Fall 2015 with a cohort of as many as 50 students.

5. Production of DEEP Program Instructor Handbook. This handbook, to be distributed in August 2014, provides basic information for UM-Flint faculty who teach DEEP program courses.

6. Increased unit staffing. In response to growth highlighted above, K-12 Partnership office increased from 0.6 FTE in July 2013 to 3.1 FTE (including 50% academic advisor position to be filled in August 2014).
Development Activities

- **Super Science Friday.** With the capable assistance of the University’s Office of Development & Alumni Relations, donor sources were identified which offset nearly 50% of the cost of producing the 2014 Super Science Friday program, which attracted 600+ students to our campus on May 2, 2014. Details:
  - Frederick & Stella Loeb Charitable Trust $5,000.00
  - Nartel Family Foundation $10,000.00
  - Herbert J & Dorothy W Booth Fund at CFGF $4,151.31

- **DEEP Textbook Award Program.** For two of the past three years, private funding was used to provide financial support for textbook costs for DEEP Program students whose families demonstrated financial need. In anticipation of increasing demand for these awards in future years, the Office of Development has offered to assist in identifying potential funders.

Efforts to Increase Enrollment

The K-12 Partnerships Office promotes the University of Michigan – Flint to high school students through our DEEP programs.

Community Engagement Activities

- Provided DEEP program presentations for the Livingston County K-12 superintendent’s association (October 2013) and the Lapeer County high school counselor association (May 2014).
- Organized the 8th Annual Super Science Friday event, which attracted 650 7th and 8th grade students from Genesee and Saginaw counties.
- Coordinated the offering of a 3-credit Environmental Science course in SP/SU 2014 which was held at the Davison Township site of the newly-opened Robert Williams Nature & Historical Learning Center.
- Assisted SEHS & CAS in marketing school leadership graduate programs (MPA Web Plus, Ed.S. & Ed.D) by hosting an information booth and/or information sessions at the Fall 2014 and Winter 2015 conferences of the Michigan Association of School Administrators (MASA), and facilitating personal contacts with key leaders at WMU and Utica Community Schools.
- Actively collaborated with University Outreach for the purpose of increasing the scope of the University’s partnership activities at the Beecher Community Schools’ Neff Center.
- Collaborated with member organizations of Greater Flint Educational Consortium to plan a full-day teacher in-service activity revolving around STEM fields. This event is now scheduled for Fall 2014.
- Worked with Michigan Productions, Inc., the Flint Public Schools, and UM-Flint’s Department of Communication & Visual Arts to explore programming options for a television/radio studio space proposed for a Flint high school site.
## 2013-2014 Budget Summary

<table>
<thead>
<tr>
<th>FY 2013-2014 Budget</th>
<th>Amount</th>
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### Office of Research and Sponsored Programs

Academic year 2013-2014 has been a highly successful year for the Office of Research – central research administration; research compliance (conflict of interest, conduct and ethics, and human subjects); fiscal and project management; and faculty, staff, and student projects with processing support for submissions, awards, and program services. Activities include grants and contracts administration, external and internal funding opportunities for faculty and students, research conferences, research spotlight events, and webinars and workshops, along with many other university activities. The Office of Research sponsored a first-time-ever Research and Scholarly Writing Workshop for faculty, and a first-time-ever Research Administrators Council Meeting for UM-system campuses.

The Office of Research administered a portfolio of $7,729,874 in external sponsored awards. Forty-four percent of the internal operating budget of the Office of Research is directly awarded to faculty and students in funds, while the remainder of the budget is used for support services in pursuing excellence. The Office of Research accomplished many successful and landmark achievements.
Status of 2013-2014 Goals

1. Successfully sponsored first-time-ever activities in support of research with the Research and Scholarly Writing Workshop, Research Administrators Council Meeting, and IRB Open Forum.

2. Exceeded and surpassed goals of the Strategic Plan.

3. Administered a total portfolio of external awards of $7,729,874.

4. Worked with Ann Arbor on external grants and research compliance committees.

5. Awarded 44% of operating budget of the Office of Research to faculty and students, while providing support services with the remainder of the operating budget.

6. Sponsored and co-sponsored Research Conferences for students and faculty.

7. Sponsored Webinars and Workshops for faculty and staff and students.

8. Administered research compliance programs for conflict of interest, research conduct and ethics training, and human subjects research; and liaised with intellectual property and technology transfer, and animal care.

Goals for 2014-2015

- Continue to excel in exceeding and surpassing the goals of the Strategic Plan.
- Continue to excel in providing support services to faculty, staff, and students.
- Continue to excel in administering the portfolio of external sponsored awards.
- Continue to excel in administering all internal awards to faculty and students.
- Continue to excel in sponsoring and co-sponsoring research conferences and educational forums.
- Continue to excel in administering research compliance programs and interoffice relationships.

Significant Achievements

1. **Sponsoring First-Time-Ever Activities:**
   - Research and Scholarly Writing Workshop for 41 faculty and administrators at UM-Flint, which is a major event co-sponsored with the Faculty Mentoring Program;
   - Research Administrators Council Meeting for 30 administrators for UM-system campuses;
   - Faculty Research and Creative Activity Summit for 56 faculty members and 100+ attendees;

2. **Externally Awarded New and Active Grants and Contracts for Faculty and Staff:**
   - $7,729,874 in sponsored grants and contracts, which is another landmark portfolio in exceeding and surpassing the goals of the Strategic Plan.
3. **Internal Awards for Research Projects for Faculty and Students:**
   $362,773 in internal project awards ($270,298 for faculty and $12,200 for students, plus $81,274 for UROP).

4. **Undergraduate Research Opportunity Program (UROP):**
   A record number of 138 students participated in Undergraduate Research Projects under the mentoring of 50 faculty members.

5. **Student Research Conference (SRC):**
   78 students (64 undergraduates and 14 graduates) co-authored projects under faculty mentors for the 4th annual SRC.

6. **Meeting of Minds (MOM) Undergraduate Research Conference:**
   359 students (53 from UM-Flint, 69 from UM-Dearborn, and 44 from Oakland University) presented at MOM for the 22nd annual event.

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

**Sponsored Activities**

- **External:** department listing is included as well as by investigator in the Grant Applications/Research Support section below.
  - 57 proposals were submitted totaling $24,170,487
  - *Portfolio* of sponsored awards totaling $7,729,873
  - (36 projects were new totaling $3,163,041 and 29 projects were active totaling $4,566,833)
  - 23 proposals are pending totaling $21,128,956
  - 3 proposals were not funded totaling $938,986
  - Recovered F &A (IDC) $143,573

- **Internal:** department listing is included as well as by investigator in the Grant Applications/Research Support section below.
  - 75 faculty proposals were submitted totaling $426,647
  - 62 faculty proposals were funded totaling $270,298
  - 28 student proposals were funded totaling $12,200

**Research Administration**

- 460 funding opportunity announcements disseminated to faculty.
- First-time Ever: Research and Scholarly Workshop, 41 faculty-attendees.
- First-time Ever: Research Administrators Meeting, 30 administrator-attendees.
- 47 events and workshops were held serving 282 individuals.
- Faculty research interests database representing 116 faculty members.
- Research poster printings for 91 faculty and students.

Statistical Support
Consultations with staff from the Center for Statistical Consultation and Research served a total of 24 faculty, staff, and students.

Grant Applications/Research Support

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Summary of UM-Flint Internal Faculty/Staff Student
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Institutional Review Board

The UM-Flint IRB focused on three main goals this fiscal year: 1) Building a strong relationship with PIs, faculty advisors and student researchers; 2) Developing a model of successful community based research projects; and 3) Remaining current in human subjects ethical research practices. To accomplish these goals:

- IRB staff made 11 presentations to campus groups, including over 270 students, on Research Ethics, Research Incentives and the eResearch IRB application system.

- The IRB staff attended the Nursing Governing Faculty Meeting to discuss Translational Research and IRB Review in February 2014.
The IRB human subjects website was modified to accommodate the new Drupal format, updating and improving webpage content.

The IRB chair and/or IRB staff are available virtually every day, including weekends, to respond to email and phone questions about IRB matters, and will schedule in-person meetings at the study team’s convenience.

The IRB chair and IRB staff met with SHPS and Hurley staff and administrators to explore coordination of efforts between IRB-Hurley and IRB-UM-Flint (policy development in progress), May 7, 2014.

The IRB co-sponsored with the Office of Extended Learning an IRB Open Forum: “Ethics in Community Research.” The campus and local community met to discuss the process of developing successful community based research projects and the role of the IRB in protecting human subjects, April 4, 2014.

IRB staff and IRB chair attended 2014 MERC-Michigan Ethics Research Conference, April 25, 2014, Grand Rapids, MI, 8 contact hours.

### IRB Activities FY 2014

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### IRB Submissions by Academic Unit for FY 2014

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Executive Summary

The academic year 2013-2014 has been a very busy one for the Office of the Associate Provost and Dean of Undergraduate Studies. At the end of three years, this unit has coalesced into a force with the good of the university and success of its students at its heart. As it has developed, Undergraduate Studies includes the Student Success Center (SSC), the Thompson Center for Learning and Teaching (TCLT), the Faculty Mentoring Program (FMP), Undergraduate Admissions, the Honors Program, Institutional Analysis (IA) and the General Education Program. Other responsibilities for the office include Undergraduate Program Review and institutional accreditation through the Higher Learning Commission (HLC). The Associate Provost, Chris Waters, has also represented our campus, along with associate provosts from the other public institutions of higher education in Michigan, as the prospect of becoming an Association of American Colleges and Universities (AAC&U) LEAP (Liberal Education and America’s Promise) State is considered. The Governing Faculty of UM-Flint has voted in support of this initiative.

The office is currently located in 200 University Pavilion, or down the hall from Human Resources, but will move this Fall to a space shared with the Thompson Center for Learning and Teaching. Both will be located in 134 Thompson Library. The remaining reporting units are scattered across campus.

During the past year this office continued on its quest to review all undergraduate programs. There has been movement toward systematizing Undergraduate Program Review. The SharePoint site for Undergraduate Program Review is constantly undated. https://portal.umflint.edu/sites/ugprogramreview/default.aspx

Work still needs to be done on this site. Other progress made includes accepting several reports, including CRM and SOC, accepting the ABET Self Study for Engineering, accepting the NCATE Self Study for Education, accepting the NASAD self-study for Music. ERS, HIS, POL, ART and PSY have all submitted self-studies during the 2013-14 academic year.

For accreditation, I am happy to say that there is a Quality Initiative accepted and endorsed by the Governing Faculty. During the past year the Council of Deans, various faculty committees, the Faculty Council and the campus community became informed about the new open Pathways system we will be engaging in for continued accreditation through the Higher Learning Commission (HLC). During this same time, the HLC created and accepted applications for an Academy on Persistence and Completion. We applied to, and were accepted into the academy, and chose to use it as our required Quality Initiative.

Meanwhile, all 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 or highlight of each unit’s activities during 2013-2014. A condensed version of each unit’s annual report follows this summary section.
The Faculty Mentoring Program (FMP) 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. New to the FMP during the 2013-14 year was an authentic attempt to extend mentoring efforts to Associate Professors. The FMP co-sponsored the Associate Professor Research Circle. The research circle held informal monthly meetings and participants were encouraged to discuss their research progress. The FMP also hosted the dinner and discussion event, “Faculty Mentoring Communities for Associate Professors” in February 2014.

The General Education Program continues to work toward a complete assessment for our General Education and is also working toward the refinement of the First Year Experience courses. Happily, as a first step, the First Year Experience faculty have responded to the call to offer the vast majority of the UNV sections in the fall semester. In addition, four sections are offered on Friday morning as a means to explore the viability of “First Year Fridays.”

The Honors Program continued to perform as a model learning community during 2013 – 2014. 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, as well as capstone course and projects. All of these practices have been incorporated directly into the curriculum of core courses and Honors courses within the students’ discipline.

The Office of Institutional Analysis (IA) 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. It is amazing in review that the department managed to achieve so much given a 67% turnover in staff.

The Student Success Center (SSC) is now a reality. It includes Academic Advising, Orientation, Career Center, Tutorial Services, and the Student Veterans Center. Aimi Moss has been named as the director of the center. An Advisory Committee has been reformulated and now consists mainly of faculty, with representation from Student Affairs. Next year we will move toward adding two Faculty Fellows to the SSC and will continue to explore a new, physical location for the center. As space and funding become available, there is a concept for a Learning Commons as part of the Student Success Center, which would draw several of these units into functional and dynamic learning space for our students. Under consideration is a location within the Frances Willson Thompson Library.

After a nearly two year search process, the position of Director of the Thompson Center for Learning and Teaching (TCLT) was very successfully filled with the hire of Tracy Wacker, Lecturer IV in Biology at UM-Flint. The TCLT has been at the forefront of promoting teaching excellence and innovation on campus for many years and continually strives to improve its offerings. Tracy will begin her directorship when the TCLT will have a true center in the Francis Willson Thompson Library. The commitment of a dedicated space to TCLT endeavors is very
meaningful and exemplifies the value of the TCLT to our faculty and students. The new space increases its ability to offer more ongoing discussions – whether formal or informal - that will support sound pedagogical strategies and best practices that were difficult to maintain without a dedicated space.

For **Undergraduate Admissions**, the 2013-14 year was one of dramatic growth for the department, finally demonstrating signs of recovery and success after the devastating staff exodus three years prior. Nearly all of the resulting experience and staffing gap has been filled, though opportunities for ongoing development remain. The strategy for 2014-15 continues to focus on operational efficiency, and long-term recruitment vision.

For the 2014-15 year, this office looks forward to forming a great team for our participation in the **Academy on Persistence and Completion**, fully participating in the first year of the academy and making progress toward improving the persistence, completion, and thus, success of our students.

**Faculty Mentoring Program**

At the conclusion of its fifth 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 (FMP) has been in existence for five years. The FMP 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 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 2013-14 the Program held ten events covering a range of topics. The Program had 12 mentees and 12 mentors, with representation from each academic unit.

**Status of 2013-2014 Goals**

1. **Mentoring for Associate Professors** – The FMP made intentional efforts to address professional development concerns for associate professors. The FMP co-sponsored the Associate Professor Research Circle, which was founded and lead by Dr. Kazuko Hiramatsu, Associate Professor of Linguistics, and Jacob Blumner, Associate Professor of English. The research circle held informal monthly meetings and participants were encouraged to discuss their research progress. Scheduling was a challenge, but typically three to five faculty were in
attendance. This research circle was limited to faculty within the College of Arts and Sciences.

The FMP hosted the dinner and discussion event, “Faculty Mentoring Communities for Associate Professors” in February. This event was intended to provide the opportunity for associate professors to discuss the dynamics surrounding their role, with topics including the need to manage increased administrative and service expectations and ways to advance and invigorate one’s research agenda. Dr. Joe Sucic, Professor of Biology, shared his experience with attendees.

2. **Improving Mentor-Mentee Pairing** – This year the FMP Work Group revised the way in which mentor-mentee pairs were assigned. All interested participants were invited to the Introductory Reception, held at Ross House and hosted by the Chancellor. The mentees in attendance were asked to indicate who they felt would be an appropriate mentor for them, based on their conversation and common interests. This improved the pairing process and seemed to yield improved mentor-mentee relationships. Unfortunately, the plans for the intergenerational mentoring community did not come to fruition. However, the social events provided the opportunity for tenured faculty to interact with pre-tenure faculty and provide informal mentoring.

3. **Unit Participation** – The Faculty Mentoring Program Work Group now has representation from each academic unit thanks to the addition of Clement Chen, Professor of Accounting (SOM) and Hiba Wehbe-Alamah, Associate Professor of Nursing (SHPS). The program notes improved participation by all units. For example, we were able to include mentors from all three schools and the college. Although we did not have formal participation from each unit for mentees, we did have pre-tenure faculty from each unit participate in the larger group events.

   Last year the work group discussed adding pre-tenure faculty to the work group. Unfortunately, that did not happen this year, but we do feel that it would strengthen the program’s efforts to have a pre-tenure faculty member on board and will continue to explore this option, while also being aware of the time commitments pre-tenure faculty already have.

4. **Mentor Availability** – As an attempt to attract tenured faculty to learn more about the Faculty Mentoring Program and participate as a mentor, the FMP held two open house events at 501 Bar & Grill. Unfortunately, these events did not draw a significant amount of participants. Therefore, the work group personally invited tenured faculty to attend the introductory reception to learn about the program and consider serving as mentors. This effort did result in acquiring new mentors for the program.

   To commemorate the fifth year of the FMP and to thank faculty for their contributions to the program, mentors from each year (37 faculty) were recognized at the TCLT’s “Celebration of Teaching” event and also provided a $50 Amazon.com gift card.

5. **New Faculty Coordinator** – Jie Song, Associate Professor of Chemistry and Biochemistry was appointed Faculty Coordinator for the 2013-2014 academic year.
Goals for 2014-2015

- **Continue to develop ways to provide mentoring for Associate Professors** – We plan to offer two discussion groups (faculty learning communities) for associate professors. Each group will have its own theme and associate professors will be invited to participate and develop the goals for the group. The FMP staff support person will assist with scheduling and coordination and provide support where necessary. The proposed themes for the 2014-2015 academic year include a writing circle and managing service expectations.

  In addition, the program will provide a venue for associate professors to chat with professors and deans regarding the dynamics of moving from associate to full professor. This event, “Taking the Next Step: Encouraging Associate Professors to Prevail in the Academy,” will be held at 501 Bar & Grill in hopes of encouraging a more relaxed and open environment for productive dialogue between groups.

- **Increase participation and awareness of the faculty mentoring program** – In order to increase the participation and awareness of the program across units, the FMP plans the following:
  
  o To help guide the work of the new Faculty Coordinator, the work group developed a list of expectations. These include establishing a visible presence, promoting the goals and expanding the vision and scope of the program, and continuing to find ways to seek collaboration with faculty and departments to support the program.
  
  o The Faculty Coordinator will meet with the Council of Deans and the Faculty Coordinator or workgroup members will meet the governing faculty of each academic unit to promote the program and provide information, as well as attend new faculty orientation. Work group members will also be encouraged to serve as ambassadors for the program within their unit.
  
  o Encourage the development of a campus culture of mentoring by hosting the workshop, “How to Get What You Need to Thrive in the Academy” featuring Kerry Ann Rockquemore, President of the National Center for Faculty Development and Diversity. This session will be open to all deans, tenured and tenure-track faculty, and LEO/staff.
  
  o Continue to host informal opportunities that encourage faculty participation and networking. Although the structured events are beneficial, the work group recognizes the importance of the conversations and collaborations that occur organically at our social events and program participants have repeatedly expressed interests in increasing these opportunities. Therefore, additional social events will be hosted this year at a variety of locations and times of day in hopes of attracting as many faculty as possible.

- **Continue collaborations that support faculty development and success** – the program is fortunate to have a formal partnership with the Office of the Provost, the Office of Research and Sponsored Programs, the Thompson Center for Learning and Teaching, and the Women’s Educational Center. Continued efforts will be made to capitalize on these partnerships to offer programming and support for faculty with more co-sponsored and co-planned events.
Significant Achievements

1. **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. 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 revealed that all mentees felt the program provided the right amount of structure, all events were rated as “very useful” by mentees, and 80% of mentees found the Faculty Mentoring Program “very useful” to their professional development (the remaining 20 percent reported it as “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.

2. **Well-Received Events and Opportunities** – The 2013-14 events covered a range of topics, including the tenure process, developing a research agenda, and addressing teaching challenges. Following up on a survey of associate professors last year, efforts were made to address the needs of associate professors via the research circle and discussion event, “Faculty Mentoring Communities for Associate Professors.” The social events were very well received and each drew a different set of attendees. The highlight of the year appeared to be the workshop, “Breaking Through Barriers to Writing Scholarly Publications and Proposals”, co-sponsored by the FMP and the Office of Research and Sponsored Programs. This workshop drew approximately 40 attendees from across all units. It was a successful effort to collaborate with one of the FMP partners and bodes well for future efforts to collaborate, which the FMP hopes to more of next year.

3. **Reinvention of “Traditional Events”** – Every year FMP sponsors/cosponsors similar events focused on issues of importance to tenure track faculty, i.e., teaching, research and service. This year, we made efforts to invigorate the way in which these topics were approached. Highlights include the following:
   - Improved mentor-mentee pairings.
   - The use of small group discussion at the “Tenure Talk” event to elicit a helpful dialogue about the dynamics of the tenure process between tenured and non-tenured faculty.
   - Hosting an interactive, hands-on workshop to address scholarly writing and research development, “Breaking Through Barriers to Writing Scholarly Publications and Proposals”.
   - More social events to increase networking opportunities for pre-tenure faculty and to maximize use of tenured faculty members’ time. More effort was made this year to host these nontraditional events with good attendance and success.

4. **Recognizing the Contribution of Mentors** – As a way to commemorate the five-year anniversary of the Faculty Mentoring Program, the work group felt it important to acknowledge thirty-seven faculty who have served as mentors. These faculty were acknowledged at the TCLT’s “Celebration of Teaching” event and were also provided a $50 Amazon.com gift card to thank them for giving of their time and expertise and participating in the program.
## 2013-2014 Budget Summary

### Faculty Mentoring Program - Budget Summary for 2013-2014

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*Actual cost to Faculty Mentoring Program was $7,603.64; Office of Research and Sponsored Programs provided $3,500.

**Faculty Coordinator is also allotted one course-release per academic year.
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>Member</th>
<th>Title/Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Alberto</td>
<td>Coordinator, Thompson Center for Learning and Teaching</td>
</tr>
<tr>
<td>Clement Chen</td>
<td>Professor of Accounting, (SOM)</td>
</tr>
<tr>
<td>Mary Jo Finney</td>
<td>Associate Professor of Education (SEHS) joined in March, 2013</td>
</tr>
<tr>
<td>Alicia Kent</td>
<td>Associate Professor of English and Women’s &amp; Gender Studies (CAS)</td>
</tr>
<tr>
<td>Rushika Patel</td>
<td>Director, Women’s Educational Center</td>
</tr>
<tr>
<td>Jie Song</td>
<td>Associate Professor of Chemistry &amp; Biochemistry (CAS)</td>
</tr>
<tr>
<td>Faculty Coordinator</td>
<td></td>
</tr>
<tr>
<td>Terry Van Allen</td>
<td>Director, Office of Research and Sponsored Programs</td>
</tr>
<tr>
<td>Chris Waters</td>
<td>Associate Provost and Dean of Undergraduate Studies</td>
</tr>
<tr>
<td>Tracy Wacker</td>
<td>Director, Thompson Center for Learning and Teaching</td>
</tr>
<tr>
<td>Jan Worth-Nelson</td>
<td></td>
</tr>
<tr>
<td>Hiba Wehbe-Alamah</td>
<td>Associate Professor of Nursing (SHPS)</td>
</tr>
</tbody>
</table>
2013-14 Participants

The Program had 12 mentees (pre-tenure faculty) from three (CAS, SEHS, SHPS). There were 12 mentors from all four units. The faculty mentor participants represented a broad mix of seniority, from recently tenured Associate Professors to full Professors.

All pre-tenure faculty continued to be invited to all group events and we are pleased that many took advantage of the opportunities offered. Again this year, first year faculty were encouraged to wait to participate in the program as a mentee until their second year in order to allow them to acclimate themselves to the university and become familiar with the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Mentees</th>
<th>Number of Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>2010-2011</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>2011-2012</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>2012-2013</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>2013-2014</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Events in 2013-2014

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

- **Open Houses – September 11 & 12, 2013.** Two open houses were held with the intent of providing information to prospective mentors about the program.

- **Introductory Reception – September 26, 2013.** Chancellor Person again welcomed mentors and mentees to Ross House for the “Introductory Reception.” This year, pairs were assigned after the reception so that mentees could meet with potential mentors and suggest who they feel might be most helpful to them. Additional guests included the Provost, Deans, and members of the Faculty Mentoring Program Work Group.

- **Mentee Breakfast Meetings – October 16 & 17, 2013.** Mentees and other pre-tenure faculty were invited to attend a breakfast get-together intended to serve as an informal opportunity for them to chat with their peers. Given the availability of the participants, two sessions were held. Greg Laurence, Assistant Professor of Management and Shelby Newport, Assistant Professor of Theatre served as the facilitators. Thirteen faculty attended over the course of the two events.

- **Dinner and Discussion: Tenure Talk – November 6, 2013.** The dinner, panel presentation and discussion drew 25 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 Keith Moreland, Professor, School of Management and Associate Dean, (SOM); Hiba Wehbe-Alamah, Associate Professor, Nursing (SHPS); and Chris Douglas, Associate Professor, Economics (CAS). Adam Lutzker, Associate Professor, Economics provided opening remarks. In addition, participants were asked to discuss a particular question about tenure in small groups and then share highlights of that
discussion with the group at-large, which fostered useful interunit and intergenerational discussion about tenure expectations.

- **A Faculty Soiree. Thursday – December 5, 2013.** A social mixer for mentors and all pre-tenure faculty was held at 501 Bar & Grill. The FMP was pleased to welcome 27 faculty to the event.

- **Teaching Workshop: Teaching Challenges: Feeling Empowered as New Faculty – January 17, 2014.** Mary Jo Finney, Associate Professor of Education, facilitated this session which garnered twelve participants. As part of the discussion, faculty were encouraged to reflect upon their teaching and consider what courageous steps they take as teachers to encourage learning, as well as discuss things that challenge them as teachers.

- **Dinner and Discussion: Faculty Mentoring Communities for Associate Professors – February 4, 2014.** This event was intended to provide a forum for associate professors to discuss the dynamics of their role as well as challenges in moving towards the rank of full professor. Eleven faculty were in attendance.

- **Research Workshop: Breaking Through Barriers to Writing Scholarly Publications and Proposals – February 21, 2014.** This workshop was co-sponsored by the FMP and the Office of Research and Sponsored Programs and was facilitated by Robert Lucas, Director of the Institute for Scholarly Productivity. Approximately 39 faculty and two administrators participated; evaluations were overwhelmingly positive and encouraged the FMP and Office of Research to consider hosting the session again.

- **Make Way for Spring! – March 19, 2014.** All mentors and pre-tenure faculty were invited to this social mixer held at 501 Bar & Grill. Seventeen faculty attended.

- **Faculty Mentoring Program Celebration – April 29, 2014.** This event welcomed 27 faculty and administrators at Cork on Saginaw for an end-of-year celebration and kick-off for a productive summer.

**General Education**

**Introduction**

The University of Michigan-Flint has successfully implemented the third year of assessing its General Education program. Progress has also been made in gaining greater clarity on the mission and vision of the First Year Experience. Finally, the First Year Experience faculty have answered the need to offer the lion’s share of FYE courses in the fall when they will be most effective in promoting student success.

**Status of 2013-2014 Goals**

In the 2012-2013 annual report, there were listed four specific goals for the Coordinator for the General Education Program at the University of Michigan-Flint.

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.

Due to establishment of a new Interim Dean and Associate Dean in the College of Arts and Sciences, as well as the demands associated with the proposal to create a College of Engineering and Natural Sciences, a newsletter was not published (Goal 1). As an alternative to a Newsletter, an alternative mechanism for sharing the results of our campus’ assessment of its General Education program will be sought.

There was better success in achieving the remaining three goals. This coming year, the campus will assess Reflection on One’s Own Learning Processes (GELO #1) and Creative Thinking (GELO #4). Despite not formally “adopting” a set of new guiding principles, progress has been made to articulate a common vision for the First Year Experience. Finally, the General Education website successfully made the transition to DRUPAL.

Goals for 2014-2015

- Secure approval for the core principles for our FYE course
- Produce a comprehensive report on the participation of faculty in General Education Assessment
- Work with the General Education Curriculum Committee to share the results of the Faculty and Student Surveys conducted in the Spring of 2014

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.

1. Progress Towards Articulating a Common Mission and Vision for our First Year Experience Courses

As the result of a number of FYE Faculty meetings, there appears to be growing consensus around a core set of principles underlying the University of Michigan-Flint’s FYE which form the basis for our vision of student success. The three main principles are as follows: 1) Development of the requisite intellectual habits of mind 2) Introduction to UM-Flint and appreciation of the purpose of Higher Education, and 3) Learning to cope with Intellectual Challenges.

2. Offering First Year Experience Courses when they are most needed

The First Year Experience faculty have responded to the call to offer the vast majority of the UNV sections in the fall semester. As of writing this review, there are 546 students enrolled in the fall semester across 22 sections. In addition, four sections are offered on Friday morning as a means to explore the viability of “First Year Fridays.”
3. **Continued Recognition of our Assessment Efforts**

For the second year in a row, the assessment of our General Education program was included in a concurrent session of the Higher Learning Commission’s Annual Meeting. During the 2014 meeting, Dr. Roach and Dr. Barnes presented results that supported the claim that articulating clear expectations of student learning and describing what that learning “looks like” over time, does indeed lead to better outcomes. The session was selected for the General Program and drew nearly a hundred audience members. Twenty Two evaluated the presentation on a scale of 1-5 (1= Poor and 5= Excellent) and the summary results are below.

**Session Title:** Embedded Assessment as a High Impact Practice  
**Session Number:** G-SAT-1030-f  
- Knowledge about the topic: 4.4  
- Presentation of the material: 4.3  
- Value of ideas and/or information provided: 4.2  
- Overall quality of the session: 4.2  
- Average rating: 4.3

**Efforts to Promote Assessment of Student Learning**

During the 2013-2014 academic year, the campus focused its assessment efforts on two Learning Outcomes, Critical Thinking (GELO 04) and Use of Multiple Perspectives (GELO 10). While the program is continuing to collect data on these outcomes for the Summer 2014 Term, Appendix A reports student outcomes by level of the course of assessments occurring Fall 2013 through Spring 2014.

**Efforts to Seek or Maintain External Accreditation**

Continued involvement in the Student Success Council and would welcome the opportunity to work with the HLC Academy on Persistence and Retention.

**External Scholarly/Creative Publications/Performances/Compositions/Exhibitions**

Barnes, Roy C, Stephanie M Roach and Sandra J Alberto. 2014. “Embedded Assessment as a High Impact Practice,” Presentation at the Annual Meeting of the Higher Learning Commission, General Program, Saturday 10:30 a.m., April 12, Chicago IL.

**External Fundraising**

No external funds secured.

**Grant Applications**

**Pending:**

Project Personnel:
- Dr. Vahid Lotfi, Project Director
- Dr. Jeff Pratt, Dr. Pratt will serve as the Project Coordinator
- Dr. Roy C. Barnes, assessment and evaluation
- Tracy L. Wacker, design, implementation and oversight of the first-year experience
- Richard Russell, Coordinator of Parent Program
- Ms. Tawana Parks, Co-Program Manager for the Pre-early College Program
- Dr. Tom Green, AACRAO Consulting, External Evaluator

Budget Requested: $2,593,710

Efforts to Increase Enrollment
Participated in the planning and implementation of the Faculty Presentations for New Student Orientation to emphasize the transition to Higher Education and the skills needed to succeed.

Community Engagement Activities
Nothing of specific note, though a number of FYE courses have a community engagement component.

2013-2014 Budget Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of FYE Tuition Revenue</td>
<td>144,600</td>
</tr>
<tr>
<td>TK20</td>
<td>40,000</td>
</tr>
<tr>
<td>Coordinator Stipend &amp; Fringe</td>
<td>21,134</td>
</tr>
<tr>
<td>Peer Facilitators</td>
<td>38,000</td>
</tr>
<tr>
<td>Faculty Development FYE</td>
<td>12,000</td>
</tr>
<tr>
<td>General Education Events</td>
<td>4,000</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>115,134</td>
</tr>
<tr>
<td>Estimated Surplus or Deficit</td>
<td>29,466</td>
</tr>
</tbody>
</table>
APPENDIX A: Results for Assessment of Student Learning

Table 1: Student Learning Outcomes for Critical Thinking by Level, Fall 2013-Spring 2014

<table>
<thead>
<tr>
<th>EVALUATE INFORMATION:</th>
<th>Level of Course</th>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
<th>400 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies relevant and credible information</td>
<td>Not Present</td>
<td>368</td>
<td>7.9</td>
<td>194</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Emerging 1</td>
<td>548</td>
<td>11.8</td>
<td>198</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>Emerging 2</td>
<td>774</td>
<td>16.6</td>
<td>404</td>
<td>14.0</td>
</tr>
<tr>
<td></td>
<td>Developing 3</td>
<td>1,267</td>
<td>27.3</td>
<td>769</td>
<td>26.6</td>
</tr>
<tr>
<td></td>
<td>Developing 4</td>
<td>1,118</td>
<td>24.0</td>
<td>698</td>
<td>24.1</td>
</tr>
<tr>
<td></td>
<td>Mastery 5</td>
<td>574</td>
<td>12.3</td>
<td>630</td>
<td>21.8</td>
</tr>
<tr>
<td>Total</td>
<td>4,649</td>
<td>100.0</td>
<td>2,893</td>
<td>100.0</td>
<td>1,565</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYZE, INTERPRET, AND EXTRAPOLATE:</th>
<th>Level of Course</th>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
<th>400 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects information to controlled and disciplined powers of reason</td>
<td>Not Present</td>
<td>319</td>
<td>6.9</td>
<td>214</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>Emerging 1</td>
<td>618</td>
<td>13.3</td>
<td>236</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>Emerging 2</td>
<td>856</td>
<td>18.4</td>
<td>443</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td>Developing 3</td>
<td>1,261</td>
<td>27.2</td>
<td>780</td>
<td>26.3</td>
</tr>
<tr>
<td></td>
<td>Developing 4</td>
<td>1,108</td>
<td>23.9</td>
<td>697</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>Mastery 5</td>
<td>480</td>
<td>10.3</td>
<td>593</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>4,642</td>
<td>100.0</td>
<td>2,963</td>
<td>100.0</td>
<td>1,558</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NURTURE A CRITICAL PROCESS:</th>
<th>Level of Course</th>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
<th>400 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes an intellectual commitment to self-disciplined and self-corrective habits of mind</td>
<td>Not Present</td>
<td>353</td>
<td>7.7</td>
<td>212</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>Emerging 1</td>
<td>567</td>
<td>12.3</td>
<td>208</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>Emerging 2</td>
<td>889</td>
<td>19.3</td>
<td>414</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>Developing 3</td>
<td>1,299</td>
<td>28.2</td>
<td>731</td>
<td>25.6</td>
</tr>
<tr>
<td></td>
<td>Developing 4</td>
<td>1,025</td>
<td>22.3</td>
<td>700</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Mastery 5</td>
<td>469</td>
<td>10.2</td>
<td>585</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td>4,602</td>
<td>100.0</td>
<td>2,850</td>
<td>99.9</td>
<td>1,554</td>
</tr>
</tbody>
</table>

Overall, Is this student a critical thinker?
- No | 1,055 | 22.0 | 563 | 18.5 | 251 | 14.7 | 43 | 6.5 |
- Yes | 3,748 | 78.0 | 2,481 | 81.5 | 1,456 | 85.3 | 616 | 93.5 |
| Total | 4,803 | 100.0 | 3,044 | 100.0 | 1,707 | 100.0 | 659 | 100.0 |

Table 2: Student Learning Outcomes for Use of Multiple Perspectives, Fall 2013-Spring 2014

<table>
<thead>
<tr>
<th>MASTERING MULTIPLE DISCIPLINARY PERSPECTIVES OR METHODOLOGIES:</th>
<th>Level of Course</th>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
<th>400 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to problems by considering multiple disciplinary models of thought and their modes of application</td>
<td>Not Present</td>
<td>60</td>
<td>4.1</td>
<td>93</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>Emerging 1</td>
<td>156</td>
<td>10.6</td>
<td>125</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Emerging 2</td>
<td>270</td>
<td>18.3</td>
<td>257</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Developing 3</td>
<td>438</td>
<td>29.8</td>
<td>336</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Developing 4</td>
<td>351</td>
<td>23.8</td>
<td>339</td>
<td>24.8</td>
</tr>
<tr>
<td></td>
<td>Mastery 5</td>
<td>197</td>
<td>13.4</td>
<td>217</td>
<td>15.9</td>
</tr>
<tr>
<td>Total</td>
<td>1,472</td>
<td>100.0</td>
<td>1,367</td>
<td>100.0</td>
<td>633</td>
</tr>
</tbody>
</table>

Overall, has this student competently used multiple perspectives and methodologies for a course at this level in this discipline?
- No | 307 | 20.2 | 317 | 21.8 | 64 | 9.7 | 13 | 7.2 |
- Yes | 1,212 | 79.8 | 1,137 | 78.2 | 596 | 90.3 | 168 | 92.8 |
| Total | 1,519 | 100.0 | 1,454 | 100.0 | 660 | 100.0 | 181 | 100.0 |
Honors Program

Introduction

The University of Michigan-Flint Honors Program offers high achieving students challenging core courses with close faculty guidance, one-on-one learning, and research partnerships with specialists, on campus and abroad.

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, leaning 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. All of these practices have been 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 and one Undergraduate Research Forum, during which Honors students present papers in a conference setting.
- 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 7 to 9 students each year winning the 1,000 hour service award and all students completing a service component in the Program. This year awards were given for 17,000 hours of service.

Status of 2013-14 Goals

1. 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.

   Status:
   - With the help of the associate provost and the provost we have been able to balance our budget with a relatively small shortfall compared to previous years.

2. Stage a successful Scholarship Competition
   - We planned, organized and carried out our eighth annual Scholarship Competition as a successful marketing strategy for UM-Flint and for the Honors Program.

   Status:
   - Sixty-three students registered and attended the competition.
• Our general yield ranges from 65% to an occasional high of about 75%. 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.

3. **Continue to Foster Undergraduate Research through an Undergraduate Research Forum and two Colloquia**

   • These undergraduate mini-conferences are designed to increase the number of venues for Honors students to develop research, writing, and presentation skills.

   **Status:**

   • Over 100 students presented at our two annual colloquia, and over 120 presented at the second annual Undergraduate Research Forum in November, 2013.

   • Students developed skills in presenting papers, chairing sessions, and leading discussions.

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

   • We hired a graduate student who is also a graduate of the Honors Program, Miyako Jones, who has served us wonderfully with her outstanding computer and organizational skills.

5. **Complete and Move into new Honors Space by winter 2014.**

   **Status:**

   • We worked with an architect and with Dan Sherman to remodel the space in such a way as to maximize use and provide a professional atmosphere and venue.

   • The remodeling was completed in the winter of 2014, followed by our move into the new quarters.

   • Costs were generously being covered by Bob Houbeck, Director of the Thompson Library.

6. **Explore ways to retain the excellent Program attributes and curricular enrichment in a growing Program especially the Off-Campus Study**

   **Status:**

   • **National Student Exchange**: Laura Staudacher worked with the National Student Exchange to place one Honors student at the University of the Virgin Islands, St. Thomas and another at Johnson State College in Vermont. She also placed two students from the regular curriculum at Queens College in New York, and one at the University of Hawaii at Manoa. In addition, we have two students coming to UM-Flint as part of the exchange: one from South Dakota State University, and another from the University of Regina, Saskatchewan, Canada.

   • **Wuppertal Affiliation**: Last year we placed five students with professors in biology and chemistry in laboratories at the Bergische University in Wuppertal. This year, we placed five additional students in biology, biochemistry, and physics.
• **Deakin University Affiliation:** We have made overtures to Deakin University in Australia (40,000 students on four campuses) through the facilitation of John Long, a former graduate of the Honors Program who teaches at Deakin University.

### Goals 2014-15

- **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.
  - Because we have had an unusually high level of retention, the Program has continued to grow modestly. We plan to reduce the numbers in the entering freshman class in order to keep the numbers at a level commensurate with our budget.

- **Stage a successful Scholarship Competition**

- **Continue to Foster Undergraduate Research through Research Forums and Colloquia**

- **Apply for a reclassification of Laura Staudacher from Administrative Specialist to Program Manager**
  - Laura is already playing a managerial role in many areas of the Program, so that such a change would be appropriate to her level of management in the Program.

- **Stage a successful 35th anniversary celebration**

- **Consider ways to plan for the future when the current Director will retire so that there will be a seamless transition to a new Director**
  - Work with the Associate Provost to consider the financial impact of hiring an assistant or associate Director who would be a Director in training for the future.
  - Develop a plan for the transition so that it would be in place well before the Director’s retirement.

### Significant Achievements

1. **High Numbers of EGR and STEM students at Scholarship Competition**
   - Again we had a record number of engineering students at the scholarship competition; 11 out of 63 attendees or about 17% of the attendees
   - We also had a very high percentage of STEM students (Science, Technology, Engineering, and Math) who made up nearly 50% of the attendees (29 of the 63 students attending).
   - We recruited students planning to enter our professional schools, as well as additional majors across the disciplines 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.
• Attendee 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.

2. **Internal Fundraising**

   Raised funding from the deans and the Engineering Program to cover the cost of over 30 laptops as very effective supplementary awards in the Scholarship Competition.

   • According to our records, in the past, 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.

3. **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.

   • Thirty students developed off-campus study projects across the disciplines.

   • Twenty-five students will have completed their Honors thesis by the end of August 2012.

   • Over 120 students presented at the newly developed fall Honors Undergraduate Research Forum

4. **Student Exchange and Study Abroad**

   • Worked with Thompson Library (Bob Houbeck) and International Center to send an additional five students to the Bergische University in Wuppertal this summer.

   • The five students were in biology, biochemistry, chemistry, and physics, and will be working in the labs of professors at the Bergische University for six weeks this summer.

5. **Continued our record in excellent student outcomes with 100% acceptance into grad and professional Programs**

   • This year, one of our graduates, Amr Sabbagh, was accepted as one of only 2% of accepted applicants to the UM Ann Arbor Medical School. We have had three students accepted in Ann Arbor’s Med School over the past three years, a significant achievement.

   • Students continue to have success in applying across the disciplines into graduate and professional Programs.

6. **Continuing High Number of Maize and Blue Winners**

   • Although the Honors Program represents only 2.8% of our student population, in December and May 2013 and 2014, a total of 9 Honors Students from across the disciplines won the Maize and Blue Award, the highest award offered to students graduating from UM-Flint. That is, Honors students received nine out of a total of 26 awards offered, or close to 33% of the total awards given.
Assessment of Student Learning

- Engaged in outcomes assessment for all of the core Honors courses at the freshman and sophomore level
- Ongoing assessment of student outcomes: we consistently monitor student outcomes in order to develop and enhance high impact practices and improve the Program

Progress in Maintaining External Accreditation

- Although external accreditation is not required for the Honors Program, the National Collegiate Honors Council sets forth the best practices for an excellent Honors Program and Honors college.
- We currently fulfill all of these requirements including at least 24 credits of Honors courses, Honors space, Honors budget, Honors Director who reports to the Associate Provost and Dean of Undergraduate Studies, special attributes such as off-campus study, scholarships and so forth.

Publications and External Presentations by Staff

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.

External Fundraising (Development)

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. The Schulman Scholarship, and a scholarship funded by M. Thum
- We successfully wrapped up the Welch foundation grant which provided us with excellent view booklets and marketing tools for Genesee County
- We are planning to work on developing further funding with the assistance of D.J. Trela working in cooperation with the Office of Development.
External Grant Applications
No applications FY 2014, but 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

Efforts to Increase Enrollment
- Staged a successful scholarship competition to increase percentage of high achieving students at UM-Flint and in the Honors Program
- Worked with Admissions on two Honors Presentations in the fall, and ongoing with admissions officers to feature the advantages and outcomes of the Honors Program

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 17,000 hours service award, and numerous students received awards for 100 service hours, 200 hours, and 400 hours during the annual Awards and Cords Reception.

Budget Report FY 2014 and Projected FY 2015
- Current Budget Status
  - The Honors Program budget previously had a serious shortfall, but we are delighted to report that with funding from the provost’s office we have been able to erase our previous short fall and to develop plans to work within our current base funding for the Program.
  - However, there will continue to be a larger number of off campus studies for the next two years.
    - Both increased numbers in the cohorts starting in Fall 2012 and 2013 and increased Program retention will contribute to a larger number of off-campus studies in FY 2015-16.
    - We plan to use careful management of recruiting and retention in order to keep the numbers of students at a level commensurate with our budget over the next five years.
• Agreement with CAS
  o Our agreement with CAS concerning funding of teachers of core courses is vital to financial stability and success in the Program.
    ➢ Our agreement with CAS to cover the costs of teachers of the core courses and the release time of the Honors Director contributes significantly to our ability to function at a high level with Program attributes that are among the finest of the fifteen Michigan Public Schools
    ➢ CAS benefits from this arrangement, since the tuition from the students for credit hours taken in Honors core courses more than covers the cost of instructors in the Program.

• Exclusions in the Budget Report
  o 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.

• Plans for the Future
  o It is essential to coordinate Program growth with realistically evaluated funding potential.
    ➢ The Honors Program has demonstrated that it is a model for high impact educational practices and for student success at the University of Michigan-Flint.
    ➢ For the relatively modest costs, the Honors Program is an excellent investment in academic achievement, student engagement, and student-centeredness.
    ➢ We will work to develop new sources of funding, and to keep the Program growth very modest in order to keep within the confines of our budget in the future.

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<tr>
<th>SUMMARY REVENUE AND EXPENSES</th>
<th>AUGUST 2010 TO JULY 2011</th>
<th>COMMENTS</th>
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REVISED 7-24-14
Institutional Analysis

Mission

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.

Goals for 2013-2014

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

The office has been able to generate all mandated reports for the State of Michigan’s Higher Education Institutional Data Inventory (HEIDI) and the Federal Integrated Postsecondary Education system (IPEDS). Federal reports continue to generate additional types of information, result of new Higher Education Act. Additional data was provided about Online programs and degrees. The reporting of the Graduation Rates and 200% survey’s components were moved to winter, rather than spring collection, and the Cost of Attendance verifications were also moved. Collaborations with Financial Services have continued to increase with new 150% rules and coordination of sites for instruction. Reporting was especially challenging this year. Revisions continue to be required due to Mott Concurrent Enrollment. After initial implementation of IPEDS SOC Job codes, continued work with Human Resources was needed this year with the addition of a category and a few collapsed, this mandated adjustments to the reporting methods.

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. New SOC codes were implemented this year within the HEIDI data system, as were the student level revisions implemented federally two years ago.

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.

2. *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. The department made the transition to Drupal.

The department took on responsibility for the State Transparency Web page, linked to the university home page, as required by the State Appropriations Boiler Plate. Frequency of updates has increased from annually to quarterly. Each year additional data is required, this year new were Capital Outlays and Pell Graduates.
Secure site continues to house increasing amounts of trend reports, data in support of Program Review, and now 9 years of semester course level data, Registrars 10th day memos and credit hour comparison reports.

3. **Develop an Enrollment Dashboard and Strategic Indicators**

After the initial dial dashboard was developed in summer of 2012, with support of the Provost and the Committee of Budget Priorities and Strategic Planning (BPSP), initial funding was secured for departmental use of Tableau software from the Office of the Chancellor. Collaboration with UM-Flint ITS resulted in the use of a local test server. Flint campus IA joined the newly (reformed) UM-Ann Arbor BI Consortium resulting in use of Ann Arbor servers, discounted rates and system support. The first set of Tableau Dashboards, tracking enrollment of students and special populations, was implemented during the summer of 2013, leading up to 10th day fall 2013. Access to data in Tableau was expanded to Associate Deans and designated others in late fall. Throughout the year the software was used to aid in visual presentations of data to the Admissions Committee, in its study of international students, and the initial stages of transfer studies.

At the request of the Provost, IA was asked to lead a group of faculty and key staff, charged with evaluating and recommending indicators attached to the UM-Flint Strategic Plan. Group was comprised of representatives from: BPSP, each of the academic units, Financial Services, AIM’s, and ITS. Group meet five times, reviewed the Strategic Plan, its eleven Priorities and 98 Initiatives; developed a matrix outlining the 145 Indicators, and recommended measures that could be tracked. Data updates for each indicator, in addition to questions raised during the process, resulted in a large volume of information related to the various facets of the plan. Discussions were enriching and knowledge was transmitted across units, and collaborations evident. The workgroup stayed very focused and was able to achieve the review quickly.

**Goals for 2014-2015**

- **Maintain timely submission of mandated reporting within the varied cycles for web submission.**
  
  This year Federal reporting is adding two additional surveys, which will present challenges in coordination: Admissions due in the winter and Academic Libraries due in the spring.

- **Increase the types of information available on the IA web site to included student survey information, comparative data, and internal data.**
  
  We hope to transition off the secure server within the next month, building Tableau visualizations with filters for data for all data currently trended. Many of the other types of information will be released to the Public site.

- **Develop an Enrollment Dashboard and Strategic Indicators**
  
  We hope to continue to expand the use of Tableau on campus for viewing and use of key data. Collaborations continue with ITS, AIMS, and Financial Services for the project.

**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. It is amazing in review that the department managed to achieve so much given a 67% turnover in staff.

1. **Special Studies**
   - Guided developments of Strategic Dashboard using Tableau, weekly updates were published as a pdf, and interactive of VCA’s and Deans, leading up to fall for Strategic indicator #7 on enrollment and expanded special populations data.
   - STEM Initiative – Supported data needs and resulting open sessions and faculty presentations.
   - International Retention Study – Study resulted in recommendations from a task force to the Undergraduate Admissions Standards Committee which changed the requirements for international subject test scores.
   - Social Justice Initiative – Supported data needs. Especially challenging this year was request from the Black Student Union. Extensive data was provided, and coordinated with Student Affairs and University Relations. Resulting in attendance at BSU retreat and subsequent meeting with Dean Gordon and Tendaji Ganges.
   - Analysis of BLM and Anderson source data and reports through Presidents Council
   - Developed a “How Are We Doing” piece for use in Regents presentation on Budget.

2. **Support of Committees**
   - Annually support the varying needs of the Committee on the Economic Status of the Faculty. This year also proved to be unusually busy, with numerous meetings and extensive data needs for its work with the Provost, Ann Arbor, and Governing Faculty representatives. Produced a UM-Flint Tenure Track Faculty Retention Study.
   - Budget Priorities and Strategic Planning – Developed and presented dashboard proposal which was funded and implemented fall 2013. Developed with work group measures and updates for a large number of Strategic Planning Indicators.
   - Continued support of the Undergraduate Admissions Standards Committee in their review of freshman and international characteristics. Extensive data on performance indicators has been provided to the groups to support decision making in admissions criteria.
   - Student Success Center Initiative – Continue support of Steering Committee. Provide data as needed. Updated detailed Freshman Retention and Graduation Cohort data. Continued generation of course grade data. Provides periodic updates on upcoming fall retention. Admission Committee International and Transfer visualizations and data were also provided.

3. **Faculty, Staff and Student Development**
   - Faculty research – Supported numerous grant submissions.
   - Student Research – Numerous students both internal and external contact office for information related to various topics.
   - Developed extensive resource materials for each year’s AAC&U Institute group.
   - Supported and provided search materials for Executive searches: Chancellor
   - Two new staff joined IA, a part time Research Specialist in Fall 2013, and the BI Analyst position in May 2014. Department has been retooling and training this year.
Assessment of Student Learning and Accreditation

The office supports numerous assessment activities including program review, and accreditation. Supported numerous accreditation reports:

- Higher Learning Commission, NCA Annual Update
- Association to Advance Collegiate Schools of Business (AACSB)
- National Council for Accreditation of Teacher Education (NCATE)

Grants/Development Activities

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.

Community Engagement and Service 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.

FY 2013-14 Budget Summary

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Student Success Center

Academic year 2013-2014 was a highly successful and productive year for the Student Success Center’s (SSC) core areas of academic advising, career development, new student programs (orientation), academic enrichment (tutoring), veteran’s support, and employer engagement. SSC’s focus remained centered on developing and assessing our work with student engagement, student academic and career development, and employer development/engagement. We worked to operationalize the mission of the SSC, which is to encourage and empower every student to achieve academic excellence, attain personal well-being, and possess a deep sense of community.

Status of 2013-2014 Goals

1. **Conduct an alumni employment survey.**

   A graduate-level intern was hired to create and implement an alumni employment survey for August 2013 graduates as well as to create a process for ongoing survey administration. The intern consulted with the UM-Flint Institutional Research Board, Institutional Analysis, the 14 state of Michigan Public Career Center alumni employment surveys, the Office of Research, the National Association of Colleges and Employer’s best practices in destination surveys, and the Ann Arbor Statistical Consultant housed in the Office of Research.

   The pilot survey was launched and distributed to 194 August 2013 graduates. The response rate was 21%. 89% of the respondents reported being employed although we uncovered survey administration issues which will inform this year’s administration and allow for the survey to move from a pilot status to a “live” status. Soon into fall 2014, we will implement the survey process for December 2013 graduates.

2. **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.**

   We created and implemented a year-long professional development series for all tutors and supplemental instructors. We also created a faculty and supplemental instructor two-day training program in collaboration with the Thompson Center for Learning and Teaching which involved recording faculty conducting a lecture and the supplemental instructor then conducting a supplemental session during the training for critique and development. This year-long process and carefully crafted training approach enabled us to recently submit our application for College Reading and Learning Association certification which is expected to be awarded in early fall 2014.

   We continued to make supplemental instruction (SI) a priority area and saw a drastic increase in the number of course sections requesting SI support. In order to make the SI program more visible to students and advisors on campus and in order to help with scheduling courses with consideration for the day/time of the SI session, we worked with the Registrar’s Office in developing a process to include SI notations in the schedule of courses complete with day/time/room information as well as a searchable variable within the schedule. Full implementation will commence with the winter 2015 schedule of courses.
Assessment of tutoring during 2013-2014 included looking at access and utilization data as well as surveying students on their tutoring experience each time they received tutoring. With just under 400 completed student surveys, students rated their satisfaction at a 4-5 (out of a scale that measures 1-5) at a rate of 95%. Additionally, students were asked to free type their confidence with course content pre-tutoring and then post-tutoring. Soon, we will employ text analytics to evaluate their responses beyond the satisfaction scale. Each time an unfavorable survey was submitted, an immediate contact was made with the student for immediate intervention and a confidential awareness made with the tutor.

We’ve managed to cover assessment over the course of two years with considerations of access, satisfaction, and content confidence. We are now engaged in a deep review of actual tutoring outcomes at the section and tutor level as measured against student course performance (grade), overall academic performance (gpa), and student presenting credentials (high school gpa, transfer gpa, high school or college admitted from, etc.). We seek to know what is working and who it is working with.

In an effort to ensure that we have programs in place to help students that are experiencing academic difficulty in non-core tutoring courses, we implemented a learning strategies tutor program. Students submit an intake request form and the student is connected with a specially trained learning strategies tutor to work on time management, note-taking, reading comprehension, exam preparation, and/or test-taking. Further, we also worked on the conceptualization of a structured study group program called “Study Connection”. As a high impact practice, this approach is rooted in the collaborative learning structure which we believe will support the academic performance of students. Significant progress was made in that we now have a draft software program built that will enable students to request the creation of a study group. Those requests will be monitored and effective group techniques and interventions will be built into the process. The program will be launched with a full marketing campaign before fall 2014 courses begin.

3. **Implement overnight orientation program with a profound focus on the academic experience and student engagement.**

After an inclusive Overnight Orientation Committee submitted recommendations for program content and structure, we quickly began to craft the historic move from a one-day orientation program for first-year students to a two-day/overnight program. The program emphasizes students’ academic transition, service learning, financial literacy, extended community engagement, the building of peer relationships, and community building. In unprecedented numbers, over 50 different departments participated in each orientation session by working with students in a variety of capacities from presenting workshops to meeting with departmental faculty. Students engage in two different service projects at orientation with strong context and reflection built in. We also take students to the Farmer’s Market for lunch and downtown for dinner. More often than not, it is the first time they were ever in the downtown Flint community. A core group of faculty works with students on the value of a liberal arts education, tying the value into the general education program and using an AAC&U publication. They also work with students on the different approach to learning and thinking that they will experience in the higher education environment. There are multiple opportunities for students to interact informally and formally with one another.
We also implemented a comprehensive parent/supporter orientation program which has exceeded our expectations. We have, thus far, averaged around 50 participants per session and the evaluations have been very positive. Our goal is to help parents/supporters understand how they can help their student be successful inside the classroom and out as well as to help them understand that they are an essential partner with us in the pursuit of their student’s success.

4. **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.**

In the hopes of implementing a CRM product, we have waited patiently on this initiative. It is still believed that we can build this program in-house. Once a decision is made concerning a CRM purchase, we can begin to move forward with creating this (either with the CRM, or as a stand-alone program). The potential impact on graduation rates cannot be understated.

5. **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 worked with international students at orientation based on country/region. Those sessions proved to be very helpful to students and will hopefully serve as the start of a faculty mentoring program. We hope to work on a structured mentoring program to be first offered fall 2014. A year-long planning process to move international student orientation from a one-day program to a week-long program was successful. This August, we will roll out the new program which was created as a collaborative effort with the International Center. We also informally consulted the newly hired (starting in September 2014) faculty tenure-track linguist about orientation content. The program includes more opportunities for international students to work with faculty and domestic students in both formal workshops and informal social portions.

A systematic retention program will be launched for fall 2014 new international students based on the results of students completing the ACT Compass ESL. Those results will drive proactive interventions for academic support based on individual student needs. In order to have a system of support ready for international students struggling academically, we put together a 4-step process which begins with a review of the student’s file (placement exams, transcripts, ELP exam scores, etc.) and ends with an action plan based on what is gathered. That plan could include meeting with a learning strategies tutor, meeting with a study group, meeting with faculty, etc. We also made resources available to faculty via the “Teaching International Students Project”.

The entire SSC staff attended a three-session professional development series hosted by the International Center on working with, and supporting, international students. We also hosted a university-wide training session for academic advisors on best practices in advising international students. Orientation Leaders were trained on international cultural competency by a trainer hired by the International Center.
**Goals for 2014-2015**

- Implement the SSC Faculty Fellow program as conceptualized and designed by the Student Success Center Advisory Council.
- Fully implement the alumni employment survey on a six-month interval.
- Implement a departmental liaison program whereby academic advisors/counselors meet regularly with, and support, the work of academic and student support programs.
- Contribute to the implementation of a CRM product or begin developing an academic plan software program to be used by students and academic advisors.
- Engage in a deep assessment of the impact of SSC programs on student success including tutoring, academic and career advising, employer engagement, veteran’s programs, and orientation programs to find trends and uncover a more strategized approach in fulfilling the mission of the SSC.
- Submit an application to the College Reading and Learning Association to obtain certification for our peer advising program.

**Significant Achievements**

In addition to the achievements already described above and in the Veteran’s Center section, it is noteworthy to point out that we saw growth in all of our major outreach initiatives including supplemental instruction (SI), tutoring open labs, tutoring appointments, academic advising contacts, job postings, and internship postings.
Additional achievements to note:

- The collaborative creation (with the Nursing Department) of the University-wide Academic Advising Network (UCAN) whereby faculty and staff academic advisors meet to engage in professional development and conversations about best practices in academic and career advising.

- The creation of a three-part faculty academic advising professional development series in collaboration with the College of Arts and Sciences Dean’s Office which was attended by over 50 faculty from the College covering a holistic approach to academic and career advising from prescriptive to developmental advising.

- Receiving gold certification status from the Out for Work career development initiative aimed at supporting LGBTQ students’ transition from academia to the workplace.

2013-2014 Budget Summary

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Expenditures

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Thompson Center for Learning and Teaching

Introduction

After a nearly two year search process, the position of Director of the Thompson Center for Learning and Teaching was very successfully filled with the hire of Tracy Wacker, Lecturer IV in Biology at UM-Flint. The TCLT has been at the forefront of promoting teaching excellence and innovation on campus for many years and continually strives to improve its offerings. This is reflected in the financial support of faculty course re-design and fellowships; the sponsorship of thematic workshops and cloth bag seminars; and the continued support of teaching circles. Of equal importance, TCLT performs consultation and classroom observation on a regular basis to assist faculty in assessing and advancing their teaching. TCLT also acknowledges teaching innovation on campus through its publications, *Scholarship of Teaching* and *Faculty Focus*. Along with offering all of the above services (and others listed below), TCLT will continue to research pedagogical techniques and strategies and share them with faculty in a timely manner.

Tracy will begin her directorship when the TCLT will have a true center in the Francis Willson Thompson Library. The commitment of a dedicated space to TCLT endeavors is very meaningful and exemplifies the value of the TCLT to our faculty and students. The new space increases its ability to offer more ongoing discussions – whether formal or informal - that will support sound pedagogical strategies and best practices that were difficult to maintain without a dedicated space. We anticipate a bright and progressive future for the TCLT

As you peruse this document, it is notable that all of these activities were accomplished in a center in transition. As Jan Worth-Nelson retired in December and Tracy Wacker started full time in March, the TCLT was still able to accomplish a lot. It is anticipated that 2014-15 will be as remarkable as this past year has been.

Status of 2013-2014 Goals

1. **Support efforts to get the best possible TCLT Director in place and to assist him/her in launching the work.**

   The TCLT welcomed Tracy Wacker as the new, permanent full-time director effective March 1, 2014. To assist Tracy in leading the TCLT, regular meetings with the Associate Provost and Dean for Undergraduate Studies and the TCLT Advisory Board have been established.

2. **Coordinate the New Faculty Orientation Day on Monday, August 26, 2013.**

   The TCLT developed, organized and hosted a full day of orientation for all new faculty on Monday, August 26, 2013. The event featured faculty panels on teaching and research, a presentation on campus safety, information about the mentorship program and LEO opportunities, and discussions about assistance for students and classroom management challenges. Four follow-up sessions occurred throughout the year:
   - *Everybody In: How to Invite and Manage Class Participation*
   - *Make It Irresistible: Assignment Design for the Sophisticated Solon*
   - *The End is Coming: Student Evals, Passive Aggression and Last Minute Angst*
   - *Classroom Management: Are Control and Flexibility Mutually Exclusive?*
3. **Plan, coordinate and present the Annual Pre-Convocation Workshop on Wednesday, August 28, 2013.**

This year’s theme was “Liberating Learning: Making a New Case for Engagement and Inclusion.” This interactive half-day workshop provided a venue for faculty to discuss ways that they can “opt-in” to engagement, inclusion and diversity in ways that fit the course, teacher’s discipline temperament and students’ needs. Susan Albertine, Vice President of the Association of American Colleges and Universities (AACU) and Thomas Nelson Laird, project manager for the Faculty Survey of Student Engagement (FSSE).

4. **Continue planning and coordination of a Quad-POD sponsored visit by José Bowen, author of Teaching Naked.**

On January 23-24, 2014 the Quad-POD Consortium hosted José Bowen, author of *Teaching Naked: How Moving Technology Out of the College Classroom Will Improve Student Learning*. Dr. Bowen provided the workshop “Flipping 101: Easy Tech for Better Prep and Rethinking Class Time” at each of the four sponsoring institutions. In addition he facilitated a breakfast meeting for the leaders of all four campuses as well as provided the keynote address, “Reimagining the Campus: Technology and Value” at a dinner event hosted at UM-Flint for the faculty of Baker College, Kettering, Mott Community College and UM-Flint.

In order to prepare for Dr. Bowen’s visit, the TCLT developed a detailed reading guide to assist faculty in focusing their attention on certain aspects of his book. Two book talk sessions were also held during the fall semester.

5. **Continue advocating for better, more accessible, more visible space.**

The TCLT has been assigned to new space located at 134 Thompson Library and will relocate there sometime in fall 2014. The TCLT will work with the Associate Provost and Dean of Undergraduate Studies to promote our new location and develop ways to integrate our new location into faculty life at UM-Flint.

6. **Continue the Catalyst Course Design Program**

The Provost has agreed to fund the Catalyst Course Design Program for the 2014-15 academic year. The program will mentor and support fifteen faculty during the Fall 2014 semester and guide them in the design or redesign of a course slated for the Winter 2015 semester. Faculty will be encouraged to consider high impact practices, experiential/active learning pedagogies, and reflective assessment in their course design. Each participant will attend four workshop sessions and receive a total funding package of $2,000 to use to assist in the implementation of the course as well as their own professional development.

Five grants, in the amount of $1,000, will also be available to support the implementation of high impact practices and experiential or active learning strategies within departments.

**Goals for 2014-2015**

- Implement the Catalyst Course Design Program
- Implement the Provost Innovation in Teaching Awards
- Relocate the TCLT to 134 FWTL and develop ways to promote the new location and integrate it into the campus community.
• Continue participation in the Quad-POD Consortium. Specific plans include hosting a follow-up discussion and showcase during the Fall 2014 semester with the faculty of all four institutions to ascertain how they have implemented ideas from this past year’s event featuring the work of José Bowen, as well as delivering an event in Winter 2015 focused on the work of Rebecca Cox, author of “The College Fear Factor.”

• Explore sources for external funding.
• Continue to find ways to promote teaching as scholarship.

Significant Achievements

1. **Established a regional and national presence in the realm of teaching and learning.**

With assistance from the Office of the Provost, the TCLT sponsored fourteen faculty members to attend the Lilly Conferences on College and University Teaching. Of the 13 who attended the national conference in Traverse City, Michigan, seven of them served as presenters. In addition, one faculty member presented at the Oxford, Ohio international conference, and former TCLT Director Jan Worth-Nelson was invited to present at the conference held in Newport Beach, CA. These opportunities not only showcase the work of UM-Flint faculty, but also serve to illustrate our faculty’s commitment to advancing student learning through evidenced-based practices.

During this past year, the TCLT has also established itself within the region by participating in two consortium meetings comprised of faculty developers from around the state. Here were able to share our successes and learn about what other campuses are doing to provide effective professional development opportunities for faculty.

Part of our work involves supporting larger campus initiatives and in doing so, the TCLT staff is able to connect with those advocating for higher education and the liberal arts on a national scale. This year, our collaboration with Tia Brown McNair, Senior Director for Student Success in the Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities to serve as co-facilitator of the Annual Assessment Summit led to TCLT Director Tracy Wacker being invited to provide a workshop on design-thinking at the AACU meeting, “Diversity, Learning and Student Success” in March 2015. Establishing these types of connections serves the university well as it continues to showcase the efforts of UM-Flint faculty to advance student learning.

2. **Developed meaningful collaborations with key units to support faculty development and student learning.**

The TCLT is committed to fostering student success and was pleased to work with Mike Kassel of Tutorial Services to develop and facilitate workshops for tutors and faculty offering courses with supplemental instruction. This two-day workshop focused on how to implement five of the brain rules into work as an SI instructor, and emphasized how to create a reinforcing learning environment rather than a punitive one. SI instructors worked closely with faculty after watching a short clip of a lecture to develop good learning activities for students. Tracy Wacker and Mike Kassel are currently working on the next iteration of this workshop for August 2014.
In addition, we attempted to align our programming and efforts with that of University Outreach. Monthly meetings were held with Jacob Blumner, Interim Outreach Director, and Mona Munroe-Younis, Program Manager to talk about shared interests and goals. It was also agreed that each director would serve on each department’s advisory board. We were pleased to include the Office of University Outreach as part of annual “Celebration of Teaching” event in which we featured the 2013-14 Boyer Scholars, the Civic Engagement Course Implementation Grants, and an overview of those courses that have the civic engagement designation.

The TCLT continues to partner with the Office of the Provost, the Women’s Educational Center and the Office of Research and Sponsored Programs to host the Faculty Mentoring Program. During the 2013-14 academic year, 14 pairs of mentors and mentees participated in the program. All pre-tenure faculty were invited to participate in the group events which included two social mixers, a dinner and discussion about the tenure process, and separate workshops focused on teaching and advancing one’s research and scholarly activity.

Our partnership with our neighboring institutions of higher education through the Quad-POD Consortium also allows the TCLT to be able to provide meaningful professional development for our faculty. With this partnership we are able to host national experts and provide opportunities for UM-Flint faculty to consult with and learn from faculty at Baker College, Mott Community College and Kettering University.

3. **Active and significant participation in institutional conversations.**

As a way to generate continued conversation around the dynamics of teaching and learning, as well as highlight faculty endeavors and accomplishments, the TCLT published the *Scholarship of Teaching* journal and three issues of the *Faculty Focus* this past year. The sixth edition of the *Scholarship of Teaching* featured articles addressing the theme, “Transcending Assessment: Accountability and Teaching Beyond Bureaucracy.” Authors included six faculty, one dean and one graduate student. Thanks to the support and talent of the TCLT’s graduate student research assistant, Jennifer Ross, we were also able to highlight three faculty through the *Faculty Focus* profile pieces – Teddy Robertson, Associate Professor Emeritus, History; Greg Laurence, Assistant Professor, Management, and Ade Artis, Assistant Professor, Philosophy, respectively. In addition, Jen developed two other profiles featuring the work of Joe Suicic, Professor, Biology and Richard Hill-Rowley, Associate Professor, Earth and Resources Science that will be issued during the Fall 2014 semester.

The TCLT assisted Faculty Council and the Associate Provost and Dean of Undergraduate Studies to host a series of faculty forums, “Showcasing the UM-Flint Difference: Reaffirmation of Accreditation.” This series was designed to gather feedback from faculty regarding the selection of a quality initiative that the university should pursue to maintain our accreditation for the Higher Learning Commission.

In addition, both the former and current TCLT Director continued to participate in efforts to develop the formalized Student Success Center as well as other efforts to advance student success. In August, TCLT Director Jan Worth-Nelson co-developed and facilitated workshops with Mike Kassel of Tutorial Services aimed to enhance the work of faculty teaching courses with supplemental instruction and effectively working with the SI tutors. Current TCLT Director Tracy Wacker provided input in the establishment of a faculty fellow for the Student Success Center and took the lead in re-evaluating and re-establishing the First Year Experience component of the general education program.
Program Coordinator Sandra Alberto continued to provide organizational support for the First Year Experience courses, including coordinating indirect assessments of FYE courses and curriculum review and approval. She also supported institutional efforts by serving on Staff Council, the LEO Professional Development Grant Awards committee, and the Dining Services Advisory Board. In addition, she was a guest speaker at the celebration event for the Women’s & Gender Studies program, and consulted with participants in the LEAD program about mentoring.

**External Publications and Major External Presentations by Staff**

*Teaching Excellence by Design: A Three Year Retrospective on the Catalyst Course Design Project,* Jan Worth-Nelson at the Lilly Conference on College and University Teaching, Oct. 19, 2013, Traverse City, MI.

*Tips for Success in Post-Secondary Writing,* Jan Worth-Nelson at the Greater Flint Educational Consortium Writing Conference, Nov. 12, 2013, Flint, MI.

*Want to Teach More Effectively? B.F. Skinner is Your BFF,* Jan Worth-Nelson at the Lilly Conference on College and University Teaching, Feb. 20, 2014, Newport Beach, CA.

*Expressive Writing: More than Just Journaling, It’s Science!*, Jennifer Ross, presentation at the National Conference on Peer Tutoring in Writing, Nov. 2, 2013, Tampa, FL.

**External Grant Application**

We did not directly apply to any external organizations for funds in 2013-2014. Given that the TCLT did not acquire a full-time director until March 2014, applying for external funding was not feasible.

**External Fundraising**

As mentioned, the TCLT was not able to engage in development activities during the 2013-14 academic year. However, the new director is currently working to create a plan to seek additional financial support for faculty endeavors.

**Community Engagement Activities**

The TCLT staff participated actively in the meetings of the Quad-POD Consortium, which includes the directors of teaching centers from Baker College, Kettering University, Mott Community College. Through this partnership we are able to work together to foster effective teaching and learning strategies for all faculty, which often includes active learning and outreach initiatives.

During this past year, the TCLT also extended invitations to members of the K-12 education community to participate in our events. Five K-12 teachers and administrators attended our fall Cloth Bag session, “Unsettling Teacher Education: Playing with Where, How, and Why We Teach.” Former TCLT Director Jan Worth-Nelson also served as a presenter at the Greater Flint Education Consortium Writing Conference in November to share tips with high school English teachers about preparing students to write effectively in college. In addition, the TCLT sponsored two K-12 teachers to attend the Institute for Innovation in Education Gathering in Ann Arbor in June.
As the TCLT is invested in the Flint community, we were pleased to host the Cloth Bag session, “Tear Down or Build Up: Flint as Memory, Loss and Possibility.” This event featured Gordon Young, author of the recent book *Tear Down: A Memoir of a Vanishing City* and served as forum for discussion about the themes and contentions of his book, as well as the chance to hear from UM-Flint faculty experts about the various social, environmental, historical and economic dimensions that both challenge and strengthen Flint. This event drew over 100 people, including a variety of representatives from the Flint community.

In addition, the TCLT relishes the opportunity to include a variety of faculty, staff, students and community members as our guests at the Critical Issues Series.

The TCLT also works indirectly toward community initiatives through its support of faculty and their efforts to incorporate active learning and civic engagement opportunities for students.

### 2013-2014 Budget Summary

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*Operating expenses are allocated to the TCLT 30000 Fund.*

### 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 2013-14 year was one of dramatic growth for the department, finally demonstrating signs of recovery and success after the devastating staff exodus three years prior. Nearly all of the resulting experience and staffing gap has been filled, though opportunities for ongoing development remain. The strategy for 2014-15 continues to focus on operational efficiency, and long-term recruitment vision.

Status of 2013-14 Goals

1. **Complete recovery from previous large staff turnover, including:**
   - *Filling vacant positions and/or functions [MET]*
     Filled four vacant permanent positions during 2013-14, and completed reclassifications for four additional employees. Only one .5FTE receptionist position remains vacant (from recent retirement)
   - *Continue aggressive staff development [MET]*
     Intensive staff development was continued during 2013-14 to help hasten the growth of the relatively inexperienced staff (particularly recruiters)

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:
   - Held Bi-weekly meetings with operations staff to map existing procedures and prioritize opportunities for improvement
   - Evaluated current processes to identify bottlenecks and to eliminate elements which are not value-added
   - Incentivized applicants to apply online, at ideal times, and long before deadlines to provide more consistent processing demand and reduce processing delays. First applications are now at a mix of 87% online and 13% paper (an improvement from 45% online, 55% paper just three years ago)
   - Continued shift of simple processing duties from recruiters to clerical staff to reduce file movement and provide more time for recruiters to focus on student contact
   - Prepared for launch of paperless (Imagenow-based) document workflow
   - Further refined scholarship process to improve efficiency, and use predictive analytics to over-award based on anticipated acceptance/yield rates
3. Achieve specific enrollment goals for Fall 2013:

- Enroll 755 FTIAC students (~5% growth), including 10% growth outside Genesee county [MET/LIKELY]

Though not finalized until mid-September, early indicators point to a strong FTIAC enrollment for Fall 2014. As of July 28 overall FTIAC enrollment is on track to reach approximately 760 (5% increase) and out-of-county FTIAC enrollment to rise by as much as 15%. 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 very encouraging, especially considering that the number of high school graduates within our primary market is forecast to decrease 2.9% from 2013.

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 2016 when it is expected to begin to plateau):

- 2.5% growth in transfer students [WILL NOT BE MET]

Though numbers are preliminary as of July 28, 2014, transfer enrollment for Fall 2014 will be down significantly; likely around 10%. Fortunately, however, transfer enrollments were rather strong in Spring/Summer terms.

Campus enrollment leaders/stakeholders have come to realize in the past year that our transfer market faces enrollment challenges equal or greater in scope to that of the freshman market. Community college enrollments (following the same population influences of 12th grade class sizes) peaked in 2010 and have fallen dramatically since. For example, Mott Community College, our largest feeder (and providing roughly 40% of our transfer students), has declined 18% in enrollment since its peak in 2010. Following is a graph of overall Michigan community college enrollments from 2001-2013.
10% growth in new veteran students [WILL NOT BE MET]

Early numbers indicate new veteran student enrollment is likely to be flat to modestly up (1-2%).

4% growth in new minority students [MET]

The incredible growth expected in FTIAC enrollment will make attainment of an overall 4% growth in minority students a relatively easy matter. Fall 2014 final counts are also likely to demonstrate a modest increase in the proportion of minority students above the rather impressive 26.66% level experienced in Fall 2013.

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. [MET, 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:**

- **Migrate to regional, multi-county recruitment territory strategy for admissions counselors, expanding reach into new FTIAC territories and establishing relationships in all community colleges. [MET]**

  Two years of operational improvements, staff reclassifications, staff development, and job function changes finally allowed Admissions to move to a regional, multi-county recruitment territory strategy. This has meant a shift from recruitment at ~120 high schools, to covering the entire state of ~800 high schools and 28 community colleges with each of our six recruiters responsible for a specific geographic region of contiguous counties (rather than individual, scattered high school assignments). This is a very fundamental change in our recruitment strategy and will have enormous impact on our long-term recruitment success.

- **Continue to augment FTIAC prospecting to entire state of Michigan to diversify market geography outside Genesee County. [MET]**

  As referenced above, the department made very aggressive and deliberate efforts during 2013-14 to diversify our market geography outside of Genesee County and our traditional 10-county recruitment range. Activities and results included:
  
  o Increased inquiries by 14% over 2013
  o Continued attendance at all MACRAO-sanctioned fairs state-wide
  o *Significantly* increased visits by recruitment staff from roughly 150 in 2013 to nearly 600 in 2014 (~300% increase)
  o Augmented on-campus visit programs, resulting in ~350% increase in recruitment event attendance since 2011
  o Focused communications on on-campus living, including several overnight campus visit opportunities for prospective freshmen

- **Further 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 2013-14 we purchased ACT PLAN names of sophomores for the first time and have further integrated them into our communication and recruitment plans.

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

  o Improved transfer student website experience during University-wide website redesign in September/October, 2013
  o Implemented Google Analytics tracking throughout website and on key inquiry forms to better understand behavior and inquiry completions
  o Made preparations for future use of Clearinghouse data to identify transfer prospects from among former freshman applicants to grow transfer prospect pool
Goals for 2014-15

As indicated in the introduction, the 2013-14 year was one of great growth for the department as remaining vacancies were filled and many transformative initiatives were accomplished. Goals for 2014-15 therefore continue to focus on operational efficiency, and long-term strategic recruitment vision.

- Continue aggressive staff development
- Improve operational efficiency:
  - Increase proportion of online applications to 92%
  - Automate manual steps of online application processing to improve efficiency and shorten turnaround time.
  - Complete shift of clerical duties from recruiters to processing staff to reduce file movement and provide more time for recruiters to focus on student contact
  - Implement first phase of transition to paperless processing
  - Proactively evaluate transfer equivalency of 100% of Michigan community colleges
- Achieve specific enrollment goals for Fall 2015:
  - 5% growth in total FTIAC enrollment (to ~800)
  - 10% growth in FTIAC enrollment from outside Genesee county
  - Flat (0% change) in Transfer enrollment
  - 2% growth in new minority student enrollment
- Continue to build collaborative relationships with other campus units:
  - Conduct informational sessions to educate stakeholders about transfer policies and processes
  - Cross-train key functions with Financial Aid and Student Success Center
  - Work with academic departments to identify growth opportunities, to assist in reaching specific enrollment goals, and to leverage the effect of strong faculty participation in the recruitment process
  - Participate in implementation of Michigan Transfer Agreement (MTA)
- Continuous improvement of recruitment strategy and activity to focus on long-term results:
  - Refine (the relatively new) regional, multi-county recruitment territory strategy for admissions counselors
  - 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
  - Further improve prospecting and inbound marketing opportunities to augment transfer student pipeline
Promote participation in Michigan Transfer Agreement (MTA) with guides at community colleges

**Significant Achievements** (Included above within review of 2013-14 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.

**2013-14 Budget Summary**

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| Total Salaries and Operating                           | $ 1,622,498   |

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| Balance                                                | $ 116,666     |
COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences (CAS) completed a successful year under the leadership of the team of Interim Dean Albert C. Price, Associate Dean Roy Barnes and Interim Associate Dean Susan Gano-Phillips. CAS started the 2013-2014 academic year with a strong undercurrent of uncertainty regarding the status of the budget and funding for new posts. The CAS leadership team set the major goal of understanding and repairing the budget of the college within the first year. This goal was accomplished with the substantial assistance of Dennis Fattaleh, CAS Budget Analyst and the CAS Budget Working Group. The college made significant progress on all of the goals identified in the Annual Report for 2013-2014. The paragraphs that follow will explain and detail the significant progress made by CAS during the past year.

Status of 2013-2014 Goals

1. **Improve morale of faculty and staff of CAS.**

   CAS made significant progress in mending the morale of the faculty and staff of the college. The leadership team initiated a policy of openness regarding post allocation processes within the Executive Committee and Dean’s office. For the first time all post request documents were made available to the faculty along with the overall ranking of the positions by the Executive Committee. This level of openness had never been present in CAS prior to this year. CAS had a major conflict regarding a STEM type unit being split off from the college. This issue was addressed with honest disagreement as to the correct path for CAS. The conflict did not restrict CAS from carrying out necessary upgrades for faculty and equipment for the natural sciences.

2. **Improve the transparency of CAS budget processes to leverage resources for growth and expansion.**

   With the culmination of the budget analysis of the CAS leadership team the college was, for the first time in living memory able to create meaningful budgets based on actual costs for each department. Based on FY14 actual expenditures, the budgets of all CAS departments were established completely eliminating any negative carry-forward amounts that had for decades frustrated department chairs. CAS leadership also now fully understands the dynamics of Special Revenue Agreements (SRAs). In the past, operational costs of SRAs were not linked to the revenues generated by those programs. With careful analysis CAS now has a clear understanding of the departmental budgets. The issue for the coming year is to establish budgetary responsibility at the level of departmental chairs. The budgets are now “right-sized” after a year of intense effort. This is a major accomplishment for CAS.

3. **Promote student success and retention through the implementation and coordination of High Impact Practices.**

   This goal was addressed with the development, by Associate Dean Susan Gano-Phillips and Academic Advising Director Aimi Moss, of a series of advising workshops. These workshops prepared approximately fifty (50) faculty from across the ranks (assistant to full professor) to more competently and effectively use the advising resources available through the Student Information System (SIS). These workshops were a great success and CAS intends to continue the series with advanced topics in the coming year.
4. **Engage the College more extensively in both alumni relations and University Development activities to improve opportunities for our students.**

CAS leadership engaged regularly with Linda Moxam and the development and alumni relations staff to showcase the relationships with students and graduates. We developed a plan for funding a Dean’s Initiative Fund that will target alumni and emeritus faculty for support of a fund to encourage faculty to innovate in ways that benefit student and faculty success. CAS chairs were introduced to the concept of structured Alumni relations as part of last year’s Chairs Retreat. Chairs were asked to develop stories of their departmental impact on students’ lives. This effort is ongoing. In June Interim Dean Price travelled to Chicago to help establish the first meeting of the UM-Flint Alumni Association Chicago Chapter. Associate Dean Roy Barnes and Interim Dean Susan Gano-Phillips have both been involved in the process of development.

5. **CAS will hire a recruiter to promote CAS Departments and Majors.**

This goal was achieved very successfully when CAS hired Amy Hartwig as our new Communication Specialist/Recruiter. She was hired in April and since then the visibility of CAS events has increased substantially. She has been extremely active in attending student recruitment events and has also built relationships within University Relations. This goal has been met successfully.

**Goals for 2014-2015**

- The leadership of CAS will initiate a competition to departments to develop programs that address interdisciplinary community-engaged problem-solving. The objective is to make good on the promise of UM-Flint’s designation as a Carnegie identified Engaged Campus.
- Make a permanent appointment to the Associate Dean Position that is currently held by Interim Associate Dean Gano-Phillips.
- CAS will continue building a substantial relationship with the Development and Alumni Relations office. Associate Dean Roy Barnes and Interim Associate Dean Susan Gano-Phillips will regularly meet with Linda Moxam and her staff to nurture the relationship of the college to donors.
- CAS will initiate a process whereby classes with significant failure rates will analyze resources necessary to improve student success. This will be a follow-up to the Advising Workshop series that was carried out during 2013-2014. The objective will be to work with organizations like the Student Success Center and the Thompson Center for Teaching and Learning (TCLT).
- The CAS Dean’s Office budget understanding will be transferred to the Departmental Chairs and their administrative staff through a series of meetings beginning with the Annual Chairs Retreat in August. This new model will encourage a greater sense of responsibility for the careful utilization of financial resources throughout the college. Chairs will be expected to actively manage their resources within the departments. CAS will follow up on the budget “right sizing” of the departmental budgets. The ability of chairs successfully manage their resources will be enhanced. Assess the impact of the budget reconciliation activities begun in FY 15 and position the College and its programs for the long term fiscal commitments.
Significant Achievements

1. CAS conducted eleven (11) successful tenure and promotion reviews during FY 2014. This was a significant burden on the Executive Committee and CAS Assistant to the Dean. In comparison, this number of tenure and promotion cases rivals the total number of faculty of smaller academic units at UM-Flint. In addition, CAS initiated eleven (11) searches for new faculty as part of the growth plan. The searches spanned the entire college but the largest grouping was in the natural sciences and engineering. These posts were necessary to help to remedy years of underfunding in those disciplines. In addition to the natural sciences and engineering initiatives CAS hired a new faculty member in English to establish a new program in English as a Second Language (ESL) program. This hire was crucial to improve the success and retention to our international student population.

2. The College of Arts and Sciences did a thorough examination of the budgets of all departments and programs in the unit. The result was the most transparent and thorough budget preparation of CAS in the past thirty-five (35) years. Beginning in fall, 2014, all CAS departments will have a base budget that has no negative carry-forward. These negative carry-forwards have been a burden on transparent budget administration for all departments as well as CAS Dean’s office. This accomplishment is the most difficult of all undertakings in the academic year. Chairs will now be required to manage realistic budgets. Also important was the thorough examination of the financials of all Special Revenue Agreements (SRAs) and Dual Enrollment Education Programs (DEEP). This had never been done at the level of the college and the financing of these programs were completely misunderstood by departments. CAS has now a full understanding of the costs and benefits of these programs and will continue to operate them but on a financially sustainable basis.

3. A CAS initiated faculty advising workshop series was carried out through a combination of efforts from Aimi Moss from the Student Success Center and Interim Dean Susan Gano-Phillips. This workshop series required faculty members to participate in six (6) hours of intense training on use of the resources such as the Student Information System (SIS) to aid in student advising. In total approximately fifty (50) faculty members participated in the series and were awarded certificates in advising expertise. This was a very successful initiative.

4. Beginning with spring term, 2014, all classes that were proposed for spring/summer teaching were required to be reviewed with a new tool developed by Interim Associate Dean Susan Gano-Phillips. This tool came to be called the course scheduling cost template. In this process all classes that were proposed had to be evaluated on the basis of the cost of offering the course compared to the revenue to be generated by the class. The mechanism was employed sensitively with concern for student success as the underlying theme. The result was extremely successful as departmental chairs had never considered the economic efficiency of the proposed schedules. The use of the course scheduling cost template was so successful that it will now be employed to establish the next year round scheduling process. This initiative resulted in a well-rounded set of course offerings that were financially viable.

5. The Mechanical Engineering Program in the Computer Science, Engineering and Physics (CESP) Department underwent a through campus review for accreditation under the ABET organization. The program was identified to have several weaknesses that were addressed in the Due Process Response from the department. This process was nearly entirely conducted within CESP with significant support provided by Provost Voland and Vice Provost Lotfi.
The overall result is not yet known but findings from ABET are expected by mid-August, 2014.

6. Within CAS, Associate Dean Roy Barnes initiated a review of the administration of the First Year Experience (FYE) program offerings. He identified a disparity in offerings between the summer, fall and winter semesters. To help remedy this situation Roy developed a set of changes to the incentives offered to faculty to participate in offering these important classes. The new incentive program for FYE classes will begin with the fall, 2014 semester.

7. DEEP Program expansions were negotiated with several different local school districts and Powers Catholic High School. This expansion of participation in DEEP initiatives was in part encouraged by the application of the course scheduling cost template and the support of the CAS leadership team. The faculty of the college have now embraced the value of these initiatives and will participate in a way that is unprecedented in CAS.

**Student-OUTCOMES Assessment**

In addition to the assessment of student learning that occurs across the programs and departments within the College of Arts and Sciences, at the unit level, the College continues to conduct the vast majority of the assessment of the University’s General Education outcomes. During the 2013-2014 academic year, the General Education program assessed two learning outcomes: a) critical thinking and b) use of multiple perspectives. Regarding the assessment of critical thinking, over 10,000 pieces of student work were assessed as part of the courses’ regular pedagogy. Of these data, CAS faculty conducted over three quarters of the assessments (76.3%). Similarly, the faculty within the College contributed 78.7% of the 4,036 assessments of our students’ ability to use multiple perspectives.

The second noteworthy accomplishment at the unit level regarding the assessment of student learning occurred at this year’s Annual Meeting of the Higher Learning Commission. This year, Drs. Roach and Barnes, together with Sandra Alberto presented longitudinal data supporting the contention that multiple opportunities to engage with our General Education learning outcomes does produce higher levels of student achievement.

The goal for the 2014-2015 academic year is to continue our work to implement valid and meaningful assessments of student learning in our programs, and more importantly, to demonstrate how these data are contributing to program improvements to increase student learning.

**External Accreditation**

- The Mechanical Engineering faculty and CSEP are awaiting the results of the Accreditation Board for Engineering Technology visit during the past fall.
- The WebPlus Masters in Public Administration program is currently undergoing an accreditation process.
Research and Creative Activities

Africana Studies


Biology


Chemistry and Biochemistry


Liao, Shenliang; Song, Jie; Wang, Zongde; Chen, Jinzhu; Fan, Guorong; Song, Zhanqian; Shang, Shibing; Chen, Shangxing; Wang, Peng. “Molecular Interactions between Terpenoid Mosquito Repellents and Human-secreted Attractants”, Bioorganic & Medicinal Chemistry Letters, 2014, 24(winter 2014): 773-779.


Communication and Visual Arts


Lippert, Sarah. Author of the exhibition catalogue titled “Fantasy, Fiction, and Fact in Popular Illustration: 1750-1900,” published by the Flint Institute of Arts (Flint, MI), May 2014

Lippert, Sarah. Chair of the session titled 'Paragone' held at the 102nd Annual Conference of the College of Art Association (refereed session chairmanship), Chicago, Illinois, February, 2014

Lippert, Sarah. “The Delights of Modern Satire,” was a lecture delivered at the Flint Institute of Arts, Flint, Michigan, May 16, 2014 (approved by the Board of the Flint Institute of Arts)


Reinsel, Joe. Exhibition: “This is not a Museum –Portable and Lurking,” Centro Cultural de España 2014, Miami, FL, Museum of Contemporary Art MAC - Santiago, Chile 2013, Centro Cultural de España Mexico City, Mexico 2013.


Reinsel, Joe. Exhibition: Light up Livernois, Detroit, MI, SNOW! – 2013 – Video


Reinsel, Joe. “Sound Cairns: Virtual Spaces,” paper presentation

Reinsel, Joe. Re-New Digital Arts Festival, Copenhagen, Denmark. Paper Presentation “Sound Cairns: Virtual Spaces”.

Reinsel, Joe. Lilly International Conference on Learning and Teaching, Traverse City, MI. Paper Presentation


Zeiss, Rebecca. “Incongruous Spaces,” Jaqua and Woodard Galleries at the Emerald Art Center, Eugene Oregon, July 30 - August 31, 2013
Computer Science, Engineering, and Physics


Mazumder, Quamrul H. “Comparative Analysis of Learning Styles of Students of USA and Bangladesh” International Journal of Education and Practice, ijep/057/13, Park Publishing Group, December 2013, ISSN: 2310-3868.


Mazumder, Quamrul H. “The Effects of Teaching Style and Experience of Student Success in the USA and Bangladesh” Paper no. ASEE 2014-8407, 121st ASEE Annual Conference, June 13-15, 2014, Indianapolis, USA.


Mazumder, Quamrul H. and Ahmed, Kawshik “A Comparative Study of Motivation and Learning Strategies Between Public and Private University Students of Bangladesh” Proceedings of the 2014 ASEE North Central Section Conference, April 4-5, 2014Oakland University, USA.

Mazumder, Q. “Comparison of quality of higher education in Public and Private Universities in Bangladesh” presented at University Grants Commission of Bangladesh, Dhaka, Bangladesh, July 1, 2013.


Murali Mani, Noha Alkabour, Damilola Alao, “Evaluating Effectiveness of Active Learning in Computer Science Using Metacognition,” IEEE Frontiers in Education Conference (FIE), October 2014 (To Appear)

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


Earth and Resource Science


Economics


English


**Foreign Languages**

Fu, Jing. Support the redesign of FRN/SPN 365, "Teaching Foreign Language in Middle and Secondary Schools"


**History**


**Mathematics**


**Music**

DiBlassio, Brian. "Bow Down"; "The Snow Lays On the Ground"; "Charlie Brown Christmas Medley" orchestral works commissioned and performed by the Flint Symphony Orchestra for the 2013 Holiday Pops


**Philosophy**

Anderson, Jami – Managing Editor since 2012 of the *Journal of Cognition and Neuroethics*, Center for Cognition and Neuroethics.

Anderson, Jami – Faculty mentor, compos mentis: *Undergraduate Journal of Cognition and Neuroethics*.


Political Science


Psychology


Sociology, Anthropology, and Criminal Justice

Aiyer, Ananthakrishnan – was appointed Managing Editor of the International journal, Dialectical Anthropology. He has also been the editor-in-chief for the past 2 years.


Ozsoy, Hisyar. (Short article) “Wir sind für Frieden, aber gebt uns erst die Gebeine unserer Kinder zurück!” (We are For Peace, but First Give Back the Bones of Our Children!) Kurdistan Report 170 (December 2013): 56-58.


Spivack, S. UM Flint Community Lecture Series; Flint Public Library Author Lecture Series, UM Dearborn: “Writing is Me,” January 2014.


Thomas, Charles. Race and Ethnic Relations (SOC 270; also AFA 270) course designated with the Civic Engagement course indicator. All students select a civic engagement event to attend, or an activity, and write a brief reflection paper on the experience. Course also included three sessions featuring guest lecturers on civic engagement issues. Fall 2013 and Winter 2014.

Theatre and Dance


Borton, Lisa. Charge Artist, Rosencrantz and Guildenstern are Dead, (2014), Great River Shakespeare Festival, Winona, MN.

Davis, Emma. Choreographer, Her Story, (2014), University of Michigan-Flint Theatre, Flint, MI.

Davis, Emma. Apprentice Artist, (2013), Shop Floor Theatre Company, Flint, MI.

Davis, Emma. Dancer, (2013), Tunde Olaniran, Flint, MI.

Davis, Emma. Director, (2013), Flint Dance Collaborative, Flint, MI.

Dean, Stephanie. Director, Little Shop of Horrors, (2013), University of Michigan-Flint Theatre, Flint, MI.

Dean, Stephanie. Assistant Director, Les Miserables (2013), Meadowbrook Theatre, Auburn Hills, MI.

Dill, Adam. Associate Costume Designer, Sweeney Todd, (2013), PlayMakers Repertory Company Summer Youth Conservatory, Chapel Hill, NC.


Haley, Janet. Kennedy Center/American College Theatre Festival: Region III Conference, January 2014, Invited to showcase a long group scene from the UM-F April 2013 mainstage production I directed: *The Learned Ladies by Moliere*; performed conference opening night “Evening of Scenes.”

Haley, Janet. DIRECTING/SITE-SPECIFIC ORIGINAL THEATRE: The Flint Farmers’ Market Project, *The Nourish Project* (concerning work done May 2013-April 2014; project began February 2012), Script development with lead playwright, Michael Rohd, Meetings with producer Flint Youth Theatre’s artistic director and core staff, Dialogues with Flint Farmers’ Market management, vendors, customers, Viewing/research of new market site via architect drawings and site visits, Script title 9xNourished secured in FYT season Feb 2014; performs on site of new FFM October 2014.


Morton, Andrew. Director, *The Local* (2013), University of Michigan-Flint Theatre, Flint, MI


Morton, Andrew. Director, *Nickel and Dimed* (staged-reading) (2014), Shop Floor Theatre Company, Flint, MI


Newport, Shelby. Costume Designer, *The Local*, (2013), University of Michigan-Flint, Flint, MI.

Newport, Shelby. Costume Designer, *Old Love*, (2014), co-production with Tipping Point Theatre (Northville, MI) and Williamston Theatre (Williamston, MI).


### Development Activities and External Funding

<table>
<thead>
<tr>
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<th>College of Arts and Sciences Development Annual Report Fiscal Year 2014</th>
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<td><strong>Total Realized Monetary Gifts</strong></td>
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<td><strong>Total</strong></td>
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The College looks forward to the establishment of a dedicated CAS Development position.
## 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>
<th>Balance as of 6/30/13</th>
<th>Current Status of Proposal</th>
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<td>Burzo</td>
<td>Mihai</td>
<td>CSEP</td>
<td>FIRST Robotics Team at Genese... Early College</td>
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<td>Adaptive energy saving environments using multimodal sensing of human comfort</td>
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<td>Dawson</td>
<td>Heather</td>
<td>Biology</td>
<td>EVALUATING ADULT SEA LAMPREY BEHAVIOR AT TRAPS USING VIDEO</td>
<td>Great Lakes Fishery Commission</td>
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<td>Evaluating Trade-Offs for Sea Lamprey Management Using an Operating Model of the Control Program</td>
<td>Michigan State University</td>
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<td>Ganguly</td>
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<td>The Geometry of Quasar Outflows</td>
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<td>Mapping the Multiphase High Velocity Clouds in the Milky Way Halo</td>
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<td>Flint Community Art Workshops</td>
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<td>Rybarczyk</td>
<td>Greg</td>
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<td>Examining Disparities in Food Access and Enhancing the Food Security of Underserved</td>
<td>Agriculture, Department of Health</td>
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<td>Sanders</td>
<td>Jerry</td>
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<td>MARC U-Star</td>
<td>Health and Human Services, Department of National Institutes of Health</td>
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<td>Tang</td>
<td>Charlotte</td>
<td>CSEP</td>
<td>Workshop of Interactive Systems in Healthcare (WISH) 2014</td>
<td>Health and Human Services, Department of Agency for Health Care Research and Quality</td>
<td>Bishop, A.G., Trust</td>
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<td>Dawson</td>
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<td>Application of the Growing Degree Day Metric to Reveal Patterns of Growth Among Larval</td>
<td>RCAC</td>
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CAS Internal Grants
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Academic Affairs Annual Report 2013-14

97
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<tr>
<th>Reinsel</th>
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**Efforts to Increase Enrollment**

CAS continued to substantially participate in the Dual Enrollment Educational Partnership (DEEP) Program, which allows high school students to earn college credits. In 2013-2014 CAS offered courses in Africana Studies, Art, Biology, Computer Science, Criminal Justice,

- Understanding that curriculum revision 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 2013-14:
  
  o Energy and Sustainable Systems
  o Social Sciences Joint Program
  o Computer Information Systems Program
  o Computer Science General Program
  o Engineering General Program
  o British Literature Minor
  o History Teacher’s Certificate Program; Major and Minor
  o Mechanical Engineering Program
  o Social Studies TCP

- The following are new academic programs:
  
  o Women’s and Gender Studies Certificate
  o Geographic Information Systems Certificate
  o City and Regional Planning Minor

- Program development anticipated during the 2014-2015 academic year – proposals for potential new programs are expected from:
  
  o MA – Applied Communications

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<th>2009-10 Credit Hours</th>
<th>2010-11 Credit Hours</th>
<th>2011-12 Credit Hours</th>
<th>2012-2013 Credit Hours</th>
<th>2013-2014 Credit Hours</th>
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<td>4,905</td>
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<td>3,937*</td>
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<td>54,009</td>
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<td>54,256*</td>
<td>51,390*</td>
<td>51,969*</td>
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<td>50,212</td>
<td>50,825*</td>
<td>48,171*</td>
<td>47,306*</td>
<td>46,714*</td>
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<td>8,950</td>
<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>
<td>110,070*</td>
<td>AY Totals</td>
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</table>

*Includes FYE enrollments

The College experienced a very slight decrease in credit hour production from 110,183 last year to 110,070 this year – a decrease of 113 credit hours. This represents a 0.01% decrease in credit hours.
Community Engagement Activities

*College of Arts and Sciences*

**Price, Albert C.** was an invited member of the City of Flint’s Blue Ribbon Committee on Governance, 2014. The committee completed its charge on July 18, 2014 with a final report to the Emergency Financial Manager.

**Biology**

**Dawson, H.A.** August 2013. Presented and demonstrated what a natural resource professional does to a group of high school students with the Boys and Girls Club of Flint.

**Dawson, H.A.** March 2014. Invited research presentation to Michigan State University’s Veterinary School Student Aquatics Club.

**Dawson, H.A.** June 2014. Field demonstration of fish capture techniques through For-Mar Nature Preserve’s Citizen Science Program.

**Hollis-Etter, Karmen.** August 2013. Presented and demonstrated what a natural resource professional does to a group of high school students with the Boys and Girls Club of Flint.

**Myers, Steve.** Anatomy & Physiology Interactive Presentation (2 hours) to Durant High School Students in Sue Bentley’s class visiting the UMF campus on 05/06/14.

**Myers, Steve.** Tour of several biology labs, including the cadaver lab, along with an anatomy presentation (~ 50 minutes) to Livingston DEEP-program high school students visiting the UMF campus on 04/22/14.

**Myers, Steve.** Anatomy & Physiology Interactive Presentation (2 hours) to forty Rochester High School Students in Erin Harris Slomka’s classes visiting the UMF campus on 04/16/14.

**Myers, Steve.** Anatomy & Physiology Interactive Presentations (two one-hour presentations) to 97 Canton High School honors biology students (sophomores) brought to campus by Danielle Ramos their STEM Academy Leader. UMF biology student volunteers also gave campus tours - 02/28/14.

**Myers, Steve.** Anatomy & Physiology Interactive Presentation (1.25 hours) to Genesee Early College Students on 02/28/14.

**Myers, Steve.** Anatomy & Physiology Interactive Presentation (1.5 hours) to 24 Almont High School Students in Kristin Rohrbeck’s class visiting the UMF campus on 11/12/13.


**Yoder-Nowak, Teresa.** Participant in North American Migration Count (May 10, 2014) and Christmas Bird Count (December 14, 2013).

**Yoder-Nowak, Teresa.** Flint Regional Science Fair Demonstrator/Entertainer, March 15, 2014).
Yoder-Nowak, Teresa. Member of the Amphibian and Reptile Technical Advisory Committee (ARTAC) for the Michigan Department of Natural Resources, since 2013.

Yoder-Nowak, Teresa. Member of the Advisory Board of the Michigan Chapter of the Partners in Amphibian and Reptile Conservation (PARC), since 2008.

Yoder-Nowak, Teresa. August 2013. Presented and demonstrated what a natural resource professional does to a group of high school students with the Boys and Girls Club of Flint.

Chemistry and Biochemistry

Song, Jie. Served as AP Chemistry Exam grader, Louisville, KY, June 1-7, 2014.

Song, Jie. Served on EAJ High School Natural Resources and Agriscience Career Day, April 15, 2014.


Song, Jie. Physical Chemistry Test Construction Committee for Examination Institution of American Chemical Society since 2008.

Song, Jie. Grant Reviewer, American Chemical Society Petroleum Research Fund (PRF) proposals, December, 2013.

Communication and Visual Arts

Dubrovich, Alla. Featured Artist and Organizer of the Kettering University, International Statistics Conference, Art Show.

Kranz, Timothy. Oil Paintings on display in Buckham Gallery, Flint, MI, during exhibition titled “4xFNT”.

Lippert, Sarah. Supervising Workshop Leader for the workshop "Book Cover Design," through the Prison Creative Arts Program, held over six weeks in the winter 2014 semester with UM-Flint student Marlenn Arambula at the Thumb Men's Correctional Facility, Michigan.

Lippert, Sarah. Supervising Workshop Leader for the workshop "Inspirations in Painting and Drawing," through the Prison Creative Arts Program, held over six weeks in the fall 2013 semester with UM-Flint student Nicholas Moore at the Thumb Men's Correctional Facility, Michigan.

Lippert, Sarah. Supervising Workshop Leader for the workshop "Experiments in Art," through the Prison Creative Arts Program, held over six weeks at the Thumb Men's Correctional Facility, Michigan, June-July 2013.

Lippert, Sarah. Moderator for the community event “Art in the Life of the City,” held at the Flint Institute of Arts on March 20th, 2014, and sponsored by the Flint Area Public Events Forum et al.

Lippert, Sarah. "Hope and Memories of Conflict and Loss: Art in Public Spaces" was a lecture delivered for the Common Read program, University of Michigan-Flint, March 28, 2014.

Reinsel, Joe. CINESONIKA 4, Vancouver, Canada, member of Steering Committee
Reinsel, Joe. Meaningful Play National Games Conference, Programming Committee

Sevick, Michael. Art on display in Buckham Gallery, Flint, MI, during exhibition titled “4xFNT”.


Computer Science, Engineering, and Physics

Alsup, James. AstroNite - April 2014, Super Science Friday - May 2014, Ran several sessions of Mars Lander. Participants built a device that houses and protects an egg during a three-story fall.


Alsup, James. For-Mar: April 2014, Conducted demonstrations for Family Adventures Night at For-Mar (Genesee Park Service).

Alsup, James. Flint Regional Science Fair: March 2014, Held a booth with hands on physics demonstrations.

Ganguly, Rajib. Organizer of AstroNite in partnership with Longway Planetarium and For-Mar Nature Preserve. The event takes place on UM-Flint campus every April and October and now involves faculty and students from Physics, Chemistry, and several student organizations.

Ganguly, Rajib. Leader of “Comets & Craters” activity for Super Science Friday.


Ganguly, Rajib. Member of an advisory committee for the upgrade/renovation/usage of Longway Planetarium, since February 2014.

Grafe, Alan. Member of the Executive Board of the Michigan Section of the American Association of Physics Teachers. President, May 1, 2014 to present. First Vice-President, May 1, 2013 to April 30, 2014. Program Chair for the Fall 2013 and Spring 2014 meetings.

Tang, Charlotte. Served on the Compliance Committee, Urban Health and Wellness Center in 2013-2014 to ensure compliance with the HIPAA so that the clinic will be ready for the upcoming deployment of an electronic health record system.

Tang, Charlotte. Developed an electronic patient scheduling system for Urban Health and Wellness Center in June-August 2013 to better manage the scheduling of the patients at the clinic.

Tang, Charlotte. Participated in Grand Blanc High School Career and College/Junior Interview Expo on Dec 4, 2013 to showcase computer science programs and to conduct mock interviews with students.

Turner, Stephen. Served as a presenter for Super Science Friday in May 2014. Along with Dr. Chris Pearson, presented an active learning exercise involving the guidance of robots using scientific principles.

Earth and Resource Science

Morckel, V. Presentation on city planning and careers in planning given at the Urban Alternatives House to a group from the Boys and Girls Club of Flint 7/22/13

Morckel, V. Assisted Metro Community Development with the federally funded Building Neighborhood Capacity program in wards 1 and 3 on the north side of the City of Flint. Tasks included attending and participating in neighborhood planning meetings, creating a neighborhood survey, and conducting pro-bono data analysis.

Morckel, V. Member of the Housing Advisory Committee for the Master Plan, City of Flint.

Morckel, V. Table Facilitator for “A Community Conversation on Community Education,” City of Flint. 6/7/14

Morckel, V. Gave a short presentation on university partnerships with the City of Flint at the fourth annual Michigan Green Communities Conference. Flint, Michigan 2/26/14


Neiswender, Kurt. Mark’s House, Flint Flat Lot Project, Architect of Record that facilitated the acquisition of permits and construction management.

Rybarczyk, G. Member: Safe & Active Genesee for Everyone

Economics

Douglas, Christopher. Conduct a quarterly economic forecast as a member of the Southeast Michigan Economic Outlook Goldstar Expert Panel.

Douglas, Christopher. Wrote 5 opinion pieces/op eds, participated in 3 public panel discussions, conducted roughly 30 media interviews.

English


Stephanie Roach. Committee member, Greater Flint Educational Consortium Writing Committee. With other post-secondary committee members participated in the Classroom Visit Program, a GFEC initiative to develop and deliver interactive presentations to seniors on high school to college transitions

Foreign Languages

Fu, Jing (June 6, 2014). Multiculturalism and Language Teaching. Invited talk by Shanghai University (China)
Mojica, Rafael H. Editor: The Mighty Cow – BROADSIDE tabloid, Issues 22 & 23. Facilitated the production of the illustrations in the mast head of the poetry section.

History

Ellis, John S. Hartland Cemetery tour guide, Hartland School District elementary schools, Hartland MI, April-May 2014. History presentation for twelve second grade classes from four elementary schools.


Ellis, John S. Speaker, “Wales and Dylan Thomas’s Under Milkwood,” Theater Department, Oakland University, Rochester MI, 20 December 2013. Presentation to the cast and crew of Oakland University’s production of Under Milkwood.


Ellis, John S. Organized and directed historic reenactment/public celebration of a Celtic Halloween with bonfire, pig roast, apple cider/donuts, costumed student re-enactors, Roane (Irish band), and the Flint Scottish Pipe Band. Attended by over 350 students and community members.

Molnar, Christopher A. “Imagining Yugoslavs: Migration and the Cold War in Postwar West Germany.” Central European History 47, 1 (March 2014), 138-169.

Mathematics

Alfaro, Ricardo. Coach Holy Family School Robotics Team, leading them to State Competition where we got First Place on the Research Project and Presentation.

Music

Alexander, Lois. Coach for Celebration Brass, a professional brass quintet.

Alexander, Lois. Hosted recitals for Sound of Smiles Music, a Flint community music school serving underrepresented students, December 15, and June 22.


Alexander, Lois. Hosted Flint Music Teachers Association’s Student Achievement Testing (piano testing event), serving 80 students, students' parents, teachers, and judges, March 15.

Alexander, Lois. Organist, St. Matthew Church.

Alexander, Lois. Coordinated music fellowship with St. Matthew Church.

DiBlasio, Brian. Performance at University of Michigan Hospital Summer Courtyard Concert Series, July 2013


Heidenreich, Christopher. Fall 2013 Adjudicated 34 marching bands from Michigan at Troy HS, and Rockford HS.

Heidenreich, Christopher. Fall 2013-SU 2014 Visited over 20 schools in the Flint, Genesee County area to serve as clinician.

Heidenreich, Christopher. Dec 2013 Conducted the UM-Flint High School Honor Band (72 participants this year), and highlighted music by Michigan composer David Biedenbender.

Heidenreich, Christopher. Dec 2013 Conductor and coordinator for the Flint Area “Merry Tuba Christmas” (64 participants this year)

Heidenreich, Christopher. 2014 Michigan Music Conference presentation “Hidden Gems”.

Heidenreich, Christopher. February 19, 2014—Guest conductor of Sanilac County High School Honor Band.

Heidenreich, Christopher. February and March 2014—Adjudications for Friends of the Thumb.

Heidenreich, Christopher. Serve as Music Director and Conductor for the Washtenaw Community Concert Band.

Salvador, Karen. Serves as President-Elect of the Michigan Music Education Association (since May 2014), which includes membership on the planning committee for the annual Michigan Music Conference. Prior to this appointment, she served as the Chair of Professional Programs and Outreach.

Salvador, Karen. Serves as co-facilitator of the National Association for Music Education's Society for Music Teacher Education Cultural Diversity and Social Justice Area for Strategic Planning and Action.

Salvador, Karen. Coordinates the Flint Area Music Educators (FAME). In 2013-14, this group hosted five 3-hour professional development workshops for elementary music teachers at UM-Flint.

Salvador, Karen and her students in MUS 185/ECE 120 Music in Early Childhood provided music instruction to children at the UM Flint Early Childhood Development center twice a week for ten weeks in Fall 2013.

Salvador, Karen. Coordinated with University Outreach and students in UM-Flint's Collegiate Chapter of the National Association for Music Education (NAfME) to provide weekly music instruction at Whaley Children's Center (Fall 2013) and Durant-Tuuri Mott Elementary School (Winter 2014). In recognition of this service, our chapter was selected as one of three NAfME Collegiate "Chapters of Excellence."
Philosophy


Political Science


Kahn, Peggy. Presentation, Washtenaw County Early Childhood Collaborative, “Experience of Healthy Kids Dental Program in Genesee County” (related to planning outreach and expanding utilization with introduction of program in Washtenaw County), Washtenaw County, September 2013.


Kahn, Peggy. Member, American Sociological Association, Committee to Confer the Distinguished Career for the Practice of Sociology Award (National Major Award of the ASA), term beginning January 2014.

Kahn, Peggy. Reviewer, Michigan Department of Education, Grant Applications for Title IIA (3) Improving Teacher Quality (Social Studies), Lansing, Michigan. March 2014.

Munroe, Derwin. Board member: Economic Development Corporation of the City of Flint, August 2013-14.

Psychology

McGrath, Marianne. Developed the first Faculty Research and Creative Activity Summit (FRACAS), an interdisciplinary forum in which UM-Flint faculty-initiated research was presented to colleagues—faculty, staff, and students of UM-Flint and to the greater community. University of Michigan-Flint. Flint, MI, October 18, 2013.


Stein, Jeannette. Invited Presenter, "Explicit Instruction for Skill Building". Celebration of Teaching Thompson Center for Learning and Teaching. April 2014


Wrobel, Thomas. Marriage Preparation Coordinator. Christ the Redeemer Church, Lake Orion, MI. Ongoing.


Sociology, Anthropology, and Criminal Justice

Gundogan, Azat. City of Flint Master Plan Update Meeting (participant) 10/15/2013

Ozsoy, Hisyar. Advisory Board Member of Kürt Tarihi Dergisi (Journal of Kurdish History), since Winter 2011.

Ozsoy, Hisyar. Advisory Board Member of Turkey-based Siyasal ve Sosyal Arastirmalar Merkezi (SALER) (Center for Political and Social Research), since Winter 2012.

Spivack, S. Director of the Buckham/GVRC Share Art Project, collaboration between Buckham Fine Arts Project and GVRC (local juvenile detention center) to bring arts workshops to detained youth. Expanded the project to include gender based poetry, theatre and dance workshops for girls and visual arts and theatre workshops for boys.

Spivack, S. President, Referees Association of Michigan, state wide organization of Family Court Referees


Spivack, S. Contributing writer- Genesee County Bar Association "Bar Beat" magazine, "Referees Quarterly"

Spivack, S. Member of the State Court Administrators Family Court Forms Committee

Spivack, S. Advisory Board Member of the Women's Educational Center

Spivack, S. Member - UM Flint Women's Commission

Spivack, S. Member- Genesee County Human Trafficking Task Force

Spivack, S. Board Member - Buckham Fine Arts Project

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 2013 and Winter 2014.
Thomas, Charles. Selected to participate as one of thirty Michigan Road Scholars from all three U of M campuses, to tour various sites all over Michigan May 5-9, 2014, to learn more about the state and to build potential future research and service links with communities throughout the state.

Theatre and Dance

Borton, Lisa. Genesee County Fair – Conducted interviews with the contestants of the Queen’s Competition.

Borton, Lisa. General Federation of Women’s Club Central District Meeting – Gave a lecture on the history of hats and their etiquette.

Dean, Stephanie. Michigan Educational Theatre Alliance, adjudicated a state wide high school competition for solo musical theatre, Saginaw Valley State University, Saginaw, MI

Dean, Stephanie. Mid-Michigan Theatre Arts Festival, adjudicated a state-wide high school one act competition, Garber High School, Essexville, MI

Dill, Adam. Kennedy Center American College Theatre Festival Region III – Provided constructive feedback on entry level costume design projects.

Haley, Janet. Kennedy Center/American College Theatre Festival: Region III Regional Production Respondent, The Cherry Orchard, Saginaw Valley State University.


Haley, Janet. Nourish: The Community Luncheon: Co-facilitated with playwright Michael Rohd, a luncheon with 12 community leaders to discuss the Flint Farmers’ Market (script development + dialogue + awareness purposes) at Flint Youth Theatre.

Haley, Janet. Board Member, Whaley Historical House Museum: Consultant on new programs with new Director: initiated Realm of Domesticity theme of programming; continuing with holiday program development, UM-Flint campus and Flint Cultural Center engagement strategies.

Haley, Janet. Michigan Shakespeare Festival Fall 2013 Fundraiser: Co-developed and performed Evening of Scenes and Sonnets with David Turrentine.

Haley, Janet. The American Shakespeare Collective Summer Fundraiser: Lead actor in staged reading of Invierno; co-hosted by playwright Jose Cruz Gonzalez; Lansing, MI.

Haley, Janet. Greater Flint Arts Council: Share Art Flint community arts grant reviewer.


Irwin, William. Powers Catholic High School – Conducted a series of workshops on ensemble building and commedia dell arte.

Morton, Andrew. City of Flint Master Plan, Flint, MI - served on Arts & Culture Advisory committee and served on Transportation & Mobility Advisory Group
Morton, Andrew. Whaley Children's Center, Flint, MI - Conducted a series of theatre workshops for young people living at Whaley Children's Center

Morton, Andrew. Blue Elephant Theatre, London UK - Lead a workshop with UM-Flint study abroad students and young people from the Blue Elephant Theatre's Free to Act! Youth Theatre group

Newport, Shelby. Genesee County Fair, Fair Queen Pageant Judge (2013)- conducted interviews with pageant participants.
### 2013-2014 Budget Summary

#### CAS FY2013 - 2014 General Fund [GF]

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<td>Base Budget</td>
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<td>Adjustments &amp; Transfers</td>
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<td><strong>Total GF Spending Authority</strong></td>
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**GF Expenditures**

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<td><strong>Sub-total Operating</strong></td>
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| Total Salaries and Operating                | $24,660,790  |

| Contingency                                 | -            |

| Total GF Expenditures with Contingency      | $24,660,790  |

**GF Balance on June 30, 2014**                    | $3,019,036   |
Introduction
In last year’s Annual Report for The School of Education and Human Services (SEHS), it was reported that as the School “continues to rebuild its infrastructure, budget process, and curriculum…the academic year can best be characterized as one of significant forward momentum and progress, coupled with continuing and ongoing challenges.” During the 2013-2014 academic year, SEHS has continued the significant forward momentum and progress, even in the face of one of our greatest challenges since the Education Unit’s accreditation—a near-complete rebuilding of the Social Work Department. The staff and faculty in every department have worked tirelessly this year to help shape the School into a first-class, student-centered enterprise. SEHS still has a great deal yet to accomplish to becoming the School of First Choice for educator and social work preparation. However the School is well-positioned to grow its curricula, its tenure track faculty staffing, and to open the Center for Educator Preparation, a move designed to redefine how we prepare P-12 teachers in Michigan.

Status of 2013-2014 Goals
1. **Open a Center for Educator Preparation.**
   The Center will open on September 1, 2014.
2. **Increase overall development activity and revenue.**
   During the FY15, fundraising priorities will focus on the Center for Educator Preparation, Institute for Innovation in Education, and student support.
3. **Conduct program reviews for struggling programs.**
   Suspended the Special Education Program.
4. **Develop a marketing plan for all programs.**
   Developed full marketing and social media plans.
5. **Develop an alumni relations strategic plan.**
   Work has begun and is ongoing.
6. **Increase overall SEHS enrollments by 2%.**
   Did not meet this goal.

Goals for 2014-2015
- Increase enrollment by 3%
- Create a 3-5 year Development Strategic Plan
- Create a 3-5 year Alumni Relations Plan
- Create new programs/expand existing programs
- Increase P-12 Partnership activity and initiatives
- Expand Early Childhood Development Center to accommodate more students
- Redefine teacher preparation through the work of the Center for Educator Preparation
Significant Achievements

1. Hired a new Department of Social Work Chair
2. Hired a new Department of Education Chair
3. Hired three new tenure track faculty
4. Hired a full time Marketing Coordinator for the School
5. Hired a full time Special Projects Coordinator for the School
6. Created a new Faculty Code for the School
7. Created Guidelines for Promotion to Full Professor
8. Expanded/Created several new programs

Overall Efforts to Promote Assessment of Student Learning

Social Work:

The Department of Social Work successfully piloted the use of TK20 in Winter 2014 for data gathering for CSWE accreditation. In addition to administering the national SWEAP assessment with the senior cohort, Dr. Elizabeth Collardey conducted two nominal focus group surveys with the senior cohort for evaluating the program. Dr. Collardey completed data gathering for the annual program review by conducting two alumni focus group surveys. All data will be compiled, analyzed, and presented at the department’s annual retreat in August 2014.

Education:

The Education Unit engages in comprehensive assessment of teacher candidates and other school professionals in all of its undergraduate and graduate programs, as mandated by our accrediting body and program-specific state and national professional standards. These key assessments are conducted at various transition points throughout the teacher candidates’ and school professionals’ time in their programs of preparation. Data gathered includes: incoming basic skills, subject matter content expertise, pedagogical performance skills, and professional dispositions. This data is in the form of standardized state tests, performance measures on faculty-designed assessments with associated rubrics, monitoring of grade point average and course grades, and in self-reflective instruments. Faculty not only monitor student performance within their courses, but also engage in an annual assessment retreat to report and collectively analyze their assessment of student learning by individual program and at the overall unit level.

Progress in Seeking or Maintaining External Accreditation

Social Work:

During the transitional year of 2013-2014, a full-time faculty member was assigned to serve as Interim Program Director as required by CSWE accreditation standards. The Program Director provided oversight of the curriculum to insure integrity in the program’s ability to fulfill CSWE educational objectives. Four data points were identified for this year’s program evaluation:

1. The department paid for all graduating senior students to take the national SWEAP exam in April 2014.
2. Additionally, data was gathered from graduating senior students’ field practicum evaluations in a pilot project using TK20. This data was translated onto the required CSWE reporting form that is posted on the department webpage.

3. Qualitative data on strengths and weaknesses of the BSW program were gathered from graduating senior students in SWR441 using the Nominal Group Method.

4. In June, two alumni focus groups were held from members of the previous 3 year graduation cohorts to gather information on how well the curriculum prepared students to competently perform CSWE practice behaviors.

This information will be presented to the department at its Annual Program Review which was postponed to August 2014 in order to include all department members.

**Education:**

The Education Unit was awarded full accreditation from the NCATE Accreditation Board after meeting all criteria on all six standards. This accreditation status remains until 2020 when the cycle begins anew.

**External Scholarly Publications by Faculty**

**Social Work**


**Education**


External Fundraising

The School of Education and Human Services realized an increase in gift income to the Unit, ending the FY14 with contributions of nearly $56,000.00. This was achieved through individual and foundation giving as a result of annual and major giving. Of significant note, the following two newly created funds for student support were established and the training fund established at the end of FY13 achieved endowment status within the first quarter of FY14.

The creation of the Detroit Teacher Project Emergency Fund was established with a pledge commitment of $10,000 over 5 years and a lead gift of $2,000. This expendable account provides emergency support and serves to reduce the risk of teacher candidates experiencing a disruption of their education due to an unexpected crisis. In addition to the pledge from the lead donor, an annual giving project will take place during FY15 to further build the fund.

An endowed scholarship honoring Congressman Dale E. Kildee for education students was established and supported with gifts from various donors. Gifts of just over $30,000 were achieved during FY14. The fund will remain a priority with the goal of reaching $50,000 to $100,000.

The Olivia P. Maynard Social Work Training Fund was established in FY13 with a $6,000 lead gift and fully endowed with $4,000 from the Highfield Foundation. Support from this fund will enable BSW students to embrace the value of continuing education, training, and networking throughout their careers through participation in LEAD Day activities at the Michigan State Capitol.

During the FY15, fundraising priorities will focus on the Center for Educator Preparation, Institute for Innovation in Education, and student support.

Grant Applications

*Early Childhood Development Center*

**Della Becker Cornell, Director**

**Principal Investigator:** Della Becker Cornell  
**Amount Requested:** $2,000  
**Funding Program:** Art Inspiration and Collaboration-Target Corporation  
**Status:** Awarded

**Della Becker Cornell, Director**

**Principal Investigator:** Della Becker Cornell  
**Amount Requested:** $208,000  
**Funding Program:** Great Start Readiness Program 2013-2014-Genesee Intermediate School District  
**Status:** Awarded

**Della Becker Cornell, Director**

**Principal Investigator:** Della Becker Cornell  
**Amount Requested:** $4,224  
**Funding Program:** Great Start Readiness Program Carry-Over-Genesee Intermediate School District  
**Status:** Awarded
Della Becker Cornell, Director  
Principal Investigator: Della Becker Cornell  
Amount Requested: $530,256  
Funding Program: The University of Michigan-Flint Expanding Access at the Early Childhood Development Center  
Status: Awarded

Education

Robert W. Barnett, Interim Dean SEHS  
Principal Investigator: Robert W. Barnett  
Collaborators: Richard Russell  
Amount Requested: $19,105.60  
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: Richard Russell  
Amount Requested: $34,611  
Funding Program: Smart Teachers as Role Models (STAR) Year 7-Mott Community College  
Status: Awarded

Robert W. Barnett, Interim Dean SEHS  
Principal Investigator: Robert W. Barnett  
Collaborators: Ellen Brothers  
Amount Requested: $6,000  
Funding Program: Christopher Paul Curtis Writing Adventure 2013-Community Foundation of Greater Flint  
Status: Awarded

Robert W. Barnett, Interim Dean SEHS  
Principal Investigator: Robert W. Barnett  
Collaborators: Ellen Brothers  
Amount Requested: $5,285  
Funding Program: Loeb, Frederick and Stella, Charitable Trust- Flint  
Status: Awarded

Mary Jo Finney, Acting Department Chair & MAC Director  
Principal Investigator: Mary Jo Finney  
Amount Requested: $3,200  
Funding Program: Excellent Schools Detroit, 2013  
Status: Awarded

Effort to Increase Enrollments

Since SEHS is the smallest academic unit on campus, it has been a challenge to generate enough new revenue through enrollments to fund the activities set out in the Education Unit Strategic Initiatives. However, the Dean’s Office has created an incentive plan to help departments expand existing programs and create new ones over the next several years. To that end, each department has created a strategic enrollment plan that calls for providing additional resources to already-thriving programs (elementary math, early childhood education, social work) and to new programs, some of which have already begun such as: an all online minor in substance abuse
treatment—with an all online major to follow, a new major in early childhood development, a master’s degree in elementary math with a concentration in early childhood math, additional cohorts in the Education Specialist program, and an all online minor in crisis disaster response.

**Community Engagement Activities**

**Education**

- Mary Jo Finney, Associate Professor, Board of Examiners, Council on Accreditation of Educator Prep (CAEP) 2013-present
- Mary Jo Finney, Associate Professor, Michigan Department of Education School Administrator Stakeholder Group, 2012-present
- Christine Kenney, Assistant Professor, UM-Flint and Mott Community College Early Childhood Program Alignment Committee, Flint, Michigan. Member (2013-Present).
- Christine Kenney, Assistant Professor, Representative of UM-Flint Early Childhood Education program at the Great Start Collaborative monthly meetings, (2012-Present).
- Christine Kenney, Assistant Professor, Michigan Association of Early Childhood Teacher Educators, Michigan. Member (2012-Present).
- Suzanne Knezek, Associate Professor, Mt. Morris Consolidated Schools (Pinehurst Elementary School) –Coordinate EDR 360 (Phase II) Field Placements. 2013-Present.
- Jeffrey Kupperman, Associate Professor, Institute for Innovation in Education–Coordinated and attended two gatherings. In November 2013 attended gathering in South Africa and carried out a partnership with Durban University of Technology (DUT), with a total of 60+ participants including university faculty, K-12 educators, and university students. In June 2014 attended gathering in Ann Arbor with over 100 participants including 5 DUT faculty, and other participants came from the Czech Republic, California, Oregon, British Columbia, North Carolina, Oregon, Illinois, and many areas of Michigan. K-12 schools, universities, libraries, private companies, and government were represented. 2013-Present.

**Social Work**

- Elizabeth Collardey, Assistant Professor, Group Coordinator/Chair of the Public Safety, Health & Welfare (PSHW) Committee for City of Flint Implementation Task Force for Master Plan, (June 2014).
- Elizabeth Collardey, Assistant Professor, Member, City of Flint Strategic Planning Sub-Committee on Public Safety, Health & Welfare, (September 2012-present)
• Elizabeth Collardey, Assistant Professor, Developed 6 short-term community projects for SWR441 with 6 community agencies. (January-April 2014)

• Elizabeth Collardey, Assistant Professor Served 2013-2014 on the newly formed Genesee County Human Trafficking Task Force.

• Elizabeth Collardey, Assistant Professor Provided a children’s peace class for the Boys & Girls Club of Greater Flint as part of her community-based research (2013-2014)

• Elizabeth Collardey, Assistant Professor and Todd Womack, Adjunct and Advisor Served on the planning committee for the annual Homeless Lunch & Learn implemented by Metro Community Development. (2013-2014)


• Alan Hackett, SEHS Academic Liaison, Advisor served on the Board of Directors for REACH (2013-2014)

Early Childhood Development Center

• Hosted a table at the Earth Day Celebration (April 2014)

• Hosted International Night (March 2014)

2013-2014 Budget Summary

• During FY 2013, SEHS’s pilot year of operating at department level budgeting, we were able to build the carry forward balance from $194,488 to $770,137, with a healthy reserve in each department to begin FY 2014.

• SEHS’s FY 2014 appropriated budget increased by $374,761 to $4,371,651 for the purpose of generating $6,704,000 in tuition revenue, an increase of $490,000.

• With the complete restructuring and realignment of the Social Work Department, the FY 14 cohort enrollment saw a tremendous decline from FY13 and therefore was unable to meet its new increased revenue target. However, through oversight of the budget, both through expenditure control and enrollment projection provided by the Dean’s office, the department was able to maintain its current operating level and carry forward a balance into FY15 of $334,684.65.

• SEHS collected an additional $319,198.81 in external transfers including Convenience Fees and Credit Option Revenue in FY 2014.

• SEHS’s FY15 budget request of $100,000 for the Center for Educator Preparation and $175,000 for 3 tenure track faculty members was approved. Those transfers were made in FY14 and are reflected in the transfers column.

• Despite SEHS’s inability to make the tuition target in FY14 as a unit, the Education Department was able to meet their revenue target inclusive of student fees collected.

• The New Doctor of Education degree program generated $123,552 of untargeted revenue.
The ECDC began FY 2014 with a small deficit carry over balance of -$7,025.48 in the Auxiliary fund. However, with revenue forecasting, planning, close monitoring of spending, and the receipt of the CCAMPIS and other grant awards previously mentioned, the Aux fund account has a surplus for the first time over 5 years.

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<thead>
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<tr>
<td>Dean’s Office</td>
<td>528,740.86</td>
<td>749,891.00</td>
<td>87,792.85</td>
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<td>1,366,424.71</td>
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<td>ECDC</td>
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<td>-</td>
<td>60,000.00</td>
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<td>Total SEHS</td>
<td>770,136.96</td>
<td>4,371,651.00</td>
<td>594,198.81</td>
<td>-</td>
<td>5,735,986.77</td>
<td>4,390,402.44</td>
<td>1,345,584.33</td>
<td>23.46%</td>
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## School of Education and Human Services FY 2014 Budget

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<tr>
<th>Spending Authority</th>
<th>2014</th>
<th>% of Total Expenditures</th>
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<tr>
<td>Carry Forward Balance</td>
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<tr>
<td>Base Budget</td>
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<tr>
<td>Transfers</td>
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<td>Dept. Revenue</td>
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<td><strong>Sub Total</strong></td>
<td><strong>$5,735,986.77</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2014</th>
<th>% of Total Expenditures</th>
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<tr>
<td>Instructional Faculty Salaries</td>
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<td>Staff Salaries</td>
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<td>General Expenses</td>
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<td>Other Compensation</td>
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<td><strong>Sub Total</strong></td>
<td><strong>$4,390,402.44</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
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| Balance June 30, 2014               | **$1,345,584.33**| **23.46%** |

Academic Affairs Annual Report 2013-14

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SCHOOL OF HEALTH PROFESSIONS AND STUDIES

Introduction

School of Health Professions and Studies (SHPS) continues to progress as a school, and overall is in excellent shape with growing enrollments. We administer several programs at the undergraduate and graduate levels via our three academic departments of Nursing, Physical Therapy (PT) and Public Health & Health Sciences (PHHS). We also provide to the Flint community much needed primary care, physical therapy and health education services via our Urban Health and Wellness Center (UHWC) which serves primarily underserved and disadvantaged patient populations.

Our challenges which we are continuing to address include: developing a sustainable business model for our Urban Health and Wellness Center (UHWC), identifying new resources for our simulation center, identifying and maintaining clinical placements among our area health systems for our students and identifying incremental space for our growing School. These challenges are common to other institutions and we are hopeful that we can devise creative and practical solutions to these issues.

Status of 2013-14 Goals

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

1. **Refine the School of Health Professions and Studies Goals strategic plan:** This past year we have not pursued overall School of Health Professions and Studies Strategic Planning goals since the main confounding issue has been the future of our School: Are we to remain intact vs. split into two autonomous schools, one for Nursing and one for the rest of School of Health Professions and Studies? This year the proposal for a separate School of Nursing was approved by the UM-Flint voting faculty, but further decision here appears to be waiting for the incoming Chancellor (officially starting in August, 2014). From discussions with several key individuals within School of Health Professions and Studies the general opinion has been to wait until this School issue is settled before engaging further in any overall strategic planning. In the meantime we have had discussions on how to better promote interprofessional education and collaboration, which has been a key aspect of our School of Health Professions and Studies strategic planning, and these efforts are continuing.

2. **Inventory existing School of Health Professions and Studies Goals space and develop plan for new space needs:** We have not yet done a formal re-survey of School of Health Professions and Studies utilization yet, but can say that with the exception of two offices in the School of Health Professions and Studies Dean’s Suite, all assigned space is indeed in full utilization. We have even had to place some Nursing faculty in the office annex on the 4th floor of the William S. White building and since this is needed space, we have requested that these rooms be assigned to School of Health Professions and Studies on a permanent basis. The decision on this is pending. We will conduct a more formal space inventory in the coming academic year.

3. **Nurture tenure and promotion preparation by junior faculty:** This is an ongoing process, which has been led primarily by Donna Fry (School of Health Professions and Studies Associate Dean). This has involved promoting and co-sponsoring writing (including grant writing) workshops, meetings to look into research and scholarship opportunities in our community (e.g. geriatric programs with the Genesys Health System), as well as assisting in the assembly of 2-year and 4-year faculty review processes. These efforts will continue in the
upcoming year. Changes in the policies and procedures for formal faculty reviews have also been discussed and will be voted on in the coming year.

4. **Finalize the revision of tenure and promotion guidelines:** Unfortunately we have not completed the revision of our internal tenure and promotion guidelines. This has been held up somewhat with the issue of whether or not we will remain one school or divide into two since Nursing has some significantly different desires for tenure and promotion criteria than the rest of the school. We have adopted new guidelines for tenure-upon-hire considerations.

5. **Foster interdisciplinary efforts within the School and University for scholarship and service projects.** We engaged in several significant efforts here:

   - Assisted Nursing in applying for a graduate level, partly interprofessional grant from the federal Health Resources Services Administration (HRSA), which entailed numerous discussions among our departments on an interprofessional curriculum to support this (grant unfortunately not funded),
   
   - Had School of Health Professions and Studies faculty meeting discussions on this topic (two outside groups speaking and one internal faculty member who has focused on interprofessional education),
   
   - We started a pilot grant program funded by the Dean’s Office to promote projects (research or education design) involving faculty from two or more departments,
   
   - We further solidified the planning for our Health Navigator Program which will be offering certificate and undergraduate minor options, and which is slated to start in the fall of 2014 (Donna Fry was the main lead person here). New courses for this program are being planned. This is a truly interprofessional collaboration among the Departments of Public Health and Health Sciences, Nursing, and Social Work.
   
   - We continue to have discussions with academic units outside of School of Health Professions and Studies to explore possible synergistic interactions. These have occurred with the College of Pharmacy, the School of Public Health and the Department of Physical Medicine and Rehabilitation, all on the UM Ann Arbor campus.
   
   - The Dean and the Associate Dean attended national meetings of the Association of Schools of Allied Health Professions, much of which focused on interprofessional education.

6. **Identify key service and scholarship efforts for School of Health Professions and Studies faculty to improve the health of our region.** Our efforts in this arena have focused on the following:

   - School of Health Professions and Studies Dean’s Office has engaged multiple community entities (McFarland Home, Court Street Commons, and Genesys) regarding provision of services for the elderly in our downtown community. Plans are being developed with these community partners for student service learning opportunities, student internships, and faculty research (with resultant scholarship).
   
   - As we worked on a financially sustainable model for the Urban Health and Wellness Center, our goal has been to maintain this facility as a place of service, research and innovation for our faculty and students to serve the needs of underserved and disadvantaged populations in the Flint area. We aim to promote scholarship from these efforts.
• We continued support for our student-run clinic focused on health education and physical therapy for homeless individuals ("PT-Heart.").

• Public Health and Health Sciences working with our Urban Health and Wellness Center solidified plans for creating a formal health education service within our Urban Health and Wellness Center.

7. **Develop a strategic plan to increase diversity in our School of Health Professions and Studies student population.** The Dean’s Office has led a number of general discussions within School of Health Professions and Studies on this topic as part of our Diversity Teaching Circle group and our School of Health Professions and Studies Diversity Committee meetings. General barriers to recruiting and retaining a more diverse student body have been highlighted (e.g. the academic preparation of certain disadvantaged students). The focus now needs to shift to examine the individual program recruitment and admissions processes which operate in a separate manner. Our efforts to enrich the diversity of our health professions student population will be increasingly challenged going forward, now with the loss of HRSA funding for our University of Michigan-Flint Initiatives for Nursing Diversity (UM-FIND) program (Nursing pipeline efforts; Nursing submitted a renewal application this year but this was not funded) and with only one more year of granted funding of our Health Careers Opportunities Program (HCOP) program (other health professions pipeline efforts). School of Health Professions and Studies will need to decide how to support these efforts given a lack of such external funding.

8. **Decide on the future School of Health Professions and Studies Structure:** As discussed above ("1.") the decision on whether or not Nursing should become a separate, autonomous school awaits the incoming Chancellor for UM-Flint. There has not been significant further discussion of this issue since the UM-Flint faculty vote earlier this year.

9. **Expand the clientele of the Urban Health and Wellness Center (UHWC) and make this unit financially solvent:** Our efforts have been as follows:

• **A new business plan for the Urban Health and Wellness Center:** This past year involved numerous discussions and financial analyses of the Urban Health and Wellness Center. With the change in healthcare brought on by the Affordable Care Act, the Genesee Health Plan which has financed the vast bulk of our patients (~80%) has now essentially gone away, placing a major financial drain on the clinic (decreased patient revenue but fixed health professional salary and fringe benefit costs). We were unsuccessful in finalizing a business arrangement with a community partner for the Physical Therapy half of the Urban Health and Wellness Center. We engaged in preliminary discussions with another health system (a local Flint Federally Qualified Health Center). We hope to reach internal consensus on the viability of a community partnership and reach a workable agreement with them for the whole Urban Health and Wellness Center.

• **Billing third party insurance:** This year we worked at obtaining appropriate credentialing via HealthPlus for Medicare/Medicaid billing. This process has involved several steps including obtaining a tax ID linkage, credentialing our providers, and other registration work relevant to the new “Healthy Michigan” program (Michigan’s version of the Affordable Care Act mandated Medicaid expansion). This process is almost completed, and had been put on hold while we worked out a business plan with another health system and finalize legal review of these contracts (see above discussion).

• **New patients from the Veterans Affairs Health System:** The VA system approached us to see if the Urban Health and Wellness Center could provide physical therapy services for
veterans in the Flint area who would otherwise have to go to Ann Arbor for such services. We worked out an arrangement and to date we have seen numerous veterans for physical therapy, with associated fee-based billing of the VA Health System. We have had a learning curve on how to appropriately bill for these services, and our billing recovery rate is improving. We have asked the VA Health System to continue and expand these referrals, since we envision serving such patients regardless of the final business decision of the Urban Health and Wellness Center.

10. **Start a School of Health Professions and Studies customer service and leadership development program which identifies and nurtures academic leadership talent, which can be leveraged towards specific projects and succession planning.** We began this effort with a focus on our Dean’s Office Staff with the help of The Leadership Group. Discussions with our staff and the main stakeholders relating to our Dean’s Office (including all department directors and business administrators, plus the director of UM-Flint Human Resources) were conducted by The Leadership Group which provided us with a customer service report. Based on this the Leadership group conducted a 1.5 day retreat of our Dean’s Office staff, and we are currently working on follow-up plans to improve the customer service this office renders to our School. Additionally with the help of Human Resources, we also restructured the Dean’s Office staff job descriptions with the main change being the designation of a Dean’s Office Business Manager charged with supervising all of the Dean’s Office staff and with being the lead person for setting customer service operational standards. There have also been multiple personnel changes, including the departure of the previous “Assistant to the Dean,” the appointment of Amalie Helms to the Business Manager position, and the hiring of two new individuals in the administrative assistant intermediate category. As a result we have already received feedback from our departments and other UM-Flint stakeholders indicating that our efficiency and customer service has greatly improved over the last few months. We are continuing to seek ways of further improvement and will now consider expanding this customer service improvement approach to other parts of our School (e.g. the School of Health Professions and Studies Management Team).

11. **Orient the new Director of Physical Therapy:** This has largely been the work of Donna Fry who served as the interim Director of Physical Therapy until the official arrival of Allon Goldberg (from Wayne State University) on January 1, 2014. So far Allon’s performance and engagement of his department has been excellent. Donna was instrumental in stabilizing the Physical Therapy Department (dealing with numerous personnel and budgetary issues) until Allon’s arrival.

12. **Partner with health care providers to identify new capacity for the clinical training of School of Health Professions and Studies students (clinical rotations, internships, residencies, etc.):** This is an ongoing process. Efforts here have included attending education affiliation meetings with the Veterans Administration Hospitals of Ann Arbor and Saginaw. We currently have some students doing clinical rotations at both facilities (Ann Arbor > Saginaw). We have also had discussions with the McLaren Health System about continuing to take our nurse practitioner graduate students (currently they only take students suggested by their employees). We have had discussions to maintain our Univ. of Michigan Health System (UMHS) taking our own nurse anesthetist students (now apparently reinstated after an abrupt discontinuation). Finally the Dean recently joined the Board of Directors for the Hamilton Community Health Network (a Federally Qualified Health Center in Flint, Michigan) to help promote better interactions between our School and this Flint clinic serving the underserved.
13. **Promote new extended learning opportunities for School of Health Professions and Studies**: We have had some discussions concerning the external demand for continuing education in our various fields. While Nursing appears to have already several existing continuing education resources applicable to license renewals available outside this University, this seems to be more limited for physical therapy. Given that Physical Therapy has initiated new formal requirements for continuing education for maintaining licenses, our Physical Therapy Department has moved to refine and start offering such education working in concert with our UM-Flint Office of Extended Learning. There are not yet comparable licensing requirements relevant to public health. Continuing education offerings could provide a new income stream for the School and University.

14. **Generate development case statements for the upcoming capital campaign**: Several development case statements have been generated for the School of Health Professions and Studies and for the individual departments, and more are being generated and refined. The focus areas of the case statements generated thus far have included: student scholarships, the need for simulation educational resources, and the need to fund our programs aimed at improving the diversity of our health professional education pipeline.

15. **Other accomplishments**:

- **College of Pharmacy Interactions**: We have had initial discussions with the Dean of the College of Pharmacy (Ann Arbor campus) to start exploring the feasibility of interactions between our institutions. While they have no need to expand their class size (e.g. in Flint) they would like more clinical placements in Flint, including with Diplomat Pharmacy, and we may be able to share some faculty for pharmacology instruction for School of Health Professions and Studies various programs.

- **Work on a functioning telemedicine effort**: The purpose of this effort is to provide subspecialty medicine consultation for our Urban Health and Wellness Center (UHWC) patients who often have to wait months to get such consultation locally. Although we received a small grant from the Flint Community Foundation for telemedicine equipment, the primary issue here has been to identify specialists willing to consult with us. Our main efforts here have been with the University of Michigan Health System (UMHS), and given that the lead person for the UMHS telemedicine effort is Dr. Andrew Haig (professor of Physical Medicine and Rehabilitation = PM&R) we have had encouraging discussions focused on starting with PM&R consultation. We have suspended these telemedicine efforts for now while we pursue arranging a new clinical community partnership for the Urban Health and Wellness Center.

- **School of Health Professions and Studies Health Perspectives Event**: This year we hosted the first of what will be an annual community event which showcases our School and provides health related education to our School and community stakeholders. This past year’s event featured Dr. Rhonda Scott as guest speaker (“Improving the Patient-Family Experience in a challenging healthcare environment.”) and used this venue to give the Selig Award (and award to a School of Health Professions and Studies student recognizing academic excellence and community service).
Public Health and Health Sciences:

1. **Each tenure track faculty member will submit at least one manuscript for publication and be actively engaged in seeking external funding**
   - Status: 6 of our 8 tenure track faculty members submitted manuscripts for publication
   - Status: 3 of our 8 tenure track faculty members received external funding

2. **Make progress on CEPH Self-Study document for BS in Public Health and Masters in Public Health (MPH) accreditation**
   - Status: We submitted preliminary Self-Study and were accepted as a candidate. We will be attending a mandatory workshop in July/August of 2014 and will write the Self-Study in the fall. Our onsite accreditation visit is scheduled for April 2016.

3. **Support public health students to attend professional meetings**
   - Status: Within the past year, we sent 5 of our students to the annual American Public Health Association (APHA) meeting in Boston, as well as 7 students to the annual American Congress of Health Care Executives (ACHE) meeting in Chicago

4. **Implement new stand-alone MPH program**
   - Status: We have been approved to begin in the fall of 2014

5. **Recruit two new tenure track faculty for Health Administration and Public Health**
   - Status: We have hired one new tenure track Assistant Professor, Dr. Lenwood Hayman, and one .5 full Professor, Dr. Robert Buckingham

6. **Achieve Council on Accreditation of Nurse Anesthesia Programs (COA) re-accreditation of our Nurse Anesthesia Program and re-accreditation of our Radiation Therapy Program**
   - Status: In the fall of 2013, Radiation Therapy was awarded a full 8-year re-accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT). Anesthesia was re-accredited in 2014 for ten years through the COA. Neither program had any citations!

7. **Achieve re-certification of Health Administration Program**
   - Status: The re-certification from AUPHA (Association of University Programs in Health Administration) was successful, and we will be submitting requested follow up information in the fall of 2014

Nursing:

1. **Obtain the internal campus approvals necessary to create a School of Nursing as a new academic unit at UM-Flint**

The proposal to create an independent School of Nursing was approved by nearly 70% of the School of Health Professions and Studies governing faculty in December 2013. Per the UM-Flint Faculty Code, this proposal was presented to the Faculty Council and followed the required process, including additional campus-wide presentations and open forums prior to voting. On February 14, 2014, 64% of the UM-Flint governing faculty present at the meeting voted in favor of the School of Nursing proposal. Provost Voland has expressed his support as well. In fall 2014, the nursing faculty will meet with Chancellor Borrego to discuss the proposal and request that it be submitted to the Board of Regents.
2. **Begin construction of a state-of-the-art simulation laboratory on the second floor of the WSW Building (to be completed before September 2014)**

Renovation of the 2,900 square foot area designated for a simulation lab is currently underway and on schedule for completion in mid-August. Students will begin using the lab at the beginning of the fall 2014 semester to increase the rigor, relevance, and effectiveness of the learning in clinical instruction. This will foster an academic environment that is responsive to the diverse needs of the communities we serve. A ribbon-cutting ceremony and open house are planned for October 1, 2014 as part of Nursing’s 40th anniversary of undergraduate and graduate nursing education at UM-Flint. Members of the campus and the regional healthcare, education, legal, political, and business communities will be invited to the ribbon-cutting and open house.

3. **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**

The Department of Nursing has engaged in a series of forums, conducted a survey, and held focus group discussions with key nursing and healthcare leaders in the Genesee County area to discuss characteristics and attributes of future nurses. These findings will be used in curriculum development and future planning by the Department of Nursing to provide and promote health care in the community through engagement, practice, service, and scholarship.

4. **Digitalization of all student records from paper to electronic format**

The Department of Nursing has completed the digitalization of approximately half of all student records. This will be completed by academic year 2015-2016.

5. **Develop new graduate program offerings in nursing (possible Certificate in Nursing Education, Post-Master’s in Psychiatric Mental Health Nurse Practitioner, and/or part-time Master of Science in Nursing Nurse Practitioner program) and other health-related specialties as determined by faculty consensus**

In response to local and global healthcare needs for primary care practitioners, new program growth was achieved via the development of part-time tracks for both the DNP and MSN programs. Students have been admitted for the fall 2014 and winter 2015 semesters, respectively. The approval process for a post-graduate certificate as a psychiatric mental health nurse practitioner was successfully completed via the Commission on Collegiate Nursing Education, and the first class will be admitted in fall 2014. This will meet the strong demand for additional psychiatric mental healthcare professionals in this area.

**Physical Therapy (PT):**

1. **Recruit faculty for key positions including Department Director, Associate Director of Professional Education, and several faculty posts.**

The new Director of the Physical Therapy department took office on 1/1/14. During the latter part of 2013, negotiations were finalized with an experienced academician for the vacant Associate Director of Professional Education post, with a start date of 9/1/14. The Associate Director of Clinical Education, 2 tenure-track and a clinical track position were filled during the Fall of 2013. One of these positions included the position of Coordinator of the Orthopedics track in the post-professional program. A clinical track faculty member’s appointment was increased from 0.5 to 1.0 FTE.
2. **Provide professional/career development opportunities for existing faculty and new faculty.**

The Physical Therapy department continues to provide appropriate professional/career development opportunities for all faculty. In their first year of appointment, faculty new to academia attend a 2-day workshop designed to orient them to academia and to their new role as a faculty member in an academic department of physical therapy. All faculty receive professional development dollars to attend a conference(s) of their choice. Physical Therapy department faculty typically attend conferences of the Michigan Physical Therapy Association, Combined Sections Meeting of the American Physical Therapy Association (APTA), and the Annual Conference of the American Physical Therapy Association. Some faculty attend relevant conferences outside of the profession such as the meeting of the Gerontological Society of America. The Associate Director of Clinical Education, the Associate Director of Professional Education, and the Director, attend the annual Educational Leadership Conference of the APTA to remain current on issues related to academic physical therapy.

3. **Increase faculty scholarship.**

Faculty scholarly productivity increased in the year under review. The number of peer-reviewed manuscripts increased from 8 in 2012-2013 to 9 in 2013-2014. The number of peer-reviewed presentations increased from 26 in 2012-2013 to 29 in 2013-2014.

4. **Recruit a well-qualified and diverse student body for the Professional DPT program.**

The Physical Therapy Department DPT program Admissions and Recruitment committee worked diligently to recruit and evaluate applicants to the DPT program. In the 2013 application cycle there were 296 applicants of which 181 (61.1%) were qualified. The ratio of qualified applicants to total applicants in 2012 was 54%. GPA scores improved this year in the accepted class, compared to the previous 2 years. GRE scores were slightly lower in 2013 compared to 2012.

   i. 2013 (GPA = 3.45, GRE-V = 152, GRE-Q = 152)
   ii. 2012 (GPA = 3.44, GRE-V = 153, GRE-Q = 156)
   iii. 2011 (GPA = 3.41, GRE-V = 149, GRE-Q = 150)

Sixty-seven students were admitted in 2013, of which 7.5% (n=5) identified themselves as Hispanic/Latino; 9% (n=6) did not disclose race/ethnicity; 1.5% (n=1) identified themselves as ≥2 races/ethnicities; 82% (n=55) identified themselves as white.

5. **Assess effects of our recent expansion of class size from 40 to 60 students/cohort in the Doctor of Physical Therapy (DPT) program. Recommend and begin implementation of program changes to address any identified needs found in the assessment.**

Effects of the expansion of class size from 40 to 60 students include (a) increase in number of students in laboratory sessions from 20 to 30 students per laboratory session, (b) increase in time spent on grading assignments, quizzes, tests, final examinations and practicals, (c) difficulty with clinical education placement of the increased number of students. The department is utilizing outside guest lecturers and LEOs in some courses during laboratory sessions to alleviate effects of the increased class size. In some cases 2 core faculty members co-teach a laboratory session of 30 students. A departmental task-force(s) will evaluate and make recommendations regarding faculty workloads as well as clinical education. This will occur once the new Associate Director of Professional Education takes office in September 2014 so that we receive her input into these important issues.
6. **Develop courses and implement admissions processes for the DPT/PhD program.**

Courses such as Teaching Methods and Assessment, Teaching Practicum, Educational Leadership, Quantitative Research Methods and Statistics are being developed by faculty. A PhD task-force has been meeting to define processes and policies for the PhD program. These include policies and processes for admissions criteria.

7. **Work collaboratively with Public Health and Health Sciences to develop proposal for DPT/MPH program.**

Faculty in the Physical Therapy and Public Health and Health Sciences departments continue development of a proposal to implement the DPT/MPH program. Discussion continues between the Physical Therapy department and Public Health and Health Sciences around curriculum content for the DPT/MPH degree.

8. **Accredit and implement an orthopedic residency program and submit pediatric and geriatric residency program applications for accreditation.**

The site visit for accreditation of the orthopedic residency is set for December 5th, 2014. This site visit was originally scheduled for the spring of the year, however it needed to be changed due to the withdrawal of the orthopedic resident from the program unexpectedly in January of 2014. The pediatric residency accreditation application was submitted to the American Board of Physical Therapy Specialties (ABPTS), and we are currently awaiting notification of a date for a site visit. Discussions for a traditional geriatric residency agreement are underway, and we are currently completing the residency application for that program. In addition, the application for the traditional neurologic residency is being completed, and the agreement with the University of Michigan Health System to house this residency is being finalized.

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

The Physical Therapy department continues to explore and engage in community partnerships and development opportunities. Substantive discussions have been held by departmental leadership with the Director of Physical Therapy in the UMHS with a view to expanding relationships between the academic and clinical Physical Therapy departments. Discussions centered around increased clinical placements for entry-level DPT students within the UMHS, residency programs, enrolling UMHS clinicians in Physical Therapy department post-professional educational programs, research collaborations, and UMHS Physical Therapists teaching in the DPT program. Associate Dean Fry has led discussions with Physical Therapy and other School of Health Professions and Studies faculty interested in exploring research collaborations with Genesys Health system in their PACE center, which is currently under construction. The Physical Therapy department continues to conduct the annual Telefund, during which alumni are contacted in an effort to increase endowments for DPT student scholarships. The Physical Therapy Anniversary Fund has grown to almost $50,000, while the Roth endowment nearly doubled to just over $62,000 during the year as a result of the support raised through the Roth family’s annual memorial golf event and corporate matching gifts. Annual giving efforts resulted in numerous additional gifts to various other endowment funds benefitting the Physical Therapy department.
Unit Goals for 2014-2015

_School of Health Professions and Studies Dean’s Office_

- Orient the incoming UM-Flint Chancellor to the School of Health Professions and studies (including the nature of our programs, clinical affiliations, budgets, opportunities, concerns and other issues)
- Obtain a satisfactory partnership for the Urban Health and Wellness Center, one that is financially sustainable while meeting the clinical education, service and research needs of School of Health Professions and Studies.
- Determine whether School of Health Professions and Studies is structured as one unit (a college with two schools) or as two separate units (School of Nursing and School of Health Professions and Studies). Explore options for possible new health professions programs (e.g. occupational therapy) and opportunities to potentially expand existing programs.
- Identify ways to support our diversity pipeline programs as current external funding is withdrawn.
- Push for enhanced simulation and interprofessional educational resources (both within School of Health Professions and Studies and with other health professions partners).

_Public Health and Health Sciences Department_

- Develop MPH/BSPH Self-Study for national accreditation and host on-site consultation visit
- Identify international placements and experiences for Public Health students and Increase and improve contact and involvement with alumni
- Further our focus on faculty team building and cultural awareness
- Promote visibility of Public Health and Health Sciences through improved Marketing concepts and further develop the Public Health Speaker Series
- Identify and implement effective strategies to integrate international students into Public Health and Health Sciences academic programs, with a particular focus on Saudi Arabian students

_Nursing Department_

- **Establish School of Nursing at University of Michigan-Flint (see Department of Nursing strategic plan goal #1)**
  - Secure Chancellor and Regents approval
  - Increase enrollments in existing programs
  - Secure and maintain funding from federal, state, local, and foundation sources to support student scholarships (disadvantaged students, veterans) and promote academic excellence
- **Promote a rigorous academic environment (see Department of Nursing strategic plan goal #2)**
  - Conduct a quality improvement self-study (CCNE accreditation)
• Increase rigor, relevance, and effectiveness of clinical instruction via increase in simulation experiences for students

• Complete digitalization of Department of Nursing student records to electronic format – 100% completion by academic year 2015-2016

• **Promote health care in the community through engagement, practice, service, and scholarship (see Department of Nursing strategic plan goals #3 and 4)**

  o Celebrate 40th anniversary of the Department of Nursing and the opening of the Nursing Simulation Laboratory with community partners, key nursing and healthcare leaders, students, faculty, and staff

  o Apply for sanctioned and/or funded global studies service learning opportunities annually for nursing students and students from other disciplines (minimum of two applications). Domestic opportunities will also be explored.

  o Promote the research and scholarly products of students, faculty, and staff through an annual nursing research forum

  o Collaborate with community partners to complete key interdisciplinary projects designed to improve healthcare: Genesee Intermediate School District (GISD) epi pen and medical response team initiative, mass prophylaxis disaster plan with Genesee County Health Department, and cardiomyopathy screening with Hurley Medical Center.

**Physical Therapy**

• Recruit qualified faculty members for positions of: a) Associate Director of the transitional DPT program, and b) tenure-track position for the Ph.D. program. Also evaluate faculty workload and provide professional/career development opportunities and continuing education for existing faculty new faculty, and other community Physical Therapy members.

• Review the departmental clinical education program regarding number of personnel and clinical site availability within the context of expansion of the class size to 60 students. Also recruit a well-qualified and diverse student body for the professional DPT program.

• Implement the PhD program, including teaching first year courses and assignment of PhD committees. Continue to work collaboratively with Public Health and Health Sciences to develop the proposal for the DPT/MPH program. Increase the number of peer-reviewed manuscripts and presentations from the previous year.

• Expand community partnerships and development opportunities especially to increase endowments for DPT student scholarships. Also seek relationships with community partners interested in research and service learning collaborations.

• Finalize the agreement for a traditional neurologic residency with the University of Michigan Health System (UMHS) and submit applications for both the traditional geriatric and neurologic residency programs to the ABPTS. Receive accreditation for the traditional orthopedic residency program, and host the ABPTS for a site visit for the traditional pediatric residency program. Receive accreditation for the traditional pediatric residency program in spring 2015. Seek additional traditional and independent residency sites for all clinical specialties. Expand relationships with UMHS in order to increase access to clinical placements for DPT students, promote research collaborations, explore
residency opportunities, facilitate educational opportunities for UMHS Physical Therapists in Physical Therapy department programs, and provide opportunities for UMHS Physical Therapists to teach in the DPT program.

**Significant Achievements**

**Dean’s Office** (see also above under “Status of 2013-2014 Goals”):

1. We have continued to provide faculty development resources and advice, employing focused educational sessions and one-on-one faculty advising. We have also held sessions to link faculty with interested community groups (e.g. Genesys Health System and their geriatrics related programs).

2. We have had several discussions on interprofessional education initiatives within our School, and launched an interprofessional pilot grant program.

3. Although we have experienced financial problems with the functioning of the Urban Health and Wellness Center, we are well on our way to identifying a sustaining business plan for this unit. We have also successfully solicited new physical therapy referral business from the Veterans Administration.

4. Through restructuring and education, we have made significant improvements in the customer service provided by the School of Health Professions and Studies Dean’s Office.

5. Improved stability and function within the Physical Therapy Department through having Associate Dean Fry assume the Director role for six months followed by hiring and orientation of a new Director, Allon Goldberg.

6. We obtained approval to start our new Health Navigator program in the fall of 2014, both as an undergraduate minor and as a certificate program.

**Public Health and Health Sciences**

1. Hired new LEO faculty (lecturers)

2. Expanded Dual Enrollment Education Program (DEEP) course to Livingston County

3. Hired new full time tenure track faculty

4. Completed revised goals for Public Health programs required for program re-certification

5. Increased the number of Public Health internship placements

6. Submitted a preliminary Self-Study to CEPH to become a candidate for accreditation

7. Hired a new Marketing Coordinator

8. Increased the presence of full time Public Health and Health Sciences faculty in the Flint community

**Nursing**

1. Reached all-time enrollment growth of 1,082 students in fall 2013, reflecting a 102% enrollment increase during the past five years

2. Achieved national ranking for Master of Science in Nursing program by U.S. News & World Report (second consecutive year)

3. Achieved new level of external funding for 2013-2014 totaling $3,267,876 (14 awards)

4. Achieved excellent pass rates on nationally-normed exams (NCLEX and NP certification exams)
5. Received gifts in total amount of $83,235.04

6. Engaged in international service-learning projects in the Dominican Republic and Kenya that included undergraduate and graduate nursing students and students from other disciplines

7. Completed multiple health screenings in collaboration with community partners, provided mental health and cardiovascular screenings for multiple sclerosis patients and their families in an interdisciplinary effort with the Physical Therapy Department, and conducted cardiomyopathy screenings with Hurley Medical Center at two area high schools for approximately 400 students

8. Conducted 72 service-learning activities with area elementary and middle schools to improve health care

**Physical Therapy**

1. A Director of the department was hired with start date effective 1/1/14. During the latter part of 2013, negotiations were finalized to fill the vacant Associate Director of Professional Education post, with a start date of 9/1/14. The Associate Director of Clinical Education, 2 tenure-track and a clinical track position were filled during the Fall of 2013. A clinical track faculty member’s appointment was increased from 0.5 to 1.0 FTE.

2. Curriculum revisions were instituted in the professional program including offering of elective courses.

3. The Higher Learning Commission approved the PhD in Physical Therapy program in August 2013.

4. The Physical Therapy department hosted a Fulbright Scholar, who conducted comparison studies of USA versus Nigerian Physical Therapy educational programs.

5. The post-professional programs have initiated a “bridge to credentialing for US licensure” program with the Foreign Credentialing Commission on Physical Therapy (FCCPT) and International Consultant of Delaware (ICD). Foreign Physical Therapists with deficiencies in their coursework, are able to register as non-candidate for degree and take courses pre-approved by the FCCPT and ICD that can be used to fulfill USA licensure requirements.

**Efforts to Promote Assessment of Student Learning**

**Public Health and Health Sciences:**

The Department submits annual program assessments to the University’s assessment committee and meets with this group to obtain valuable feedback. Public Health and Health Sciences also participates in more in-depth assessment review programs every five years. Faculty review all assessment data and feedback at annual retreat and use this information to drive curricular and process improvements as needed. The department is continuously seeking ways to increase communication with alumni so we may benefit from their post-graduation knowledge and experiences.

**Nursing:**

The Department of Nursing is one of the programs on the UM-Flint campus to implement TK20 for the purpose of program evaluation, and this system will be instrumental in the accreditation process for all programs. Various program evaluation instruments were utilized through Educational Benchmarking, Incorporated (EBI) with a focus on the Baccalaureate, Master’s and Doctoral Essentials. This is especially important as we complete our self-study for external accreditation in 2015. Other program evaluation assessments in place include a nationally-
recognized survey on cultural competence, critical thinking, and nurse professional values. Faculty and clinical preceptor evaluations of the student and student evaluations of the clinical site remain a cornerstone of our program assessment process. 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 health nursing through case studies, quizzes, and proctored exams, as well as the HESI Exit Exam to measure and evaluate students’ readiness to take the NCLEX-RN examination. The G-HESI is utilized as an assessment tool related to critical thinking for graduate nursing students as a pre- and post-test in preparation for the nurse practitioner certification exam. These systems have resulted in excellent pass rates on nationally-normed exams. Other student learning assessments include performance improvement plans, classroom clickers, and research symposiums. There are multiple federal, state, local, and foundation grants in place that offer programming, scholarships, stipends, mentoring, tutoring, and other retention strategies. Each of these sponsored programs has assessment of student learning as part of the metrics for outcome measurement. The Student Outcome and Assessment Implementation Report (SOAIR) was completed for nursing graduate programs and was presented to the University Academic Assessment Committee. Similar reports for the three BSN programs will be presented and reviewed next year.

**Physical Therapy:**

The department has a formative and summative evaluation process including assessment of student outcomes in an ongoing, continuous process tied to the Commission on Accreditation of Physical Therapist Education (CAPTE) accreditation of the DPT program and Graduate Programs review process. A number of student learning outcomes measures including clinical competency, research productivity, cultural competency, and performance on the licensure examination are collected throughout the year from a variety of sources and compiled into a comprehensive report which is reviewed at the annual departmental retreat. The Physical Therapy Department holds an annual retreat which includes discussion and presentation of academic assessment outcomes. The PTD Director meets monthly with student class officers to address student concerns.

**External Accreditation**

**Public Health and Health Sciences:**

1. *BS in Health Care Administration* – re-certified in 2013 for six years through Association of University Programs in Health Administration (AUPHA)

2. *BS in Radiation Therapy* – re-accredited in 2013 for maximum eight years through the Joint Review Committee on Education in Radiologic Technology (JRCERT)

3. *BS in Public Health and Master in Public Health* – currently a candidate for accreditation through Council on Education for Public Health (CEPH)

4. *MS in Anesthesia* – re-accredited in 2014 for maximum ten years through the Council on Accreditation of Nurse Anesthesia Programs (COA)

**Nursing:**

The BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 2016. The DNP program is CCNE-accredited through 2017. We are in the process of writing the self-study report in preparation for an October 2015 CCNE
site visit where all nursing programs will be reaccredited. Reaccreditation will require an extensive effort from all faculty, staff, and administrators as well as contributions from external advisory boards and all communities of interest.

**Physical Therapy:**
The DPT program is accredited through CAPTE until 2020. Annual update reports are due to CAPTE each Fall. The Physical Therapy department is currently seeking accreditation for an Orthopedic Residency program and a site visit has been scheduled for December 5, 2014. The accreditation application for the Pediatric Residency program at the University of Michigan Health System was submitted to ABPTS in February 2014. Currently the application is under review and we are waiting for ABPTS to contact us to schedule a site visit.

**External Scholarly/Creative Publications by Faculty**

**Dean’s Office:**


**Public Health and Health Sciences**

**Peer Review Publications (2012 June- 2013 May)**


Presentations/Posters (2013 June – 2014 May)


Invited Community Presentations

Suzuki R. (2014). Health Related Programs, Genesee County Commission on Aging monthly meeting, Flint, MI.

Community Reports
Kodjebacheva G. and Gordon D. “Adherence to Medication-Taking Among Children with Sickle-Cell Disease: Results of a Hospital-Based Survey.” Prepared for Hurley Medical Center, Flint, MI. April, 2014.

Nursing:
Books:


Book Chapters:


Grant-Funded Projects: (See table)

Peer-Reviewed Publications:


Non-Peer-Reviewed Publications:


Peer-Reviewed Presentations:


Filter, M., Creech, C., McFarland, M., Blumner, J., & Austin, R. A. (2013, October). “A Writing Center Partnership: Improving Student Scholarship in a Doctor of Nursing Practice (DNP) Online Program.” Invited poster at Faculty Research and Creative Activity Summit (FRACAS), University of Michigan-Flint, Flint, MI.


Tippen, M. (2013, September). “Outcomes in a Service Learning Course in Bereavement in Children.” Poster presentation at Children’s Hospital of Michigan Nursing Annual Research Conference, Detroit Medical Center, Detroit, MI.


Non-Peer-Reviewed Presentations:


Jones, B. (2013, November). Surviving Student Evaluations.” Presentation to mentoring program participants at invitation of Thompson Center for Learning and Teaching, University of Michigan-Flint, Flint, MI.


**Physical Therapy**


Peer-Reviewed Presentations

**Blackwood J,** “The Influence of Mild Cognitive Impairment on Measures of Fall Risk in Community Dwelling Older Adults.” Alzheimer Association International Conference, Boston, MA, July 13-18, 2013

Fisher MI, PT, PhD, OCS, CLT, **Pfalzer LA**, PT, PhD, FACSM, FAPTA, Levy E, PT, OCS, Harrington S, PT, PhD, SCS, and Stout NL, PT, MPT, CLT-LANA, “Baseline Characteristics of the Upper Limb Lift Test among Women Newly Diagnosed with Breast Cancer.” ISL International Congress, Rome, Italy, September 16-20, 2013


Lyttle T, Sweeney T, Houston T, Miller KA, Schrag K, Fredrickson K, Borja A, **Huang MH**, “Health-related quality of life is associated with performance of systems-based
balance outcome measures in older cancer survivors.” Michigan Physical Therapy Fall Conference, Southfield, MI, Oct. 11-12, 2013


Pfalzer C, “Muscle Strength and Endurance Assessment in Patients with Cancer.” APTA Combined Sections Meeting, Las Vegas, NV, February 3-6, 2014

Lazenby S, Huang M, “Balance Impairments and Risk of Falls in Older Cancer Survivors.” APTA Combined Sections Meeting, Las Vegas, Feb. 3-6, 2014


clinical walking measures in older adults.” APTA Combined Sections Meeting, Las Vegas, NV, February 3-6, 2014


Potter K, Cohen ET, Allen DD, Bennett SE, Brandfass KG, Widener GL, Yorke, AM, “Selecting rehabilitation outcome measures applying the findings of the APTA MS EDGE Task Force.” Consortium of Multiple Sclerosis Centers, Dallas, TX, May 28-31, 2014

**External Fundraising**

**Overall Summary:**

The School of Health Professions and Studies realized an increase in gift income to the Unit, ending the FY14 with contributions nearing $104,000.00. This was achieved through annual and major giving from individuals, corporations and foundations.

**School of Health Professions and Studies**

**Development Annual Report**

**Fiscal Year 2014**

| Total Realized Monetary Gifts | $102,966.04 |
| Gift in Kind | $708.57 |
| Total | $103,674.61 |

| Total New Bequest Intentions | $ |
| Unrealized Pledge Payments | $19,755.00 |
| Total | $19,755.00 |

The values above reflect the entire school. The School of Health Professions and Studies Dean’s Office received $6,340 and the Urban Health and Wellness Center received $4,500.

**Public Health and Health Sciences:**

The Department of Public Health and Health Studies has a newly created fund from FY13 for a Public Health Speaker Series. Annual contributions from the lead donor are building it towards the endowment minimum. During FY14, an additional donor made a significant annual gift as well. This fund is a priority of the department along with student support initiatives.

1. Gifts to Public Health and Health Sciences: $4,350
2. Gifts-in-kind to Public Health and Health Sciences: $708.57
3. Office of Health Equity Initiatives (UM-Ann Arbor) 2014 Summer Pathways Programs contribution: $600
4. Development Activities
5. Established Public Health Speakers Series Fund endowment (this fund is building and is not yet expendable). 2014 gifts to the endowment total $2,030
**Nursing:**

The director of the Department of Nursing wrote several proposals this year and has worked with the Office of Development & Alumni Relations to secure funding for the simulation laboratory. In 2013-2014, we received a total of $15,000 in grants (A. G. Bishop Trust) and $54,000 in gifts ($50,000 from the Community Foundation of Greater Flint and $4,000 from the Meyer Family Foundation). We continue to work with other benefactors for additional funding and potential naming opportunities.

Two Department of Nursing newsletters were also mailed 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.

Finally, of significant note, a newly created student scholarship endowment was established in the Nursing Department by a family in memory of their mother, a retired nurse from the Flint community. The Nursing Department focused great effort on raising funds for the simulation lab through annual giving. This will continue into the FY15.

**Office of Development – Fiscal Year 2012:**

Total Realized Monetary Gifts: $83,235.04 (includes $4,500 in pledges in 2013)

Total Committed Pledges: $30,000 – total paid to date: $13,500

**Physical Therapy:**

The Physical Therapy Department continues to reach out to alumni for support. We published two newsletters this year, which were sent to alumni. In February, the department hosted an open house event at the Combined Sections Meeting in Las Vegas, at which alumni interacted with faculty in attendance. In May students called alumni to raise funds for various Physical Therapy department scholarships at the annual Telefund event. Donations to the Physical Therapy Anniversary Fund saw the fund grow to almost $50,000 during the year. The Bradley Roth endowment nearly doubled to just over $62,000 as a result of the support raised through the Roth family’s annual memorial golf event and corporate matching gifts. During the year there were numerous gifts to various other endowment funds benefitting the Physical Therapy department. A total of $52,511 in donations was realized by the Physical Therapy Department in the year 2013-2014 as a result of the various development and alumni efforts.
**External Grant Applications** (Grant applications submitted to sources external to UM-Flint)

**Public Health and Health Sciences:**

**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>Lynn Lebeck</td>
<td>Public Health and Health Sciences</td>
<td>2014 Nurse Anesthetist Traineeship</td>
<td>$858,000</td>
<td>Health and Human Services, Department of Health Resources and Services Administration</td>
<td>Awarded</td>
</tr>
<tr>
<td>Vicki Johnson-Lawrence</td>
<td>Public Health and Health Sciences</td>
<td>Life Course Socioeconomic correlates of multimorbidity among middle-aged and older adults</td>
<td>$162,836</td>
<td>Health and Human Services, Department of National Institutes of Health</td>
<td>Pending</td>
</tr>
<tr>
<td>Vicki Johnson-Lawrence, Lisa Lapeyrouse, Shan Parker and Terry Thompson</td>
<td>Public Health and Health Sciences</td>
<td>The New Jim Crow Won’t Kill Me: The Effectiveness of a culturally appropriate mindfulness based intervention to reduce depressive symptoms and chronic stress among African Americans with incarcerated family members</td>
<td>$2,097,145</td>
<td>Patient Centered Outcomes Research Institute (PCORI)</td>
<td>Pending</td>
</tr>
<tr>
<td>Suzanne Selig</td>
<td>Public Health and Health Sciences</td>
<td>Anesthesia Program Agreement 2014</td>
<td>$8,000</td>
<td>Various Sponsors</td>
<td>Pending</td>
</tr>
<tr>
<td>Vicki Johnson-Lawrence</td>
<td>Public Health and Health Sciences</td>
<td>Anomaly in the gradient: Health of U.S. adults with sub- baccalaureate education</td>
<td>$30,823</td>
<td>University of Wyoming</td>
<td>Pending</td>
</tr>
<tr>
<td>Vicki Johnson-Lawrence</td>
<td>Public Health and Health Sciences</td>
<td>Employee Health and Blood Pressure Outcomes by Job Family</td>
<td>$800</td>
<td>Michigan Association of Occupational Health Nurses</td>
<td>Awarded</td>
</tr>
</tbody>
</table>
**Nursing:**

The Department of Nursing was highly successful at securing external grant funding in 2013-2014 with a total of $3,267,876. This is approximately half of the total amount of external grant funding secured by the university. In 2013-2014, the Department of Nursing submitted six new large, multi-year grant proposals; four were funded for 2014; two were approved, not funded.

**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>Andrews</td>
<td>Nursing</td>
<td>University of Michigan-Flint/Hurley Medical Center Operating Agreement</td>
<td>$268,734</td>
<td>Hurley Medical Center</td>
<td>Funded</td>
</tr>
<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>Clinical Simulation Center at University of Michigan-Flint</td>
<td>$15,000</td>
<td>A.G. Bishop Trust</td>
<td>Funded</td>
</tr>
<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>State of Michigan Bureau of Health Professions Nursing Scholarship 2013-2014</td>
<td>$6,145</td>
<td>State of Michigan, Department of Licensing and Regulatory Affairs</td>
<td>Funded</td>
</tr>
<tr>
<td>Craft-Blacksheare</td>
<td>Nursing</td>
<td>UM-Flint Nursing RWJF New Careers in Nursing (NCIN) 2013</td>
<td>$5,500</td>
<td>American Association of Colleges of Nursing</td>
<td>Funded – 2013-2014</td>
</tr>
<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 (ANEE)</td>
<td>$618,934</td>
<td>USDHHS/HRSA</td>
<td>Funded 2010-2015</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Graduate Nursing Scholarships for Disadvantaged Students</td>
<td>$675,000</td>
<td>USDHHS/HRSA</td>
<td>Funded 2012-2016</td>
</tr>
<tr>
<td>Name(s)</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Funded by</td>
<td>Funded Period</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Flint Nursing Faculty Loan Program 2013</td>
<td>$242,838</td>
<td>USDHHS/HRSA</td>
<td>Funded 2013-2014</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Nurse Faculty Loan Program 2014</td>
<td>$190,800</td>
<td>USDHHS/HRSA</td>
<td>Funded 2014-2015</td>
</tr>
<tr>
<td>Creech, Jones</td>
<td>Nursing</td>
<td>Jonas Nurse Scholars Program</td>
<td>$60,000</td>
<td>Jonas Center for Nursing and Veterans Healthcare</td>
<td>Funded 2014-2016</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>UM-Flint Advanced Education Nursing Traineeship (AENT) 2014</td>
<td>$667,848</td>
<td>USDHHS/HRSA</td>
<td>Funded 2014-2016</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Advanced Nursing Education (ANE): Interprofessional Education (IPE) to Improve Outcomes in Patients with Multiple Chronic Conditions: Chronic Pain and Mental Health Concerns (IPE: IOPMCC)</td>
<td>$988,343</td>
<td>USDHHS/HRSA</td>
<td>Not funded</td>
</tr>
<tr>
<td>Jones, Creech, Andrews</td>
<td>Nursing</td>
<td>Nurse Education, Practice, Quality, and Retention (NEPQR) Program – Veterans’ Bachelor of Science Degree in Nursing (VBSDN)</td>
<td>$1,035,057</td>
<td>USDHHS/HRSA</td>
<td>Funded July 1, 2014 to June 30, 2017</td>
</tr>
<tr>
<td>Jones</td>
<td>Nursing</td>
<td>Council on Graduate Education for Administration in Nursing (CGEAN) Early Career Award</td>
<td>$2,500</td>
<td>CGEAN</td>
<td>Not funded</td>
</tr>
<tr>
<td>Knecht, Andrews</td>
<td>Nursing</td>
<td>UM-Flint Initiatives for Nursing Diversity (UM-FIND)</td>
<td>$1,036,574</td>
<td>USDHHS/HRSA</td>
<td>Not funded</td>
</tr>
</tbody>
</table>
**Physical Therapy:**

**GRANT APPLICATIONS SUBMITTED TO SOURCES EXTERNAL TO UM-FLINT**

<table>
<thead>
<tr>
<th>Principal Investigator(s)</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pfalzer LA, Blackwood JA, Huang M</td>
<td>Physical Therapy</td>
<td>Transitional Care and Payment Model for Cancer Survivorship Care Using Prospective Surveillance to Reduce Physical and Psychological Distress &amp; Cost</td>
<td>$9,104,924</td>
<td>Centers for Medicare and Medicaid Services</td>
<td>Submitted 8/15/13, pending</td>
</tr>
<tr>
<td>Larson CA, Blackwood J, Huang M, Pfalzer LA, Yorke A</td>
<td>Physical Therapy</td>
<td>iCanStand Mobility Device research project</td>
<td>$220,279</td>
<td>NIH STTR</td>
<td>Submitted and withdrawn</td>
</tr>
</tbody>
</table>

**Efforts to Increase Enrollment**

**Dean’s Office:**

We had some ongoing discussions with the Wayne County Community College District to see if we can promote increased enrollment into UM-Flint programs via reverse transfer agreements and concurrent enrollment. The Dean’s Office coordinated program development for the Health Navigation Minor/Certificate program.

**Public Health and Health Sciences:**

Attended Freshmen Orientation for admitted students, and most Open House events sponsored by the Office of Admissions for high school juniors and seniors.

- Promoted HCR 201, *Introduction to Health Careers*, which informs undecided students about University of Michigan-Flint health programs.
- Participated in Genesee County advisory group to promote University of Michigan-Flint health programs to Grand Blanc and Carman Ainsworth High School students.
- Implemented of the University of Michigan-Flint MPH program.

**Nursing:**

The RN to BSN program continues to have significant growth (609 enrolled students in fall 2013) related to our consistent monthly recruitment at community colleges and medical centers including the following: Alpena Community College, St. Clair County Community College, Wayne County Community College-District (Harper Woods), Lansing Community College, Hurley Medical Center, McLaren-Flint, Genesys Regional Medical Center, Munson Medical Center, and Detroit Medical Center.
Graduate programs grew to 178 students in fall 2013 related to expanded funding opportunities for students which include multiple grants, the nurse faculty loan program, and scholarships (see table). We have recently been notified of another large award for $667,848 to fund traineeships for DNP students over two years. Additionally, a new post-graduate certificate program began in 2013 for psychiatric mental health nurse practitioners, and a new part-time track for both the MSN and DNP programs was added in 2013.

Undergraduate traditional and accelerated 2nd degree programs continue to benefit from increased enrollment numbers in the ACTS (A Chance to Succeed) mentoring program, the UM-FIND HRSA grant, and the Robert Wood Johnson New Careers in Nursing grant (see table).

**Five-Year Nursing Enrollment Trends by Program – 2007-2013**

<table>
<thead>
<tr>
<th>Enrollment Comparison for Nursing Students</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>% Increase 2007 to 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURSING ENROLLMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Pre-Nursing</td>
<td>372</td>
<td>506</td>
<td>626</td>
<td>583</td>
<td>548</td>
<td>488</td>
<td>504</td>
<td>35%</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE/PRE-LICENSURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional BSN</td>
<td>230</td>
<td>235</td>
<td>235</td>
<td>230</td>
<td>225</td>
<td>226</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>2nd Degree Accelerated BSN</td>
<td>24</td>
<td>53</td>
<td>59</td>
<td>63</td>
<td>55</td>
<td>64</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Total BSN</td>
<td>254</td>
<td>288</td>
<td>294</td>
<td>293</td>
<td>280</td>
<td>290</td>
<td>295</td>
<td>16%</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE/POST-LICENSURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN to BSN</td>
<td>232</td>
<td>239</td>
<td>261</td>
<td>347</td>
<td>433</td>
<td>587</td>
<td>609</td>
<td>163%</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN</td>
<td>50</td>
<td>66</td>
<td>48</td>
<td>28</td>
<td>13</td>
<td>15</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>DNP</td>
<td>N/A</td>
<td>N/A</td>
<td>51</td>
<td>76</td>
<td>112</td>
<td>141</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>Total Graduate</td>
<td>50</td>
<td>66</td>
<td>99</td>
<td>104</td>
<td>125</td>
<td>156</td>
<td>178</td>
<td>256%</td>
</tr>
<tr>
<td>Total Nursing (not including Pre-Nursing)</td>
<td>536</td>
<td>593</td>
<td>654</td>
<td>744</td>
<td>838</td>
<td>1033</td>
<td>1082</td>
<td>102%</td>
</tr>
</tbody>
</table>

**Physical Therapy:**

In 2013-2014, professional program recruitment efforts were directed to University of Michigan-Ann Arbor, Michigan State University, Central Michigan University, Western Michigan University, and Saginaw Valley State University, externally through visits to pre-Physical Therapy clubs and/or graduate fairs. On campus, recruitment efforts were directed to the pre-Physical Therapy club, on campus graduate open houses, two applicant information sessions, HCOP grant programs, and Super Science Friday. The department continues to use Facebook and has recently incorporated the utilization of Twitter into its recruitment plan including online chats with a current DPT student.
Regarding post-professional recruitment efforts, a booth was setup in the exhibit hall at the Combined Sections Physical Therapy Meeting in February 2014 in Las Vegas, Nevada, in order to market the transitional DPT and certificates/residencies to Physical Therapists attending the meeting. There was a significant level of interest, and we returned with a large list of contacts from the event. The post-professional programs have initiated a “bridge to credentialing for US licensure” program with the FCCPT and ICD. Foreign Physical Therapists wishing to become licensed in the USA, but who have deficiencies in their coursework, are able to register as non-candidate for degree and take courses pre-approved by the FCCPT and ICD that can be used to fulfill licensure requirements. Previous and pending meetings with Ashmedh Sabharwal about the potential for an arrangement with Indian Physical Therapy Schools could develop into an influx of post-professional students. Finally, and most recently, our meeting with Dr. Chris Magnant of UMHS about a potential arrangement with Chinese schools to educate their therapists has the potential to increase our enrollment numbers.

The PhD degree has been marketed in a number of ways including: an open house sponsored by Graduate Programs; a letter to alumni with follow-up postcard mailing; a presence at the CSM booth and alumni reception; articles in the UM-Flint alumni newsletter; one-on-one mentoring sessions by Associate Director for the PhD in Physical Therapy to a total of 15 individuals; telephone discussion/information sessions to 8 individuals; 3 information sessions with current DPT year 1, 2, and 3 students.

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 and this year became a board member of the same organization. He also became a board member for the Hamilton Community Health Network (the largest Federally Qualified Health Center in Genesee County).

- 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 School of Health Professions and Studies students and to determine how School of Health Professions and Studies can better serve these institutions. This has included attending the education affiliation meetings of the Veterans Affairs Health Systems of Ann Arbor and Saginaw.

- 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.
Public Health and Health Sciences:

- The Public Health Speaker Series
- Past Chair of the Prevention Research Center Community Board (Dr. Selig)
- Judge for Flint Area Medical Education (FAME) Annual Conference (Dr. Selig and Dr. Parker)
- Several Public Health and Health Sciences faculty (Dr. Thompson and Dr. Parker) regularly attend Community Based Organization Partners (CBOP) and are members of Prevention Research Center “Speak to Your Health” Survey Committee (Dr. Kodjebacheva and Dr. Lapeyrouse)
- Health Education faculty are actively involved in Physical Therapy-Heart (Dr. Parker), a student run free clinic.
- Clinical Laboratory Science Newsletter (N. Gouin)
- Women’s Health Event and Fashion Show in collaboration with the First Street Block Club to provide women’s health information (M. Brennan)
- Trend Settas Corvette Show and Health Fair (M. Brennan)
- 2013 Diabetes Education Event (M. Brennan)

Nursing:

The Department of Nursing faculty are active in the surrounding community as evidenced by the activities below. In addition, Nursing faculty are fully engaged in professional organizations at local, state, and national levels.

Marge Andrews
- Member, Oakland Community College Advisory Board, 2011 to present
- Member, UM-Flint/Hurley Medical Center Anesthesia Program Advisory Board, 2006 to present
- Conducted nursing leader forums with all Genesee County major medical centers
- Conducted two Department of Nursing Advisory Board meetings
- Speaker at pinning ceremonies for traditional, ASD, and RN to BSN students and induction ceremonies for traditional and ASD students and their families
- Participated in Pi Delta (Sigma Theta Tau International Honor Society of Nursing) induction ceremony for undergraduate and graduate students and their families
- Speaker at DNP hooding ceremony for students and their families

Christina Aplin-Kalisz
- Health consultant for Early Childhood Development Center on UM-Flint campus – 2007 to present

Libby Bell
- Taught cardio-pulmonary resuscitation classes to the community – St. Paul Lutheran school staff, Flint Community schools
Melva Craft-Blacksheare

- Genesys Regional Medical Center Hospital Centering Pregnancy Community Program – Steering Committee Advisory Board member

Constance Creech

- Genesee Health Plan Quality Assurance Committee, 2008 to present
- Genesee County Health Department Behavioral Health Advisory Committee, 2005 to present
- Conducted nursing leader forums for all Genesee County major medical centers
- Conducted two Department of Nursing Advisory Board meetings
- Participant in *Pi Delta (Sigma Theta Tau* International Honor Society of Nursing) induction ceremony for undergraduate and graduate students and their families
- Conducted hooding ceremony for DNP students and their families
- Served as oral presentation judge for Michigan State University Flint Medical Education Research forum (MSU-FAME)

Deborah Filos

- As Student Nurses’ Association (SNA) faculty advisor, coordinated SNA-sponsored pinning and induction ceremonies for traditional and ASD students and their families

Marilyn Filter

- Speaker (president) at *Pi Delta (Sigma Theta Tau* International Honor Society of Nursing) induction ceremony for undergraduate and graduate students and their families
- Speaker at DNP hooding ceremony for students and their families

Linda Knecht

- UM-Flint International Center Board of Advisors, 2013 to present
- Genesee County Fetal-Infant Mortality Review (FIMR) Team, 2013 to present
- Genesee County Free Medical Clinic Executive Board, 2012 to present
- Volunteer at Genesee County Free Medical Clinic, 2011 to present
- Member of the Hazel Sims Scholarship Committee, Lapeer County Intermediate School District, 2005 to present

Jamie Koonmen

- Member of Advisory Council for Alpena Community College, 2012 to present; presentation to Advisory Council on academic progression for Alpena ADN nurses, April 2014
- Coordinated with Genesee Intermediate School District to implement, plan, and conduct state initiatives related to epi pen training and medical response teams
- Coordinated with Genesee County Health Department to implement, plan, and conduct mass prophylaxis disaster plan

Rose Luster-Turner

- Flint Civil Service Commissioner – appointed January 2010 to present
Marilyn McFarland
- Planning committee for *Pi Delta* (*Sigma Theta Tau* International Honor Society of Nursing) induction ceremony for undergraduate and graduate students and their families, 2014

Sonya Moreau
- Represented Department of Nursing at Super Science Friday

Margie Murray-Wright
- Member, Memorial Healthcare Board of Trustees, appointment 2014
- Served as oral presentation judge for Michigan State University Flint Medical Education Research forum (MSU-FAME)
- Coordinated keynote speech for American Association of Critical Care Nurses Twin Bays Chapter, April 2014
- Developed two presentations for Super Science Friday: *Trauma Impact* and *Hip Kids are Fit Kids*
- Collaborated with Hurley Medical Center to conduct cardiomyopathy screens for two area high schools
- Collaborated with Hurley Medical Center to provide medical first response team for 2014 Crim
- Member, UM-Flint Women’s Educational Center Advisory Board, 2013 to present
- Conducted nursing leader forums with all Genesee County major medical centers
- Conducted two Department of Nursing Advisory Board meetings
- Student-invited keynote speaker at pinning ceremonies for traditional, ASD, and RN to BSN students
- Speaker at induction ceremonies for traditional and ASD students and their families
- Conducted *Pi Delta* (*Sigma Theta Tau* International Honor Society of Nursing) induction ceremony for undergraduate and graduate students and their families

Richard Richardson
- Member, Carmen-Ainsworth Learning Center with Early Head Start and Head Start Programs Advisory Board

Maureen Tippen
- Partnership with Flint Community Schools to provide health education by student nurses – 72 service-learning projects completed in fall 2013 and winter 2014
- Partnership with Camp Hope for Bereavement Care and Services, 2013 and 2014
- Provided Home Alone Safety Program to first graders at Potter Elementary School, May 2014
- Angkor Hospital for Children-Siem Reip Cambodia – consultation in devising bed utilization and discharge planning program
- Parish nurse
Helene Vossos
- Participated with Physical Therapy Department in “Multiple Sclerosis Event Day”

Hiba Wehbe-Alamah
- Speaker at Pi Delta *(Sigma Theta Tau)* International Honor Society of Nursing) induction ceremony for undergraduate and graduate students and their families

**Physical Therapy**

Bara Alsalaheen
- Presentation on physical therapy for concussion injuries at Beaumont Hospital.
- Youth concussion and injury reduction. A full day event involving screening and distribution of educational materials at the Clio Family Fitness Expo.
- Concussion in club sports. Presentation to University of Michigan-Flint club Sports organization.
- Balance and falls presentation at Burton Senior Activities Center.

Jennifer Blackwood
- Clinical Trials Awareness Day, University of Michigan-Flint Representative, Lansing, MI 6/4/14
- Conducted balance screenings at Clio Family Fitness Event.
- American Physical Therapy Association Oncology section, Breast Cancer EDGE task force for balance outcomes

Jamie Creps
- Member of the Item Bank Review Committee for the Federation of State Boards of Physical Therapy
- Faculty representative to Physical Therapy-Heart

Carol Daly
- Co-Vice Chair, APTA Section on Pediatrics, Practice Committee
- Member, APTA Section on Pediatrics, Knowledge Translation Sub-Committee
- APTA Section on Pediatrics Liaison to the APTA Learning Center

Allon Goldberg
- Member of the American Physical Therapy Association *FiRST* (Frontiers in Rehabilitation Sciences and Technology) task-force. Leader of “Genomics” work-group.

Min Huang
- American Physical Therapy Association Oncology section, Breast Cancer EDGE task force for balance outcomes

Michele Lambaria
- Organized health fair on importance of exercise for 4th, 5th, and 6th graders at Flint Eisenhower Elementary school
• Attended Imagine Circle: Impact Flint master plan session and engaged in discussion on how to improve community safety and family activities

**Cathy Larson**
• Member of the research committee of the Michigan Physical Therapy Association

**Becky Rodda**
• Member of the conference committee for the Michigan Physical Therapy Association
• Item writing coordinator for the Federation of State Boards of Physical Therapy

**Amy Yorke**
• Council Member for Eastern Area of Michigan Chapter of the National Multiple Sclerosis Society
• Policy Advisory Committee for Gentiva Health Services
• Faculty advisor for community event entitled *Making Treatment & Lifestyle Decisions: Thinking About Benefits and Risks* co-sponsored with the National Multiple Sclerosis Society
• Member of the American Academy of Neurology’s Multiple Sclerosis Measure Development Workgroup
## 2013-14 Budget Summary

**SHPS Dean’s Office FY 2013-14**

<table>
<thead>
<tr>
<th>Spending Authority</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2014 Base Budget</td>
<td>$ 760,816</td>
</tr>
<tr>
<td>2013 Carry Forward</td>
<td>$ 1,114,802</td>
</tr>
<tr>
<td>2014 Transfer</td>
<td>$ 260,282</td>
</tr>
<tr>
<td><strong>2014 Total Spending Authority</strong></td>
<td>$ 2,135,900</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Salaries:</strong></td>
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</tr>
<tr>
<td>Employee Salaries</td>
<td>$ 505,752</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$ 132,916</td>
</tr>
<tr>
<td><strong>Sub-total Salaries</strong></td>
<td>$ 638,668</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Operating:</strong></th>
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<tbody>
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<td>Payments to Auxiliary Activities</td>
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<td>Research</td>
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<td>Transfers and Distributions</td>
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<td><strong>Sub-total Operating Expenses</strong></td>
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| **Total Expenditures**                          | $ 1,126,258 |
| **FY14 Budget Balance**                         | $ 1,009,642 |
Public Health and Health Sciences:

<table>
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<tr>
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| Total Expenditures                                     | $3,387,809 |
| FY14 Budget Balance                                    | $2,043,434 |
### Nursing:

#### Spending Authority

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#### Expenditures

**Salaries:**

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**Total Expenditures**

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<tr>
<td><strong>Total Expenditures</strong></td>
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**FY14 Budget Balance**

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<td><strong>Total Expenditures</strong></td>
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| FY14 Budget Balance                                      | $2,463,281.62 |
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 School of Health Professions and Studies. 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 Urban Health and Wellness Center 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 Urban Health and Wellness Center’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 2013-2014 Goals

1. Advance efforts to expand clientele in the Urban Health and Wellness Center

   • Adopt an electronic medical record system
     Although several options for an electronic medical record system have been reviewed, we have delayed the adoption of such a system while we are working on a sustaining business model with an external health system. Whatever health system we partner with, we will have to use their electronic health system (e.g. Centricity for the Hamilton Community Health Network).

   • Move toward acceptance of third party payments
     We have almost completed the required credentialing to be able to bill Medicare and Medicaid via the HealthPlus Insurance (they administer much of the local area Healthy Michigan plan, as part of the new Affordable Care Act). We have suspended further credentialing since we expect the specifics to become clear once we link with an external health system partner (e.g. Hamilton Community Health Network which is already credentialed with several health insurance plans).

   • Student health fee
     Despite the probable financial benefit to the Urban Health and Wellness Center, we have not made further efforts to pursue a student health fee for UM-Flint due to previous opposition to this idea (increased cost for students, many of whom already have their own separate health insurance plans). We do continue to offer students various services on a fee basis (e.g. vaccinations), and have recently raised our fees to be commiserate with other area institutions offering such services.

   • Other efforts towards financial sustainability
     We did extensive business planning analyses for the Urban Health and Wellness Center. This involved an external consultant (Rybar and Associates). We have also been in negotiations with other health systems, trying to arrange a sustainable business plan. Our discussions with a local medical facility for the physical therapy half of the Urban Health and Wellness Center did not reach an agreement. We are now involved with similar discussions with another healthcare network for both the physical therapy and primary care halves of the Urban Health and
Wellness Center. Finally we have grown in the number of veterans we are seeing for physical therapy from the Ann Arbor Veterans Administration Health System.

Goals for 2014-2015

- Formalize and implement a business plan which ensures the continued financial viability of the Urban Health and Wellness Center. This will likely take the form of a partnership with another health system.
- Continue to 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 School of Health Professions and Studies academic programs, and providing research opportunities for both faculty and students.
- Continue and expand involvement within the community to address and reduce health disparities.

Significant Achievements

1. We have increased the number of veterans seen for physical therapy and have made considerable progress in billing for these services.
2. We have completed financial analyses of the Urban Health and Wellness Center and hope to reach a sustainable business plan with an external health system.
3. Staff, from and through, the Urban Health and Wellness Center continue to participate in and provide healthcare screenings and health education services at several community events this past year.
4. The Urban Health and Wellness Center provides health screenings and vaccinations for multiple UMF academic programs.

External Fundraising

Gift of $4,500 from HealthPlus of Michigan to support health education activities in the Urban Health and Wellness Center and community.

Grant Applications

None.

Community Engagement Activities

Participated in a community flu vaccination education campaign with other community agencies including the Universal Kidney Foundation (Yvonne Lewis), the Genesee County Health Department and Genesee Health Plan.

Participated in and provided support for the enrollment in the Affordable Healthcare Act’s marketplace and Healthy Michigan enrollment processes.

Offered Women’s Health, Family Planning and Breast and Cervical Cancer Screening program by hosting the Genesee Health Department’s service providers in our Urban Health and Wellness Center.

Renewed a community health programming grant from Health Plus through the efforts of Susan Schneberger, Urban Health and Wellness Center Administrative Director, Molly Brennan, Public Health and Health Sciences faculty and Rebecca Pettengill, Fund Development Officer. Urban Health and Wellness Center offered community workshops on diabetes, heart disease, stroke and issues in men’s health.
School of Management

Introduction

The Academic Year of 2013-2014 was an exciting year for the School of Management (SOM). A new Dean, Dr. Scott Johnson began his duties on July 1, 2013. In addition, two new full-time faculty members, Dr. Dr. Min Kang and Dr. Phil Longstreet joined the faculty. The annual report lists goals for the past year, significant achievements during the past year, and goals for the coming year. The report also contains updates on maintaining external accreditation, assessment practices, faculty intellectual contributions, development efforts, and grant applications. Finally, the report describes efforts to increase enrollments, describes noteworthy community engagement activities, and summarizes the 2013-2014 budget.

Status of 2013-14 Goals

Eight goals were identified for the academic year. The goals and achievements are presented below:

1. **Build relationships with alumni and the business community to enhance engagement and involvement with the SOM.**

   To engage the business community, the School’s Michigan Family Business Center continued its events and workshops for area business businesses. The Center conducted eight workshops during the academic year on various topics for family businesses. School’s faculty participated in the State of the Economy Luncheon organized in partnership with the Rotary Club of Flint. The school approved matching funds for faculty involvement in entrepreneurial efforts of students. To engage the alumni, a committee was formed to develop a series of activities that would bring the alumni back to campus as part of the 40th year anniversary in the next academic year. Furthermore, a staff member was assigned additional duties as alumni liaison to improve our engagement with them, and a new LinkedIn group was set up to connect the alumni with the School. Since May, the group has more than 100 members and growing, and is interactive with news, School’s events, jobs and internship opportunities. Finally, an existing staff member was appointed as the Alumni Liaison and was given the new responsibility to enhance communication and relationships with alumni.

2. **Meet with current donors and seek out potential future private donors to understand their goals and passions.**

   The Dean has made it a priority during the past year to meet with all SOM Advisory Board members in their offices. This has the effect of letting board members know that they are important to the overall success of the SOM. In addition, the Dean met with many local business people during the past year to describe the high quality programs being offered by the SOM and how we are continually seeking to expand both our internship opportunities for students and permanent placement of business majors in the community and beyond. He joined the Flint Rotary Club which also offers the opportunity for important contacts in the community. The precise tracking of private donations to gauge success from year to year is now in place. Individual thank you notes are signed by the Dean for all contributions, both large and small. Planning for a university wide capital campaign is the formative stages. The SOM created two documents that will support the campaign. One document lists the various initiatives and the dollar amount associated with each which sums to $7 million. The second
document provides the detailed case statements for each initiative that describes how the initiative will have a positive impact for our students, for faculty, and for the community.

3. **Work to build both student internship opportunities and permanent job placement for students while carefully tracking current metrics.**

The school started putting resources together to create a SOM Student Professional Development Center, including a central location, career development books, and online and in-print directories of businesses. The new student services coordinator hired continues to generate new employer relationships that resulted in 42 majority-paid internships during this academic year. The School had 179 business internships available for its students. Additionally, several placement events took part bringing 40+ companies to the School in addition to the Career Fair organized by the University. Several other companies came to campus to interview our business students. Furthermore, our entrepreneur-in-residence and our executive-in-residence continue to build relationships with area businesses to generate internship and placement opportunities for our students.

4. **Grow student involvement in recognized student organizations that will enhance professionalism, involvement, and networking opportunities.**

Towards this goal, the School decided to participate in the National Student Exchange program that allows students to study a semester at other US colleges and network with other business students. To promote professionalism, various initiatives has been implemented: freshman orientation provides tips for successful careers, including the importance of involvement on campus and networking with other business students; extensive efforts to improve student writing including making the business communications course a requirement for all junior and senior level business courses, interactions with English professors about the content of this course; and adding a learning goal on ability to support a position on an ethical issue. Furthermore, the students were invited to School’s events that bring local businesses to campus, including regional chamber’s Lunch and Learn events, to allow them network. Students also participated in the Economic Forum held each year in December. Guest speakers in several courses also contributed towards this goal. Lastly, coach bus trips to organizations and businesses were organized in conjunction with the efforts of student organizations that were directly funded by the School.

5. **Seek ways to recognize and reward the outstanding work of staff and faculty.**

The School supported faculty intellectual contributions by funding accepted conference papers and awarding publications in high impact factor journals. The School increased its summer research grants to $42,500 to award more junior faculty with higher amounts. Separate professional development programs have been developed for non-tenure track faculty to support their scholarly and professional activities, as well as a new program on professional development and campus engagement of the staff. Lastly, a significant new award (Win Cooper II Faculty Excellence Award) was funded externally through a private gift. This resulted in two outstanding faculty members being recognized and supported with these private funds.

6. **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.**

Our accrediting body AACSB International announced new accreditation standards in 2013 that focus on innovation, impact, and engagement. Each accredited business school is now expected to address these three areas as the mission of the business school is achieved. In
response to these new standards, the SOM Maintenance of Accreditation Committee worked to develop the criteria for four newly identified faculty qualifications of 1) Scholarly Academic, 2) Practice Academic, 3) Scholarly Practitioner and 4) Instructional Practitioner. The SOM determined how to properly define and operationalize each of these categories as we plan for our next accreditation visit scheduled for Fall 2016. This new language was then approved by the faculty. All faculty members are expected to fit into one of these categories for purposes of accreditation. Professional activities by all faculty were reported and categorized according to the new classifications.

7. **Seek out regional and national recognition for SOM programs.**

The School participated in requests by nationally third party reviewers of business schools. U.S. News and World Report, The Princeton Review and BusinessWeek magazine requested information that was provided by our office of Institutional Analysis and through direct communication with students and alumni. We are proud to be recognized by U.S. News and World Report as having one of the “Best Part Time MBA Programs for 2014.” In addition, the SOM was recognized by The Princeton Review’s Best 295 in 2014. This pertains to our Bachelor of Business Administration program. Finally, our MBA program was ranked 46th nationally, and second in the state of Michigan, among part-time programs for 2013 by BusinessWeek magazine. These are outstanding recognitions for our fine students and faculty.

8. **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.**

In an effort to develop more online content and support for students, an online orientation program was developed for graduate students. A similar program is being developed for our recruitment efforts of potential students. In additional, promotional efforts to make our programs more visible on the web were developed by using Google Adwords, search engine optimization, and search engine marketing. Furthermore, the School’s website has been significantly redesigned this academic year to conform with university standards and better communicate with the many different constituents of the School of Management. Updates include the ability of alumni to report directly about personal and professional lives, an online giving link, an archive of news and events, clear delineation of our distinct programs (e.g. BBA, BBA online, NetPlus! MBA, NetPlus! MSA, Traditional MBA, and Dual Degree Programs), and a rankings and recognitions page, and a reworked development page. Our use of social media such as Twitter and LinkedIn has also increased our presence on the web and is serving to build relationships with current students, future students, and alumni.

**Goals for 2014-2015**

- **Alumni.** Expand opportunities for alumni to engage with the SOM through class visits, alumni receptions, open houses, and invitations to hear speakers on campus.

- **Entrepreneurship.** Expand entrepreneurial thinking and activity through a new business plan competition open to teams across the entire UM-Flint campus. Finalize the course offerings and planning for a new major in Entrepreneurship and Innovation Management. Offer additional support to the student Entrepreneurship Society.
• **Faculty Support.** Enhance international travel support, enhance summer funding support, enhance support for travel to conferences, and enhance personal flexibility for the funding of special professional needs.

• **Engagement.** Expand engagement with the community through classes that are designated as “Civic Engagement” (CE) as defined by University Outreach.

• **Technology.** Upgrade computing technology for all staff members and for teaching faculty according to their personal preferences. The goal is to have no PC (desktop or laptop) in use that is more than three years old.

**Significant Achievements**

1. The faculty of the School adopted a junior year admission policy to its Bachelor of Business Administration, seeking successful completion of several pre-business courses, including business communication and calculus, and 2.2 GPA. This will enhance the preparedness of business students to succeed in their business coursework and in the workplace upon graduation.

2. A professional development program for non-tenure track lecturers and a separate program for school’s professional staff was developed to support them in their scholarly activities and their professional development efforts.

3. A new major on Entrepreneurship and Innovation Management was developed and approved.

4. Three successful events were offered in the SOM atrium and on the second floor hallways for career fair events. Over 40 companies participated in these activities. Employer panels discussed strategies for success as students enter the workforce.

5. International activity was at a record high 19 SOM students either studying or interning abroad. The SOM successfully reformulated MOU’s with several universities in Taiwan and China.

**Assessment of Student Learning**

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 Undergraduate Committee and the Graduate Committee help coordinate these efforts. 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 ETS standardized tests among students in capstone courses of the programs. The skills and values are assessed on a rotating cycle.

This past 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 assessments are evaluated by the committees and discussed with the faculty at monthly meetings and at the annual SOM retreat and a separate assessment retreat. These measures are discussed and
specific recommendations are made to continually improve the curriculum of the BBA and MBA programs and the student learning that takes place in these programs.

In the BBA program in the previous academic year, for example, there were three discipline-specific knowledge areas that were deemed deficient: marketing score was below the median; and students in management and international business majors had not score higher than all business students in their respective fields. As a result of this information from 2012-2013, in 2013-14 all these issues were resolved thanks to corrective actions adopted. In particular, the marketing score increased in a statistically significant manner, and the students in management and international business scored in 98th and 99th percentile of all test takers, respectively. Furthermore, test scores in the legal environment also experienced a statistically significant increase.

In reviewing 2013-2014 average scores, students in quantitative analysis, ethics, and international business were below the median while the assessment results in learning goals on business technology met our goals. However, the student outcomes in learning goal on diversity, that were deficient in 2012-13 improved significantly thanks to corrective actions adopted. Continual attention is being paid to critical thinking/suggesting a solution, which we feel needs to show improvement.

In the MBA program, the graduate committee is pleased with the results of ETS sub-scores and concluded that they goals were met for all learning objectives on discipline-specific knowledge. The committee noted the volatility in accounting test scores as an issue, and decided that the drop relative to the previous year, might be a result of fewer accounting concentration students in the MBA program due to the introduction of the Master of Science in Accounting (MSA) program last year. In other words, some of the strong accounting students from the MBA may have switched programs to pursue the MSA program.

The committee was gratified that the learning goals on ethics, written communication, and data analysis were all met with only 11%, 7%, and 11% students not meeting the goals, respectively. While there is always room for improvement, these measures reflect very good success overall. The committee is particularly pleased to see the improvement due to corrective actions, in two learning goals which were deficient last year. While the committee is also pleased with the improvement in learning goal on diversity, which was deficient last year, it considers it as continuing to be deficient with 17% students not meeting the goal.

Furthermore, the accounting faculty had several meetings this past academic year to develop the assessment plan for the MSA program. Learning goals were identified, measures were developed, and a matrix was laid out for when and where learning goals would be assessed. The faculty will begin implementing the new plan in Fall 2014.

**External Accreditation**

The School expects to have an accreditation visit during the fall term of 2016. In preparation for the accreditation visit, the Associate Dean working with Maintenance of Accreditation Committee (MAC) of the School submitted the Continuous Improvement Review application. This includes proposed scope of accreditation (program inclusions/exclusions), and list of comparable schools.
The School continues to regularly submit an annual report, an extensive AACSB coordinated Business School Questionnaire (BSQ), assurance of learning documents, and other requirements for the maintenance of accreditation. These are posted at School’s intranet for access by faculty and staff, and eventually by the members of the accreditation visiting team. During this past academic year, the Maintenance of Accreditation Committee of the School also made some progress in drafting of the Fifth Year Report to AACSB-International, which is due 90 days prior to the visit (June 2016).

Lastly, the Dean of the School attended the annual AACSB’s Dean’s Conference, and the Associate Dean of the School participated in its accreditation workshop to keep their knowledge of accreditation standards and best practices current.

Research and Creative Activities

**Refereed Journals in Print**


**Presentations**


Perry, M., “Boom to Bust? How Export Restrictions Imperil America’s Oil and Gas Bonanza”, Cato Institute, D.C., February 2014.

Development Activities and External Funding

- Value of the SOM Endowed Funds as of December 31, 2013: $1,420,516.04
- Total realized monetary gifts for the year: $91,706
- Unrealized pledge payments: $9,043

The School’s development officer, Melissa Stephens-Farrell participated in 128 visits throughout the year, with the Dean joining her in many of these visits. During the year, SOM priorities were also identified, which were presented at the online giving site. These efforts paid off with a 47% increase in realized monetary gifts.

Three new endowed funds were established, each at $10K: The Pamela Hernandez Devon Scholarship to support single parents, Scott and Mary Johnson Endowed Beta Gamma Sigma Scholarship to help underwrite the cost of joining this international honor society in business, and the University of Michigan-Flint Entrepreneur Society Endowment to be used for supporting the student Entrepreneur Society. Additionally, the Win Cooper Faculty Excellence Fund was established to support faculty’s professional growth and development.

Grant Applications

“Genesee County Habitat for Humanity Work/Live Project,” PI: Witt, M., funded $5,000 (additional $5,000 proposed), Sponsor: Genesee County Habitat for Humanity.

Efforts to Increase Enrollment

- Hosting of two on-campus “open house” events during the scheduled Friday/Saturday NetPlus! MBA residencies allowed prospective students to have lunch with students and faculty and also sit in on selected MBA and MSA courses.
- Implementation of Graduate Admissions EMAS database for geo-targeted email marketing of off-campus MBA/MSA information sessions.
- Significant strategic restructuring/reduction of Search Engine Marketing spending – efforts in this channel expanded to include Bing/Yahoo network queries with advertisements running “year-round” (approximately 6 months in previous year).
- Implementation of local newspapers in southeast Michigan as delivery devices for direct mail advertising. Reduction in cost from standard direct mail efforts allowed for messaging to entire target markets.
- Cultivated 20% and 21% growth respectively in LinkedIn and Facebook social media audiences.
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. The School also monitors course enrollment closely, adding sections of courses to the schedule as needed.

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. The school held 21 recruitment events in 13 different locations across Michigan, and participated in 20 education fairs with 15 different companies.

Our recruiting staff continues to establish working relationships with several companies to assist their employee professional development efforts with our MBA/MSA programs.

Regular visits with partner community colleges helps build relationships that enhance recruitment into our BBA program. These include 42 visits to Delta College, Lansing CC, Macomb CC, Mott CC, Oakland CC, SC4, Washtenaw CC, and WCCCD.

Our recruitment efforts also include search engine optimization, search engine marketing, Google Adwords, and geographical-area targeted marketing with appropriate demographics.

A new articulation agreement was developed and signed with Muskegon Community College to attract students to the BBA online program. Several other contacts with new community colleges were made.

A new BBA major on Entrepreneurship and Innovation Management was developed.

Dual MBA programs with several international partners have been revised to make them more attractive to their students.

Community Engagement Activities

The School of Management continued hosting the Economic Forum Luncheon in conjunction with the Flint Rotary. School’s faculty, external contacts and an economics professor contributed as speakers. This is a well-attended event each year in the North Bank Center 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 Center held eight workshops on topics such as succession planning, accountability, capital markets, and state and local economic outlook. The Center also represented the School in various venues of local business and economic organizations including Michigan Council on Economic Education, Federal Reserve Bank of Chicago-Detroit Branch, Rotary Club, Detroit Athletic Club Solomon Group, Executive Forum, and Selfridge Base Council.

School planned a series of activities to recognize its 40th year anniversary in 2014-15, that are designed to closely engage the alumni.

School organized two trips with students that took them to businesses of alumni, and other businesses and organizations.

School added alumni relations to the duties of one of its staff to engage them better.
• Several Lunch and Learn events of Genesee County Regional Chamber of Commerce were held at the School, where the students were invited to attend.

• Director of the Michigan Center for Entrepreneurial Leadership (MCEL), Mr. Dale Tuttle forged and strengthened relationships among our students, faculty, local for-social-benefit, and for profit organizations through a combination of externally engaged coursework, consulting, and customized seminars. Through MCEL’s Community One project, an online application process was maintained 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. Undergraduate students in both introductory and capstone courses engaged community organizations through interviews, conversations, and presentations of SWOT analyses and strategic recommendations.

MCEL also strengthened the SOM’s relationship with the African American Advisory Council of the Genesee Chamber of Commerce by working together to develop and support a lecture series in which SOM students, local businesses and entrepreneurs participated together. These efforts have made a quarterly Lunch and Learn series of seminars a success, including a seminar entitled, “Frameworks and Tools for Successful Leadership and Strategic Management” developed and presented by Dale Tuttle in March 2014. He was also funded by a grant in which he conducted a cost/benefit analysis for the Northeast Michigan Children’s Behavioral Health Initiative headquartered in Alpena, Michigan.

• Entrepreneur in Residence, Dr. Michael Witt teaches and serves as Mentor to students, companies and governments on topics specifically related to the process of building early stage technology companies, especially in the medical arena. This year he published articles in highly ranked peer reviewed publications on the Henry Ford Health Center's achievement in winning the Malcolm S. Baldrige Award, and different international economic systems targeted to economic development. His award winning student group, the UM-Flint Entrepreneurs Society, participated in building a new business and a new business model, in partnership with MasterCard International and the Genesee County Habitat for Humanity. The Work/Live Program is the first in the country, and is on its third new business formation effort. He also published a White Paper, on behalf of the Alberta Provincial Government, on a ten year plan to enhance innovation and entrepreneurship in Canada's wealthiest province.
## Budget Summary

### FY2013 - 2014 Budget

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Frances Willson Thompson Library

Introduction

The mission of the Thompson Library is “To link people with ideas.” “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, owned or leased, 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 the media-enriched facilities which we manage, in which students study individually and work collaboratively in groups.

How are we doing in meeting our mission? 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 1 – a gap of .5 or less between expectations and experience is defined by the survey instrument’s methodology as an excellent result – we are under .5 in two and at .6 in the third). We are committed to sustaining that level of satisfaction in linking UM-Flint faculty and students with ideas.

Reinforcing these encouraging but necessarily impersonal survey results, see Appendix 2 for unsolicited testimony from a recent UM-Flint graduate in which she recounts her personal experience of Thompson Library service.

Status of 2013-14 Goals

1. **Collections:** “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.”

   We continue to make steady progress in negotiating more three-campus UM licenses for digital resources, substantially broadening and deepening our digital holdings.

   **E-Books:** Through focused attention to increasing three-campus licenses, we have built our holdings of academic e-books from 150,000 titles in 2011 to 489,000 in 2014 (see Appendix 3).

   **E-Journals:** Similarly for digital journals, from 61% in 2011, Flint users in 2014 have 75% of the full-text digital journals available to Ann Arbor users (see Appendix 4). Working collaboratively with the UM-Ann Arbor’s University Library and Ross Business Administration Library, we expect to 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. With the strong support of the Provost and Vice-Chancellor for Business & Finance, who have provided us the last three years with base general fund acquisitions increases of $80,000, we have moved the numbers in several disciplines and, in several, are close to that 90% parity goal – see Appendices 5 and 6. 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.
Print Books - Supplementing our 310,000 on-site print volumes, we are in the seventh year of a collaborative inter-campus borrowing program with the UM-Ann Arbor’s University Library, known as GetThis. From their desktop, UM-Flint users can request any of the seven million books in the UM-Ann Arbor collections; Ann Arbor users can also request books from the Flint collection. This collaborative service has proven a win/win for both campuses. For every one book a Flint user borrows from the Ann Arbor collections, Ann Arbor users borrow three from Flint (see Appendix 7). We need to continue to invest in print books, both for our own users (particularly undergrads, who use print books disproportionately more than graduate students or faculty) as well as to keep this intercampus service as a value to Ann Arbor users.

2. Facilities and Services: “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; 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 (CMS).”

Worked collaboratively with Provost, Facilities, and appropriate other units to identify and secure appropriate locations for Writing Center (3,000 sq.ft), Computer Writing Classroom (3,000 sq.ft) and to plan for their smooth integration into building and service operations.

Provided space for Thompson Center for Learning & Teaching (TCLT) and Dean of Undergraduate Studies in former Piper Lab (ca. 6,000 sq.ft) – construction to be completely by late Fall 2014 term.

Worked collaboratively with Facilities to upgrade Thompson Library to meet classroom-building fire code.

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 install 30 additional workstations, including an 11-machine group-study computer room (Rm.318), where teams of students can work together on research projects. We also installed computers in each of our 10 study rooms. Overall, we have increased student-access computers by 40% (in immediate partial response to student survey noted below).

For the longer-term, to guide us in transforming the 3rd floor of the Thompson Library into an effective learning commons study environment, we engaged SGC senator and international student, Ursula Fialho, to design and administer a survey of students to identify their highest priorities for improved library study facilities (see Appendices 8 and 9). Top student priorities matched those previously identified by librarians: more group-study rooms, more quiet individual study spaces, more computers.

Collaborated with Provost, Admissions, Academic Advising, and others in a series of charrette’s to envision elements of a learning commons.
Established an internal committee to begin assessment of print journals and reference works, with objective of identifying titles for relocation or withdrawal in order to create space on 3rd floor for a learning commons. (Note: We will not withdraw any print journals without consultation with faculty.)

Worked with University Relations to convert library website to Drupal CMS.

Worked with English Language Program to build a small collection of books appropriate for use by ELP students.

Collaborated with Student Government Council to keep library open for study continuously for 80 hours at end of Fall and Winter terms. Student usage was very strong – see Appendix 10 for Winter term figures.

3. **Internationalization**: “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.”

**Honors Program**: Collaborated with Honors, Facilities, and local architect to divide Library technical processing office in half and create a 1,000 sq.ft. suite of rooms for Honors Program. Construction done July-August, funded with library carryover funds. *After three decades, the campus now has a suitable facility for this important academic program.*

**Internationalization**: Library provided leadership and coordination in establishing first student exchanges between UM-Flint and University of Wuppertal (10 students from each institution studied or interned at its counterpart during Summer and Fall terms). Wuppertal provided UM-Flint students with free housing and bus/rail passes. One SOM student, as a result of her internship, was hired by a German bank.

**Winegarden Visiting Professor**: Library served as co-sponsor and main host for 2013/14 Winegarden Visiting Professor, Dr. Juergen C. Wolter, retired dean of Humanities Faculty and chair of American Studies Program, University of Wuppertal.

4. **Development**: “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; collaborations with Flint Arab-American Heritage Council; supporting student information-research resources).”

Continued to publish and develop a library newsletter, *Tolle Lege*, 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.”
With Development, hosted an August reception in memory of the late Joanne Sullenger, former Vice Chancellor for Development who was centrally involved in the fundraising for construction of the Thompson Library.

With Development, hosted an April reception acknowledging the donation of papers by UM-Flint alumnus retired U.S. Congressman Dale Kildee to our archives collection.

With Development, began discussions with UM-Flint alumnus retired U.S. Senator Don Riegle about donation of additional papers and memorabilia to our archives collection.

With Development, developed a proposal for a 2-year major-gifts-officer focused on raising funds in support of the developing UM-Flint/University of Wuppertal student and faculty exchange partnership. Approval pending.

With Honors, and for the longer-term, forged an alliance to work collaboratively on development. Together, Honors and the Library can demonstrate to potential donors the real-life impact of their gifts by showing the relationship between actual students, their research, and the resources needed to enable and support that research.

5. **Safety & Security:** “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.”

At a May in-service workshop, 14 of 15 librarians and staff received training and certification/re-certification in AED/CPR.

At same workshop, we reviewed and updated our active-shooter procedures, and other emergency-preparedness measures (e.g., three locations for plastic sheeting for quick access in water-emergencies).

Library Director briefed Michigan & Indiana colleagues on our active-shooter procedures at May webinar/workshop co-sponsored by Midwest Consortium for Library Services and Michigan State Police.

### Goals for 2014-15

- **Collections:** Continue collaboration with Ann Arbor libraries to enhance and leverage Flint access to digital and other academic resources and services, with the goal of achieving – and then maintaining – “digital parity” with Ann Arbor users within three years (see Appendices 4-6).

- **Facilities & Services:** Continue to assess changes needed in Thompson Library building and services and make progress toward transformation of 3rd floor into a learning commons. In particular in 2014/15, to specifically prepare for design meetings with architects, we will: experiment with new information desk; acquire & field-test a self-checkout book machine, portable white boards, study room reservation software, and several types of new study furniture; and continue review of print journals and reference works with goal of beginning relocation/withdrawal process during Winter term. As point of reference to guide planning, we will use student survey results (see Appendices 8 & 9).

- **Internationalization:** Continue to support the 2011-2016 strategic plan goals of growing the Honors Program and increasing “internationalization” of the campus by supporting
the UM-Flint/University of Wuppertal (BUW) partnership by working with the International Center, Development, and the participating Flint and BUW units to: improve existing Honors and SOM student exchanges; establish a means to generate funding to support and expand student travel scholarships and other necessary base funding for a successful program; and develop faculty exchanges and other new initiatives with the University of Wuppertal.

- **Development:** Partner with Development in 1) assessing changes to the Thompson Library building to better meet study and instruction needs of students in a digital and team-focused era; 2) enhancing the Library’s acquisitions endowment; 3) identifying 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; collaborations with the American-Arab Heritage Council; supporting Honors student study-abroad and thesis-research); 4) collaborate with Development in hiring a major-gift-officer to focus on raising scholarship funds in support of the UM-Flint/University of Wuppertal (BUW) exchange partnership.

- **Safety & Security:** Continue to ensure that library staff members are prepared to respond to emergencies and that library users are safe and secure, through regular review of procedures and facilities, regular drills, tabletop exercises, simulations, certification & re-certification of library staff in AED/CPR, and regular communication with DPS and EHS.

** Significant Achievements for 2013-14 **

1. **Collections:** 1) Significant progress toward goal of achieving “parity” with Ann Arbor campus in digital research journal holdings (see Appendices 4, 5, 6); 2) Digital books in UM-Flint collection now exceed hard-copy print volumes (see Appendix 3) ; 3) Thompson Library continues to be a “net-lender” of print books to Ann Arbor campus users, through the GetThis feature of Mirlyn (see Appendix 7), attesting to the quality of the Flint book collection and creating for us an asset in our ongoing collaboration with the University Library.

2. **Facilities:** Progress toward creating a learning commons & transforming library into an academic information services hub: 1) Repurposed about 20% of library space to enable relocation of Honors, Writing Center, Computer Writing Classroom, Thompson Center for Learning & Teaching, Dean of Undergraduate Studies, and expansion of ITS computer lab workstations, including group-work stations; 2) Began assessment of print journals and reference works for relocation or withdrawal in order to create 3rd floor space for learning commons.

3. **Surveyed Students on Improving Library Study Space:** To move forward our goal of transforming Thompson Library study spaces to meet student needs, we engaged SGC senator, Ursula Fialho, to design and administer a survey to identify student priorities for improving library study space/facilities (see Appendices 8 & 9).

4. **Internationalization & Honors Program:** Supported campus Strategic Plan academic goals of expanding the Honors Program and promoting internationalization by: 1) Providing space and support in the Library for the Honors Program; 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; 3) Co-sponsoring 2013/14 Winegarden Visiting Professor, Dr. Juergen C. Wolter, BUW American Studies former chair and dean of Humanities Faculty.
5. **Safety & Security:** 1) Fourteen of 15 Thompson Library librarians and staff, at a May in-service workshop, achieved certification or re-certification in AED/CPR; 2) Thompson Library leadership in active-shooter preparation & procedures was featured at a regional May webinar/workshop on “Securing Your Library”, co-sponsored by the Midwest Consortium for Library Services and the Michigan State Police.

6. **Community Service:** 1) Held successful national workshop on using Holocaust testimonies in teaching – an initiative involving the three UM campuses, Michigan State, and the Shoah Foundation (July); 2) Co-sponsored a public lecture (120 attendees) on Israeli/Palestinian issue with the Flint Arab-American Heritage Council (September); 3) Brought campus expertise on genealogical research to Flint community through a series of workshops on “Family History Research,” presented by Thompson Library archivist Paul Gifford (October); 4) Thompson Library was the second most productive location in state in signing up organ donors through Michigan Libraries for Life/Gift of Life Michigan campaign (October), coordinated by librarian Laura Friesen.

7. **Campus Service:** 1) Librarians chaired Faculty Council (Vince Prygoski) and Chancellor’s Advisory & Budget Priorities Committee (Emily Newberry); 2) Met SGC request to keep library open for 80 consecutive hours during end of Fall and Winter terms (special thanks to sleep-resistant librarians Elizbeth Svoboda and Mickey Doyle); 3) Librarian Kui-Bin Im worked with Earth & Resource Science to create a user-accessible digital repository of Geographic Information Systems (GIS) files from which digital maps can be constructed, in support of the new GIS Center initiative. Also provided workspace.

8. **Student & Faculty Orientation to Online Library Resources:** Provided library-based research-instruction to 2,590 students (about 30% of the UM-Flint student body) and individual faculty (coordinated by librarian Laura Friesen, with Vera Anderson, Mickey Doyle, Paul Gifford, Kui-Bin Im, Emily Newberry, Vince Prygoski, Paul Streby, Elizabeth Svoboda, Annie Szuch, and Matt Wolverton).

**External Publications and Major External Presentations by Staff**

- **L.Friesen:** Poster presentation “Making Connections: Using Student Library Assistants at the Reference Desk,” 18 October 2014 at inaugural UM-Flint Faculty Research and Creative Activity Summit (FRACAS), Flint.
- **P.Gifford:** Presented series of three “Family History Workshops,” 8, 15, 22 October 2013, Flint, sponsored by the Historical Society of Michigan (see Appendix 11).
- **R.Houbeck:** Panelist/presenter representing academic libraries on active-shooter security procedures & staff preparation at “Securing Your Library” workshop, 10 April 2014, Lansing, co-sponsored by Midwest Consortium for Library Services and Michigan State Police.
- **R.Houbeck:** Presentation “Teaching & Research Opportunities in Germany: The UM-Flint/University of Wuppertal Exchange Partnership,” 18 October 2013 at inaugural UM-Flint Faculty Research and Creative Activity Summit (FRACAS), Flint.
- **V.Anderson:** Compiled and edited six issues of library newsletter, *Tolle Lege.*
External Fundraising

- Three cash gifts to Thompson Library, totaling $56,100.
- 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.
- With Development, organized August 2013 reception in memory of the late UM-Flint Vice Chancellor for Development, Joanne Sullenger.
- Indirect external funds raised: Through the efforts of the Library Director, each of the 10 SOM and Honors students who traveled to the University of Wuppertal (BUW) on the Summer 2013 student-exchange received from BUW the equivalent of approximately $1,000 in support (i.e., free housing and bus-rail passes). Total in-kind value: about $10,000.

Community Engagement Activities

- **2013/14 Myron and Margaret Winegarden Visiting Professor**: Professor Jan Furman (English) and Library Director Robert Houbeck co-sponsored University of Wuppertal Professor of American Studies, Dr. Juergen C. Wolter. From September through November 2013, Prof. Wolter offered a series of four public lectures, four faculty lunch-discussions, and spoke to numerous classes.
- **Holocaust Testimonies Workshop**: Provided administrative support, one-time funding, and collaborated in planning, with UM-Flint emeritus Prof. Teddy Robertson and former Winegarden Visiting Professor Dr. Kenneth Walzer, a 15-19 July 2013 national workshop on genocide studies directed toward high school and community college educators. Daily activities held mainly in the Library’s Research Instruction Lab, for 16 registrants. Librarian Emily Newberry and Administrative Assistant Becky Waller provided the major administrative and organizational support. Workshop included faculty from UM-Flint, UM-Ann Arbor, UM-Dearborn, and the Shoah Foundation.
- **“The General’s Son: Journey of an Israeli in Palestine.”** Thompson Library co-sponsored, with the Flint Arab-American Heritage Council, a lecture by author Miko Peled, 24 September 2013, in the Kiva, attended by 120 members of the university and local community.
- **“Family History Workshops”**: Thompson Library archivist Paul Gifford offered a series of three free workshops on genealogical research for members of the Flint community, 8, 15, 22 October 2013 at Christ Enrichment Center, Flint. The workshops were sponsored by the Historical Society of Michigan (see Appendix 11).
- **“Michigan Libraries for Life”**: In collaboration with the libraries at UM-Ann Arbor and other state academic libraries, on 8-9 October 2013, for the third year the Thompson Library participated in “Michigan Libraries for Life” organ donor registration drive (an initiative affiliated with Gift of Life of Michigan). At the Thompson Library main entrance for 12 hours over two days we staffed a table at which we enrolled 48 students, staff, and faculty as organ-donors. We were among the most productive locations,
exceeded only William Beaumont Hospital medical library. In addition to new registrants, 320 individuals with whom we spoke were already registered donors and 67 individuals picked up information or asked questions. 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 information-literacy workshop for 60 middle-school children and their teachers, 2 May 2014.

- **Exhibits:** Archivist Paul Gifford mounted four exhibits: the history of the 1960s Flint area Fair-Housing initiative; Flint neighborhoods, 1900-2009; and two describing the careers of UM-Flint alumni, retired U.S. Senator Don Riegle and U.S. Congressman Dale Kildee. Hosted student museum exhibits from Thomas Henthorn’s class.

- **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](http://www.umflint.edu/library/visitorsK12.htm).

- **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 private schools, teaching weaving at local workshops, and holding active memberships in local history and genealogy clubs, neighborhood associations, churches, and social justice organizations.
Summary 2013-14 (FY14) Budget

General Fund Library Budget:

- FY13 Carry Forward (for use in FY14) $218,342.46
- FY14 Base Budget $1,961,338.00
- FY14 Available Funds (adjusted) $2,259,900.00
- FY14 Expended Amount (as of 7/24/14) $2,021,034.30
- FY14 Remaining (FY15 carry forward less workshop fund) $228,151.16

Notes

- **General Fund Carryover:** Our net FY14 carryover is 12% of our base general fund allocation. We follow common practice among public entities 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., in FY15 we anticipate opportunities to purchase, with one-time funds, expensive digital backfiles which we would own in perpetuity – in FY14, for example, we purchased backfiles of American Chemical Society journals; we also anticipate in FY15 expending a portion of our carryover on renovation of group study rooms/spaces on the 3rd floor of the Library.

- In FY14, we overspent, as anticipated, the acquisitions portion of our general fund budget by $18,751.16. We covered this small anticipated deficit in a combination of ways: from vacant positions, funding some activities with term staff or student-assistants, and by reconfiguring work. We go into FY15 with a net reserve of $228,151.16.

- **Self-Funded Equipment Replacement:** Working with the advice of Financial Services & Budget, with carryover funds we have built a designated fund of $60K which we use to self-fund cyclical replacement of computers, printers, scanners, etc.

- **Non-general funds:** Our major book & journal acquisitions endowment account had a cash value, as of June 30, 2013, of $5,280,605. From this endowment, in FY14 we received $229,000 of spendable interest, which supplements our FY14 base acquisitions allocation of $614,000. As a hedge against budget contingencies, we hold a minimum of three quarters of endowment spendable interest in reserve.

- In addition to our university-managed major endowment fund, 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, not the university. We use these funds, too, for acquisition of books and journals.

- **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.
Appendix 1: Student Satisfaction with Library Resources, Services, and Staff, 1999-2011  
(Source: “Report on the University of Michigan-Flint Student Satisfaction Inventory Results.”  
(May 2012) http://www.umflint.edu/analysis/documents/SSI_2011.pdf (see Appendix C, pp. 39 and 42, gap results for questions 13, 18, 26)
Appendix 2: Transcription of an e-mail from a UM-Flint student to Library Director

To: Bob Houbeck
From: Barbara Carter
Subject: [ none ]
Date: March 28, 2014 2:22p.m.

Good afternoon Mr. Houbeck, I am a non-traditional student living my dream. My dream was to graduate from the University of Michigan. I have fulfilled my dream, I received my Bachelor Degree and this year I will receive my Masters. On this academic road, I have met a group of professionals who were as critical to my academic success as my professors; my heroes, the library staff.

When I began my higher education, I was a step away from being illiterate when it came to computers. Until I came to Flint, my grandchildren typed all my papers. Non-traditional student who are not familiar with computers are reluctant to ask for help from the fear of being seen as inept and overwhelmed, because at this time in your life, you are fearful of your own fear, of failing and being seen as incompetent. I was in need of assistance for computers and how to use them for research. I asked the staff for help and received all the help I needed, and more. I had two incidents where professors made me uncomfortable about my age, but never did any library staff member cause me to feel embarrassment or that I was inept. I am totally appreciative for the knowledge they gave me and, above all, for their kindness. I am overwhelmed with my knowledge of computers, Emily open my eyes to the Mac. I am in awe and so very grateful that my path of life has crossed Margaret, Laura, Kui-Bin, Matt, Mickey, Emily, Vera, Vince, Paul S., Becky, Annie, Paul G., Liz, Desiree, Jamie-and all the student workers, too.

Mr. Houbeck, I Thank you for the kindness you showed my grandchildren at the Master open-house reception. They were so very excited that you included them I could not get them home fast enough. Their whole conversation to their friends in Chicago was the reception and they have upped their grades since you told them they are future students of UM.

Respectfully

Barbra [sic] Carter
Appendix 3: Number of E-Books in Thompson Library Collection, 2011-2014
[Source: Serials Solution overlap analyses, 2011-2014, Paul Streby]

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of E-Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>158,000</td>
</tr>
<tr>
<td>2013</td>
<td>248,000</td>
</tr>
<tr>
<td>2014</td>
<td>489,000</td>
</tr>
</tbody>
</table>

[Source: Serials Solutions overlap analyses, 2011-2014, Paul Streby]

<table>
<thead>
<tr>
<th>Year</th>
<th>Ann Arbor</th>
<th>Flint</th>
<th>Flint Has ‘x’% of AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>90,000</td>
<td>55,000</td>
<td>61%</td>
</tr>
<tr>
<td>2013</td>
<td>96,000</td>
<td>64,000</td>
<td>67%</td>
</tr>
<tr>
<td>2014</td>
<td>116,000</td>
<td>87,000</td>
<td>75%</td>
</tr>
</tbody>
</table>
Appendix 5: How Flint Compares to Ann Arbor in Access to the Most Important Research Journals: Comparison of Number of Current Digital Subscriptions, Flint and Ann Arbor, to the 100 Most Highly-Cited Titles in Selected Subjects, as of June 2014*

*Chart compiled by UM-Flint librarian Matt Wolverton from Thomson-Reuters ISI Web of Knowledge/Web of Science: Journal Citation Reports (2014).

Note: The UM-Ann Arbor figure for “Business” includes digital titles available through both the University Library Mirlyn portal and Kresge Business Administration Library Millenium portal.
Appendix 6: Achieving Digital Parity with Ann Arbor: Highly-Cited E-Journals – Subscriptions to the 100 Most Highly-Cited Research Journals in Selected Disciplines, UM-Flint as compared to UM-Ann Arbor, as of June 2014*

*Chart compiled by UM-Flint librarian Matt Wolverton from Thomson Reuters ISI Web of Knowledge/Web of Science: Journal Citation Reports (2014).

Note: Read the chart in this way: Of the 100 most highly-cited journals in the subject area of “Biology” (as classified by the Web of Science: Journal Citation Reports instrument), UM-Flint users have desktop access through the current issue to 89% of the titles to which UM-Ann Arbor users have access (specifically, to 84 titles as compared to the 94 titles to which Ann Arbor users have access – see Appendix 5).

The JCR instrument gives us a tool with which we can assess the relative gap between the level of access to core research journals at Flint as compared to Ann Arbor. We define “parity” of access as a gap of 10% or less. The JCR instrument enables us to identify the specific highly-cited titles to which we do not subscribe, to identify their cost, and have faculty decide whether or not we ought to add them to our digital collection. Certainly, there may be many titles beyond those “most highly-cited” which we would want to add in order to support current teaching and research. The JCR instrument is merely a tool to help us assess the relative strength of our research-level journal resources as compared to our Ann Arbor colleagues.
Appendix 7: “GetThis” Book Loans: Ann Arbor-to-Flint / Flint-to-Ann Arbor

<table>
<thead>
<tr>
<th>Fiscal Year Total</th>
<th>Flint Books Sent to AA</th>
<th>AA Books Sent to Flint</th>
<th>Percentage Borrowed Flint to AA</th>
<th>Percentage Borrowed AA to Flint</th>
<th>Net loans per year Flint to AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2008</td>
<td>2732</td>
<td>1116</td>
<td>71.00%</td>
<td>29.00%</td>
<td>1616</td>
</tr>
<tr>
<td>2008/2009</td>
<td>3672</td>
<td>1145</td>
<td>76.23%</td>
<td>23.77%</td>
<td>2527</td>
</tr>
<tr>
<td>2009/2010</td>
<td>4979</td>
<td>1428</td>
<td>77.71%</td>
<td>22.29%</td>
<td>3551</td>
</tr>
<tr>
<td>2010/2011</td>
<td>5159</td>
<td>2015</td>
<td>71.91%</td>
<td>28.09%</td>
<td>3144</td>
</tr>
<tr>
<td>2011/2012</td>
<td>6002</td>
<td>1866</td>
<td>76.28%</td>
<td>23.72%</td>
<td>4136</td>
</tr>
<tr>
<td>2012/2013</td>
<td>5048</td>
<td>1677</td>
<td>75.06%</td>
<td>24.94%</td>
<td>3371</td>
</tr>
<tr>
<td>2013/2014</td>
<td>5301</td>
<td>1323</td>
<td>80.03%</td>
<td>19.97%</td>
<td>3978</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32,893</strong></td>
<td><strong>10,570</strong></td>
<td><strong>75.7%</strong></td>
<td><strong>24.3%</strong></td>
<td><strong>22,323</strong></td>
</tr>
</tbody>
</table>

Appendix 8: Top reasons students visit the Thompson Library

[Source: January-March 2014 survey of UM-Flint students by Ursula Fialho]
Appendix 9: Top student priorities for improvement/renovation of study spaces

[Source: January-March 2014 survey of UM-Flint students by Ursula Fialho]
### Appendix 10: Student Gate Count, Extended Hours (Winter)

**Tuesday, April 15, 2014**

<table>
<thead>
<tr>
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<th>3rd Floor</th>
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<td>5</td>
<td>21</td>
<td>74</td>
</tr>
<tr>
<td>12:30am</td>
<td>30</td>
<td>10</td>
<td>36</td>
<td>76</td>
</tr>
<tr>
<td>1:30am</td>
<td>22</td>
<td>3</td>
<td>17</td>
<td>42</td>
</tr>
<tr>
<td>2:30am</td>
<td>12</td>
<td>1</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>3:30am</td>
<td>9</td>
<td>0</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>4:30am</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>5:30am</td>
<td>3</td>
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<tr>
<td>6:30am</td>
<td>4</td>
<td>0</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>1st Floor</th>
<th>2nd Floor</th>
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<th>Total</th>
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<td>19</td>
<td>47</td>
<td>154</td>
</tr>
<tr>
<td>12:30am</td>
<td>97</td>
<td>31</td>
<td>46</td>
<td>174</td>
</tr>
<tr>
<td>1:30am</td>
<td>84</td>
<td>31</td>
<td>36</td>
<td>151</td>
</tr>
<tr>
<td>2:30am</td>
<td>100</td>
<td>20</td>
<td>23</td>
<td>143</td>
</tr>
<tr>
<td>3:30am</td>
<td>31</td>
<td>15</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>4:30am</td>
<td>18</td>
<td>7</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>5:30am</td>
<td>19</td>
<td>6</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>6:30am</td>
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<td>10</td>
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<td>7:30am</td>
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**Wednesday, April 16, 2014**

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<td>43</td>
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<td>26</td>
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<td>7:30am</td>
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**Thursday, April 17, 2014**

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<th>3rd Floor</th>
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<tr>
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<td>26</td>
</tr>
<tr>
<td>6:30am</td>
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<td>7</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>7:30am</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>
Appendix 11: Flyer describing genealogy workshops presented by Thompson Library Archivist Paul Gifford, October 2014.

FREE
Family History Workshops

The Historical Society of Michigan presents:

Care & Storage of Family Treasures
Tuesday, October 8

Basic Genealogy
Tuesday, October 15

Preserving & Digitizing Photographs
Tuesday, October 22

Location:
Christ Enrichment Center
322 E. Hamilton Avenue
Flint, Mi

1:00-2:30 p.m.
Light refreshments will be served

Presenter: Paul Gifford
Senior Associate Librarian, Genesee Historical Collections Center

Limited to 30 participants—Free to attend but please
REGISTER—email Tamara Barnes:
barnes@hsmichigan.org or call 517-324-1828
Genesee Early College

Introduction
Genesee Early College (GEC), established in fall 2007, held its fifth graduation ceremony in May 2014 for 32 students. Total program enrollment was 193 students in grades 9-13 for the 2013-2014 academic year.

Mission Statement
Genesee Early College is committed to providing students with rigorous and relevant instruction in an environment that supports seamless and successful post-secondary transition and baccalaureate degree attainment in a healthcare-related profession. Genesee Early College’s graduates will be adept thinkers/problem solvers and responsive citizens. GEC’s Vision: Transforming Potential into Success.

Status of 2013-2014 Goals

Major Program Goals
1. 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.
   Status: This goal was not realized this year and has been identified as a major goal for next year.

2. Continue to be an academic performance leader in Genesee County as measured by ACT and MME test programs.
   Status: This goal has been accomplished again. Please see GEC School Improvement Data detailed below.

GEC School Improvement Goals (the fifth year of 3-5 year goals established by GEC staff for the North Central Association)

1. Student writing skills will improve beyond 2012/2013 levels.
   Status: As measured by the ACT Writing Subtest, the spring 2014 mean scale score for GEC 11th grade students was 7.5 (ACT Writing scores range from 2-12.) The spring 2014 Writing Subtest score for GEC students rose to 7.7, sufficient to move GEC’s standing among Genesee County’s 25 high school programs from 2nd place in 2013 to 1st place in 2014. Writing proficiency of GEC students as measured by the Michigan Merit Examination (MME) program was 82% proficient in Spring 2013 and Spring 2014 (highest proficiency rating in Genesee County, and far above the 2013 statewide average of 51%).

2. Student mathematics skills will improve, with a focus on mathematics functions and interpretation of data.
   Status: On the spring 2013 ACT Mathematics subtest, GEC’s scale score was 21.2 (#1 in Genesee County). Student performance on the 2014 Mathematics subtest rose to 21.6, GEC’s score continued to be #1 in Genesee County. MME proficiency rates stayed the same at 39%, still higher than the State average.
Goals for 2014-2015

- Review GEC aspirations which were established 3 years ago in a collaboration including GEC, GISD, and UM-Flint leadership. This will be done by completing a thorough review and update of the Strategic Plan. As part of this goal, the potential value of a GEC data dashboard specific identified data to be monitored will be designated.

- Continue to be an academic performance leader in Genesee County as measured by ACT and MME test programs.

- Resolve the annual problem of identifying a specific science wet lab by gaining either permanent designation of an existing lab or building a lab funded by the GISD.

Significant Achievements

1. A GEC student was named as a State Semi-Finalist for the Gates Foundation Millennium Scholar. The class of 2011 Gates recipient from GEC was accepted to the University of Michigan Medical School.

2. The school’s first First Robotics Team partnered with UM-Flint Physics Department and competed in the Waterford Competition this year garnering the “Rookie All Star Award”.

3. The most recently available NCREST analysis shows the average GEC student earned 24 credits/year in 2013-14 up from 16.6 credits/year in 2012-13; 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 and 3.32 in 2013. Total credits accumulated by GEC students at the point of graduation range from 41-48 in the past three years.

Assessment of Student Learning

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

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

GEC principal Sandra Morgan-Jones annually presents 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. In addition, Mrs. Morgan-Jones and school counselor Ms. Lynette Peppler present similar sessions and information to various school and local groups.
Grant Applications
Since year two of GEC’s existence, the Charles Stewart Mott Foundation has provided GISD with funding targeted for GEC. In 2013-2014, 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 2013-2014 GEC also included broad-based marketing including local television interviews, newspaper articles, 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 William S. White building.

Community Engagement Efforts
GEC students must complete 25 hours of documented community service hours from at least two separate and approved organizations. In addition, students are required to complete a 120 hour work-based learning experience in the fifth year.
### Summary of 2013-2014 Budget

#### Genesee Early College - Revenues and Expenditures for FY2014

<table>
<thead>
<tr>
<th>2013-14 Tuition Revenue:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>$546,728.00</td>
</tr>
<tr>
<td>CY Transfer - adjust to actual tuition received</td>
<td>$11,209.00</td>
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<tr>
<td>Total Tuition Revenues:</td>
<td>$557,937.00</td>
</tr>
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#### Operating Costs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Liaison/Program Director - Salary</td>
<td>$25,650.13</td>
</tr>
<tr>
<td>Tutor Salaries</td>
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<td>Benefits</td>
<td>$7,317.50</td>
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<td>Overhead Expenses [1]</td>
<td>$76,000.00</td>
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<tr>
<td>Supplies &amp; Other Expenses [2]</td>
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<td>Financial Aid [3]</td>
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<td>GEC Tuition Adjustment Scholarships [4]</td>
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<td>Total Operating Costs:</td>
<td>$308,473.71</td>
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#### Sub-total [revenue less operating costs]:

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<tbody>
<tr>
<td>$249,463.29</td>
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#### Incentive Funding transferred to UMF Academic Units:

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#### FY 2014 Net Revenue for GEC Program:

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#### Additional GEC FY 2014 transactions:

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<tr>
<th>Description</th>
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<td>FY2013 GEC CF balances [ADMIN &amp; FGENU]</td>
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</tr>
<tr>
<td>Base fund transfer from Provost [Initiative Fund]</td>
<td>-$745.00</td>
</tr>
<tr>
<td>Transfer to Construction Fund P/G [6/30/2013] (return of unused funds) [5]</td>
<td>$7,613.28</td>
</tr>
<tr>
<td>Transfer to Provost Beecher Initiative program (not done in FY14 but will be done twice in FY15)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Transfer to Provost for regular HS dual-enrollment tuition discount</td>
<td>-$55,000.00</td>
</tr>
</tbody>
</table>

**Final GEC Fund 10000 [GF] balance as of 06/30/2013:** $592,371.14

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[2] Includes ITS printing, lab supplies, new smart cart, hosting, campus parking, & recruitment advertising
[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 Neff Center charged directly to GEC dept. ID[ADMIN pgm]