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UNIVERSITY OUTREACH
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I am pleased to provide you with the 2010-2011 and 2011-2012 annual reports from Academic Affairs at the University of Michigan-Flint. For your convenience, the report has been separated by academic year.

We have witnessed two exciting years with many significant achievements logged by units within Academic Affairs. Enrollment growth at both the undergraduate and graduate levels continues to be strong. In fall 2012, undergraduate enrollment was 6,984 students with graduate enrollment at 1,305 students for a total of 8,289 students in all. Internationalization of the campus continues to be a key goal with 348 international students enrolled during the fall 2012. Several new academic programs have been launched and many personnel changes have taken place. Chris Waters was selected as the first Associate Provost and Dean of Undergraduate Studies taking these units under her wing: Faculty Mentoring Program, General Education, the Honors Program, Institutional Analysis, Student Veterans Resource Center, Thompson Center for Learning and Teaching, Undergraduate Admissions, and the Women’s Educational Center. The School of Management relocated to its new offices in the Riverfront Center occupying about 27,000 square feet of the building. UM-Flint was selected by the Carnegie Foundation for the Advancement of Teaching for its 2010 Community Engagement Classification and as the first recipient of the “Engaged Campus of the Year Award” presented by the Michigan Campus Compact. Many more changes have occurred and are outlined over the course of this report.

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

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

Enjoy reading the details of our accomplishments for these two years. I offer my deepest gratitude to all of our administrators, faculty, staff, students and community partners for their contributions to our success.

Gerard Voland
Gerard Voland, Ph.D.
Provost and Vice Chancellor for Academic Affairs

*Deans only were asked to provide this information.
The University of Michigan-Flint (UM-Flint) units that report to the Associate Provost consist of the Office of Extended Learning (OEL), Graduate Programs, Information Technology Services (ITS), International Center (IC), International and Global Studies (IGS), the Office of Research (OR), and the Chair of the Flint Institutional Review Board (Flint-IRB). All of the units met most of their 2010-2011 goals and had numerous other accomplishments this year. This section provides a brief summary of each unit’s activities during 2010-2011. An edited (condensed) version of each unit’s annual report is presented in subsequent sections of this report.

The Office of Extended Learning emphasized faculty professional development, support for extension sites at LCC and SC4, assisted with adding a new site at Wayne County Community College District (WCCCD), support for the Return to Learn initiative, and maintained revenue generation by non-credit program offerings. Enrollment in online courses grew to over 12,000 students this year up 4.7%. Mixed-mode course enrollments were down about 4.7%. Enrollments at extension sites increased by about 2% at LCC and roughly 7.5% at SC4. OEL generated $54,000 from professional development and continuing education programs.

Graduate student headcount exceeded 1,260 for the first time in UM-Flint history in fall 2010 with a 6.2% increase in headcount over the previous year. Successful marketing campaigns were implemented to promote new degree programs. Four new graduate programs were developed for deployment in fall 2011 and winter 2012. Good progress was made on moving toward paperless admission and the redesign of the Web site. Data from the 2010 Graduate Student Survey was distributed to various constituents across campus. The Graduate Student Research Assistantship program continued to be successful, awarding a total of $158,000 in stipends to GSRAs.

The graduate credit option program experienced a decline primarily due to the State of Michigan bad economic conditions. The program generated roughly $50,000 in tuition revenue. Other K-12 related activities included: a highly successful Super Science Friday event, with over 590 Genesee County middle school students attending 24 presentations led by our faculty and staff; development of a new dual-enrollment program in medical career acceleration to be offered by CAS; collaboration with Carman-Ainsworth High School, focusing on teacher and faculty exchange during the first year; reaching out to Pinckney New Tech High School and Hartland Community School for possible future collaborations.

Information Technology Services (ITS) implemented the Microsoft Exchange 2010 for employees and students. The department also implemented Be Aware You’re Uploading (BAYU) to alert users who might be uploading copyrighted material via peer-to-peer applications. The campus network infrastructure received improvements and enhancement, including several lab upgrades. A new server room has been created on the fourth floor of the WSW with plans to expand the computer lab in WSW 3174. Approximately $115,000 was generated through software sales and other fee-for-service activities.

The International Center (IC) applied for the accreditation of the English Language Program (ELP). The department sought and received approval to issue J-1 visas. The Global Ambassador Program (GAP) was created, fostering international understanding and friendship through educational, cultural and humanitarian activities. International student enrollment increased by an impressive 34% and recruiting activities continued by attending 43 education fairs in 23 countries. Policies regarding study abroad were reviewed and modified. The department also hosted the Michigan Associate of International Educators (MAIE) annual conference in March with attendance of about 150 international educators, sponsors and exhibitors from across Michigan. The Director launched the first Intercultural Leadership Seminar with 30 domestic and international students participating. The department received a grant of $405,000 from the Mott Foundation.

The Office of Research continued to provide administrative support for UM-Flint faculty and staff sponsored research activities, IRB-Flint, PEERS certification, and student research. Ninety-seven (97) external grant applications, totaling over $26 million were submitted to various funding organizations of which 35 proposals were funded, totaling over $3.8 million. Seventy-six faculty proposals, totaling about $473,000 were submitted for internal funds of which 62 proposals were funded, totaling close to $292,000. There were 62 student researchers involved in the Undergraduate Research Opportunity Program (UROP) and 64 UM-Flint student presentations at the Meetings of the Minds. 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 UM-Flint Student Research Conference was launched for the first time with 56 students participating.

The Institutional Review Board focused on preparing for the reaccreditation site visit which occurred on December 15, 2010. The Committee offered workshops and weekly pop quizzes in order to encourage awareness of the IRB and federal regulations. The site visit was a success, and the visiting team offered positive feedback on several issues with specific praise for our community engagement. The Committee processed close to 150 IRB applications, including 10 applications requiring a full-board review and 20 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, Mott 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 2010-11 Goals

- **12,125 online enrollments (4% increase) and 3,326 mixed mode enrollments (maintain 2009-10 level)**
  - Planned: Maintain 2009-2010 level of 3,326 mixed-mode enrollments.
  - Actual: 12,966 online course enrollments, up 12% over previous year
  - Actual: 3,169 mixed-mode course enrollments, down 4.7% over previous year
- **Increase Lansing Community College enrollments to 729 credits (25%); maintain current level at St. Clair County Community College.**
  - Actual: 208 course enrollments (596 credits), an increase of 2.0% at Lansing Community College.
  - Actual: 146 enrollments (489 credits), a decrease of 7.5% in total credits at St. Clair County Community College.
- **Create agreements for at least one new program each at LCC and SC4.**
  - Actual: Added RN-to-BSN program at St. Clair County Community College.
- **Recruit 85 new students through Return to Learn.**
  - Actual: 77 new students
- **Identify new program site and have an agreement in place by the end of the academic year.**
  - Actual: new site opened at Wayne County Community College District winter 2011; nursing and BBA articulation agreements signed.
- **Improve course quality and learner perception of course quality four percentage points as measured in annual student survey.**
  - Actual: Student satisfaction decreased from 83% to 77%; 55% said online quality is equal to or better than face-to-face courses, vs. 56% a year ago.
- **Generate $80,000 from professional development, workshops, training and proctoring services.**
• Actual: $54,000

- Expand learning management system technology.
  o Transitioned the campus learning management system from Blackboard 8 to version 9.
  o Completed installation of a mirrored Blackboard data center for fail-safe redundancy.
  o Increased high-speed storage for both production and backup systems and added two new VM servers to increase production performance.
  o Installed Flash server to improve streaming of course videos.
  o Installed Respondus lock-down browser for online testing.

Significant Achievements

- Maintained nearly 100% Blackboard uptime.
- Achieved very high level of satisfaction with OEL services as evidenced in both student and faculty surveys.

External Publications or Presentations

- “Creating Engaging Students in Online Learning”, presented at 26th Annual Conference on Distance Teaching and Learning, Madison, WI, August 2010 (Deb White).

2010-2011 Budget Summary

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<thead>
<tr>
<th>FY 2010-2011 Budget</th>
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Expenditures

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b. Operating

| Marketing/Advertising        | $42,836  |
| Scholarships & Grants        | $172,100 |
| Research support             | $0       |
| Supplies and other           | $370,441 |
| Equipment                    | $74,000  |
Increase enrollments for online and mixed mode courses, Lansing Community College (LCC), St. Clair County Community College (SC4) and Wayne County Community College District programs.
- Increase online course enrollments a minimum of 2.5% at the undergraduate level.
- Increase mixed-mode course enrollments 2.0% at the undergraduate level.
- Increase Lansing Community College enrollments by 12%.
- Increase St. Clair County Community College enrollments by 15%.
- Achieve Wayne County Community College District enrollments of 200 credits.
- Achieve Return to Learn admissions of 85 students.
- Add at least one new program to a satellite location.
- Finalize at least 10 transfer articulation agreements with community colleges for academic programs that can be packaged for online 2+2 degree completion.

Improve Online Course Quality: Reverse the trend in student perception of course quality; achieve improvement of at least two percentage points in OEL’s annual online student survey (comparison and satisfaction questions).

Noncredit Offerings: Generate $80,000 from professional development, workshops, training and proctoring services.

Technology:
- Upgrade to BB 9.1 (between fall 2011 and winter 2012 semesters).
- Transition the new campus-wide course evaluation system out of pilot/test phase and into full production during fall 2011.
- Pilot newly developed gradebook integration with Blackboard and SIS for full implementation by winter 2012.

Goals for 2011/2012

- Increase enrollments for online and mixed mode courses, Lansing Community College (LCC), St. Clair County Community College (SC4) and Wayne County Community College District programs.
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  - Transition the new campus-wide course evaluation system out of pilot/test phase and into full production during fall 2011.
  - Pilot newly developed gradebook integration with Blackboard and SIS for full implementation by winter 2012.

Office of Graduate Programs

The 2010-11 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 2009-10 Annual Report. Enrollment continued to expand to its highest levels in history, several new programs were developed and implemented, and efforts to improve and enhance existing processes and services were executed.

Status of 2010-11 Goals

The Office of Graduate Programs set several goals for the 2010-11 academic year and was able to achieve most of them with success.

- **Paperless Admissions**: To better serve graduate applicants through improved security, increased speed, ease of sharing information, and cost savings (personnel time, office supplies), we plan to assess our current paper-based process, articulate our needs for an online system, test the capabilities of ImageNow in moving processes online, and create a plan to implement (including piloting at least one program) a paperless admissions process. Concurrently, we plan to move many paper-based forms online.

Much progress has been made in this goal by the office. The staff now “prints,” directly to ImageNow, any emails that need to be retained in the admission file rather than printing them and rescanning them. We have placed a statement on our “commit to enroll” postcards encouraging students to confirm their commitment to enroll via email rather than sending their postcards by mail. We have removed nearly all paper applications from circulation and now receive the vast majority of our applications online. Finally, we have been able to stop receiving GRE and GMAT paper score reports by implementing a new process that loads scores directly into Banner. We planned to test the capabilities of ImageNow/WebNow to deliver application files to faculty online and pilot it with one or two programs; however, little progress was made on this goal because of continual technical problems with
Academic Affairs Annual Report 2010-11

ImageNow. Much thought and discussion took place about finding a product to handle this process, and we viewed demonstrations or held discussions with three vendors. One of the three looks very promising, and we will explore that more in the next year once we determine whether or not ImageNow will be a viable solution.

- **Website Redesign**: In conjunction with ITS and University Relations efforts to roll out a new website design, we plan to convert our existing content, develop new inquiry and application status forms, move to a new URL ([www.umflint.edu/graduate](http://www.umflint.edu/graduate)), and begin using a new email address ([graduate@umflint.edu](mailto:graduate@umflint.edu)).

Content has been prepared for the new website, including new photos for all graduate programs, testimonials from students and faculty, and updated text for each program. The new email address is in use. However, ITS and University Relations were not prepared to update the site this past year as they encountered technical problems. They hope those problems will be resolved early this next year so that the site can be deployed.

- **Tuition and Aid Presentation**: We have discovered that one of the highest-used search terms on our website is tuition. We also know that cost and financial aid is a top-of-mind question for many of our prospective students. Still, our presentation of tuition and financial aid on the university’s websites is neither student-centered nor sufficient to explain a student’s true cost of attendance once taking into account all potential costs and financial aid. By June 2011, our website will have a significantly better presentation of tuition and financial aid that is clear and easy to understand, and takes into account financial aid typically received by students.

We made little progress on this goal. Our failure here comes in part from the fact that so much of this information and how it is presented is out of our control. This goal is still top-of-mind, but we will have to revise it in such a way that it doesn’t seem like such a monstrous task and begin taking small steps toward a better website.

- **New Program Implementation**: The new online doctoral programs in occupational therapy and anesthesia practice will have marketing plans and admissions processes developed and implemented.

The DrOT program was put on hold by the Dean, so no marketing plan or admissions process was developed. The DrAP program was approved, and we have developed and implemented the admissions process for that program and have written a list of marketing activities to commence this fall. In addition to the DrAP, several other unforeseen new graduate programs were developed for implementation this year (mentioned in the Significant Achievements section below).

**Significant Achievements**

In addition to the progress made on our goals listed above, the Office of Graduate Programs had several other goals and achievements in 2010-11:

- **Enrollment Increases**: Graduate student head count exceeded 1,200 for the first fall semester in UM-Flint history with a 6.2% increase in headcount over the previous year. This upward enrollment trend builds upon the past six years of significant increases:
• **Development and Implementation of New Programs:** We worked with faculty, academic staff, and university administrative and student affairs offices to develop recruitment plans, admission policy and processes, and various processes throughout the university to ensure that prospective students to the new programs implemented this year would encounter a student-centered process at every step. The new programs were the grant-funded Master of Science in Nursing, Doctor of Anesthesia Practice, MA in Mathematics, Master of Public Health (which involved significant work with the School of Public Health in Ann Arbor), and the anticipated secondary MAC program.

• **Analysis and Distribution of 2010 Graduate Student Survey Results:** We prepared approximately 25 separate reports and/or presentations of the results of the 2010 Graduate Student Survey. Each report was highly customized to the unit, showing the results by program or student segment.

• **Implemented Automatic Load of PTCAS into Banner:** After manually entering Physical Therapy applications from the Physical Therapy Centralized Application Service (PTCAS) for one year, we decided to do the work necessary to load the applications directly into Banner in order to reduce staff time spent on data processing. Working with a programmer from ITS, we were able to successfully modify the files sent by PTCAS in a semi-automated way that reduced the processing time on applications by at least 60%.

• **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 2010-11, 51 graduate students were appointed as GSRA with stipends totaling approximately $158,000.

• The Office of Graduate Programs qualifies and monitors the distribution of four scholarships, a fellowship, and graduate student grants made available to all UM-Flint graduate students regardless of the program that they are enrolled in. In 2004 the UM-Flint Dean’s Graduate Student Scholarship was established providing financial assistance to students with outstanding academic qualifications. In just over seven years, 248 students have been awarded a Dean’s Graduate Student Scholarship worth a total of $284,325. Overall, in 2008-09, 310 graduate students were awarded a total of $261,050 in funds, in 2009-10, 334 graduate students were awarded a total of $273,150 in funds, and in 2010-11, 239 graduate students were awarded a total of $241,390 in funds.

• **The UM-Flint Credit Option Program**, initiated during the Winter 2005 semester, has seen a significant decline during 2010-11 due in part to the declining market for teachers in Michigan. The purpose of this program is to provide the option of UM-Flint graduate credit for K-12 educators who undertake high-quality professional development classes provided by local school districts, regional educational service agencies, and professional educational organizations. Since the actual instructional costs for this program are borne by these ‘partner’ organizations, they receive a portion of the tuition collected. During 2010-11, the number of partner organizations increased from 25 to 27. These partners offered a total of 23 professional development classes (up from 31 the previous year), and a total of 154 UM-Flint graduate credits (down from 271) were granted to 106 educators (down from 130). This generated tuition income of $50,050 (down from $80,875); and $25,025 of this amount was distributed back to the partner organizations.

**External Publications and Presentations**

Dr. Hahn was invited to speak to several professional groups this year. He led a 2-hour session on the topic of time management skills for teacher-leaders enrolled in GISD’s 2010 Administrator Academy. He was part of a panel discussion on the role of early college liaisons held at Mott CC which was part of a state-wide consortium of 16 early colleges. He was a panelist for a plenary session at the Middle College National Consortium in Jersey City, NJ and discussed the potential for expansion of early college programming in Michigan.

**Community Engagement Activities**

• **Super Science Friday.** With the assistance of Karen Stong, the Graduate Programs Office implemented the 2011 Super Science Friday event which was attended by 590+ Genesee County middle school students who took part in 24 high-interest activities conducted by University faculty, staff, and students.

• **Medical Career Acceleration Program.** In cooperation with CAS, a new dual-enrollment opportunity for high-performing Lapeer County high school seniors will begin in September. A total of 22 students are enrolled in two Fall 2011 UM-Flint courses and will enroll in two Winter 2012 courses for a total of
13 credits. In addition, a non-credit, no-cost 5-week summer preparatory workshop series was offered to these students in order to help ensure success in the rigorous coursework required as part of this program.

- **Pinckney New Tech High School.** The New Tech HS program, a school-within-a-school program associated with Pinckney HS, has completed its first year. It has several distinctive instructional components, one of which is a requirement that students complete 8+ college credits before graduation. Bob Hahn and Karen Strong met with the New Tech HS director and discussed the feasibility of UM-Flint involvement; follow-up meetings have been scheduled.

- **Hartland Community Schools.** UM-Flint leaders, including Dr. Lotfi and Dr. Hahn, met with Hartland Community Schools to discuss ways to increase collaboration. A follow-up meeting has been scheduled for Dr. Hahn to meet with the Hartland HS principal in order to focus specifically on dual-enrollment options including the early college concept.

- **Carman-Ainsworth Collaboration.** Mary Jo Finney and Dr. Hahn engaged in further discussion this year with Carman-Ainsworth school leaders and progress was made in developing a series of activities involving C-A HS teachers and UM-Flint faculty. The ultimate goal is to create a unique program for high-ability C-A students which will involve them with UM-Flint faculty in meaningful ways.

### 2010-2011 Budget Summary

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Goals for 2011/2012

- **Online Admission Decision Processing:** We are going to give ImageNow a few more months to test its capabilities; however, if AIMS and ITS are unable to resolve the current technical issues within that time, we will have to move on and consider outside vendors. Our goal is to have a plan in place by June 30, 2012 for moving our decision processing completely online, whether it is with ImageNow, another outside vendor, or a home-grown solution.

- **Tuition and Aid Presentation:** We plan to make better progress on this goal from last year that got relatively little attention. By June 2012, our goal is to have our website updated to have a significantly better presentation of tuition and financial aid that is clear and easy to understand.

- **Website Redesign:** In conjunction with ITS and University Relations, we plan to roll out the new website design and move to a new URL ([www.umflint.edu/graduate](http://www.umflint.edu/graduate)).

- **Staffing Plan:** The staff makeup of the Office of Graduate Programs has not changed commensurate with the number of applications and students enrolled or the nature of how the work can or should be done. The last staffing change was in 2008, and since then, our application volume and enrollment has grown more than 30% and the type of work we do in the field has changed with technological advancements. For example, our office is lacking someone to significantly develop our website, manage online advertising, and manage social media with enough time and resources to do so. Our goal is to create a staffing plan for the office that considers all of these factors. It may or may not result in any of the following: a request to increase FTE, shifting of work duties, and/or addition or elimination of certain types of work we do.

- **Program Development and Recruitment/Admissions for New Programs:** While there is nothing concrete in terms of new programs that will be offered in the next year, undoubtedly there will be some new graduate programs in which to implement. The Office of Graduate Programs will assist faculty with program development as requested and lead efforts in recruitment and admission for any new programs that arise.

Information Technology Services

The Information Technology Services (ITS) department worked diligently to supply UM-Flint with the most advanced, efficient technology throughout the 2010-2011 academic year. New solutions were introduced while several other technologies were upgraded and even more investigated.

**Status of 2010-11 Goals**

- **Implement Windows 7 campus wide and remove all instances of Windows XP.**
  
  ITS has made significant progress with upgrading all computers to Windows 7. At this time there are less than 200 computers still running Windows XP, and we plan to have them migrated by the end of December 2011.

- **Design and configure a new larger server room on the 4th floor of WSW and expand the WSW 3174 open computer lab.**
  
  ITS has created the new server room and has begun migrating servers from 3173 to the 4th floor. We cannot expand the 3174 until we remove all servers from 3173 which should be completed by the end of the calendar year. At that time we will start work on expanding the 3174 computer lab to accommodate more computers as well as a small wireless lounge where students can use their own laptops.

- **Implement the new version of TeamSite as well as LiveSite for the campus web site.**
  
  ITS has completed the upgrade of Teamsite and has implemented Livesite.

- **Upgrade our SharePoint systems to SharePoint 2010.**
  
  ITS has completed this upgrade.

- **Implement two form factor authentication, for access to Internet Native Banner.**
  
  Our initial investigation indicated that we would have to purchase an expensive software package from Oracle, so we needed to look for alternatives. We have found one that we believe will work and have started testing it. We also plan on including this goal in our larger goal of creating a single sign-on system similar to the one Ann Arbor uses for Wolverine Access.
**Significant Achievements**

- ITS implemented Microsoft Exchange 2010 for employees as well as students. In the process, employees mailboxes were increased in size to 9 Gigabytes and students mailboxes were increased to 1 Gigabyte. This new email environment is much more resilient to any single system failure and now students can synchronize their mobile devices with their University email accounts.

- ITS implemented BAYU (Be Aware You’re Uploading). This is an automated service that notifies users of university networks via e-mail that they might be unlawfully uploading copyrighted material using peer-to-peer (P2P) file sharing technology. This also protects the university’s computers and networks and to safeguard the privacy and identities of students.

- TeamSite upgrade and LiveSite web content management system installation. LiveSite is a new extension to our existing Web Content Management System, TeamSite, which brings a new and easier-to-use interface to our CMS users. This new interface allows our users to build web pages by dragging-and-dropping pre-made widgets and components into their pages, which lets them more easily build attractive and easy-to-use web sites.

- ITS moved to Juniper SRX firewalls which allows us to peer with our internet provider from multiple connections. These connections allow redundancy in case of link failure as well as letting us load balance our internet traffic providing mission critical services such as web access, SIS, Blackboard and VPN networking.

**Development Activities**

Sales of various technology related products and services provided ITS an additional $115,000 this year. Our primary source of this additional funding comes from software sales, which includes products such as Microsoft Office 2010 for Windows and Microsoft Office 2011 for MAC’s, Microsoft Windows 7 32 & 64 bit, and Adobe Creative Suite that are up to eighty percent off retail prices. For example, Microsoft Windows 7 sells in stores for $200 and ITS sells it for only twenty dollars! Another large portion of ITS revenue comes from printing. After depleting the allotted 320 pages per semester, students and departments are able to purchase additional pages. This year additional printing revenue totaled $22,147 which helped to cover some of the expenses related to the printers, such as paper and toner.

Other revenue for 2010-2011 included $2,445 for Dell Warranty work, $1,890 for Alumni accounts and $97 for storage media. ITS also receives funds from some departments to maintain specialized servers or host some specialized web sites, which this year ended with a total of approximately $6,907.

**Community Engagement Activities**

*Martin Luther King Jr. Day of Service - January 17, 2011*

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.
## 2010-2011 Budget Summary

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Goals for 2011/2012

- Seek central funding to implement an off-site disaster recovery solution for critical systems for our students and employees, these include Banner/Student Information System, Imagenow/Webnow, student and employee email, and I and H drives for employees and students. In addition, we will work with OEL to include Blackboard in an off-site solution.

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

- Move our credit card payment processing system, Touchnet, to an off-site, vendor hosted solution. As the Data Security Standards (DSS) requirements of the Payment Card Industry (PCI) have become increasingly complex, the entire University of Michigan has moved away from hosting any credit card processing on any campus. In order to maintain a certain level of customer satisfaction, this campus has continued to process credit cards internally. Unfortunately, we can no longer meet the requirements and must move the processing of credit cards to an external vendor.

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

- Fully commit to a virtual desktop infrastructure (VDI) to lower capital and operation expenditures for not only computer labs but for campus departments as well. We have begun piloting VDI in the French Hall 205 lab with just 40 machines. This goal should allow the University to spend less money at the time of purchase when purchasing new computers and in addition these machines use significantly less energy than a traditional desktop. Based on our calculations by switching from traditional desktops to VDI in the FH205 lab should annually save the University $1,700 just in reduced energy consumption and reduced cooling.

International and Global Studies Program

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

While the Director was away on sabbatical in Fall 2010, Interim Director Derwin Munroe played a key role in meetings with the SAAC and the writing up of the nomination for the Simon Award.

This past year, IGS continued to work closely with the IC and SAAC, and the Associate Provost, to establish greater lines of communication, clarify matters on issues related to curriculum and study abroad scholarships, and initiate the groundwork for closer collaboration in the future. To a certain extent, and partly related to this, IGS also initiated conversations related to streamlining Study Abroad proposals and the approval process, and the issue of parity of faculty salaries across units with respect to Study Abroad. We presented a draft of a proposal to Associate Provost Lotfi to share with the Deans of the different units so that we could work towards making Study Abroad courses financially viable and fully administered under IGS and the IC. In the coming year, IGS faculty, in coordination with the IC, intend to embark on creating institutional ties with Universities in select countries in the hopes of creating permanent “semester Abroad” and “study abroad” partnerships.

IGS faculty also played a key role in organizing and participating in the Internationalization mini-summit held this May. Using feedback from the discussions at this event, we hope to create 3 interest groups or Ad hoc committees to further work on matters related to curriculum, especially the goal of creating an IGS major, study abroad, and international student life on campus.

International Center

The International Center continues to contribute as an integral and dynamic component of the University through the administrative areas of International Admissions and Recruitment, International Student Services, English Language Program, Office of Study Abroad, Student Development and Retention, and Service to the University (including SEVIS compliance). The mission of the International Center at the University of Michigan-Flint is to provide services and educational opportunities that promote international perspectives and experiences for the campus and surrounding community.
Status of 2010-11 Goals

- **Attain English Language Program accreditation through the Commission on English Language Accreditation (CEA) and the University and College Intensive English Programs (UCIEP).**

  Applications for accreditation review were submitted to both CEA and UCIEP during the summer of 2010. The process of gaining accreditation through the Commission on English Language Program Accreditation commenced in fall 2010 with an on-site accreditation workshop. A self-study plan was submitted in January 2011. The ELP is currently on schedule in conducting its self-study. A site visit is tentatively scheduled for September 2012. We were informed in January 2011 that the UCIEP Board and review committee decided that the University of Michigan-Flint English Language Program was not yet ready for UCIEP membership. Specific feedback was provided by the UCIEP president.

- **Establish J-1 Exchange Visitor Program at UM-Flint.**

  On December 16, 2010, The US Department of State informed the University of Michigan-Flint of its designation as the sponsor of an Exchange Visitor Program (J-1), with approved categories on Form DS-2019 of Student, College/University, Professor and Short-Term Scholar.

- **Build collaborative programming opportunities to address intercultural leadership development and student retention efforts.**

  This past year Ms. Malin Clark joined the International Center staff as a program coordinator help address this goal. The Global Ambassador Program (GAP) was created as a volunteer program with the purpose to enhance international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly among peoples of different countries and diverse cultures. It is geared to provide volunteer opportunities for students and faculty/staff at UM-Flint. GAP also provides an opportunity to interact with newly admitted and enrolled international students at UM-Flint. GAP includes our Conversation Partner, Peer Advisor, and Speaker Bureau programs.

- **Increase international student enrollment by at least 15%.**

  Strategic recruiting efforts in FY2010 helped to increase international student enrollment during the FY2011 reporting period (Fall 2010) by approximately 34%. The International Center continues to actively recruit international students around the world, with FY2011 efforts targeting the regions of Middle East/North Africa, East Asia and Pacific, South and Central Asia, Africa, and the Americas. Over the past eight months International Center recruiting staff represented UM-Flint at 43 education fairs in 23 countries, while also visiting 128 international schools. Countries visited this academic year include Canada, China, Egypt, Ghana, India, Indonesia, Jamaica, Japan, Jordan, Libya, Malaysia, Mongolia, Nepal, Nigeria, Philippines, Qatar, Saudi Arabia, Singapore, South Africa, Sri Lanka, Thailand, United Arab Emirates, and Vietnam. Fall 2011 recruitment trips are scheduled to include the regions of South America and Europe.

- **Modify current study abroad policies and procedures to better reflect the variety of types of study abroad opportunities for students.**

  This past year, the Office of Study Abroad reviewed the policies and procedures of non-faculty-led study abroad programs, modifying and simplifying the process of student participation on those programs. This included revising student forms to better reflect non-faculty-led program opportunities and uploading them onto the website. The Office of Study Abroad also increased the visibility of these programs by updating the website and highlighting program features. During advising sessions, the Office of Study Abroad staff provided information on all learning abroad opportunities, including volunteer and internships. Finally, the Office of Study Abroad worked with key units to create a forum to share forms and documents relevant to all learning abroad opportunities.

Significant Achievements

- **The International Center facilitated the hosting of approximately 150 international educators, sponsors and exhibitors from across Michigan for the Michigan Associated of International Educators (MAIE) annual conference held here on the University of Michigan-Flint’s campus, March 16-18, 2011.** The MAIE conference, chaired by International Center Assistant Director Patriece Campbell, was held at the University of Michigan-Flint for the first time in its 49 year history and served as a wonderful opportunity to showcase our beautiful campus and the City of Flint.

- **Implementation of the university’s first Intercultural Leadership Seminar, which afforded 30 UM-Flint domestic and international students unique leadership experiences during spring break.**
• Improved university-wide support services and policies related to study abroad and international travel health and safety compliance.

• Further developed the English Language Program through increased enrollment efforts, resulting from in-classroom experience/word of mouth and overall recruitment.

• Met or exceeded 2010-2011 unit goals (see above).

External Publications or Presentations

Gadzama, Asinda (along with Jack Schindler, North Central College and Susan Drinan, Seminars International, Inc.). “Facilitating Faculty-Led Study Abroad Programs at a Large University and a Small College.” NAFSA Region V Conference; Detroit, Michigan; November 5, 2010.


Grant Applications

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

Community Engagement Activities

• Daniel Adams currently serves as President and Board of Directors member of Flint Sister Cities, Inc. representing UM-Flint to institutions located in Flint sister cities.

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

• Malin Clark facilitates a number of student speaking engagements with area K-12 schools, including Lake Fenton Middle School and Fenton High School.

2010-2011 Budget Summary

<table>
<thead>
<tr>
<th>FY 2010-2011 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Authority</td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY10</td>
<td>$(11,739)</td>
</tr>
<tr>
<td>Base Budget</td>
<td>$448,856</td>
</tr>
<tr>
<td>Adjustments &amp; Transfers</td>
<td>$81,374</td>
</tr>
<tr>
<td><strong>Total Spending Authority</strong></td>
<td><strong>$518,491</strong></td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>a. Salaries</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$0</td>
</tr>
<tr>
<td>Staff</td>
<td>$210,064</td>
</tr>
<tr>
<td>Benefits</td>
<td>$60,851</td>
</tr>
<tr>
<td>Temporaries</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub-total Salaries</strong></td>
<td><strong>$270,915</strong></td>
</tr>
</tbody>
</table>
Goals for 2011/2012

- Increase English Language Program full time enrollment to an average of 40 students per term.
- Increase overall international student enrollment by 25%.
- Establish an International Center advisory board consisting of faculty, staff, student, and community stakeholders.
- Ensure health, safety and liability compliance for all participants of university-related travel abroad programs, including students, faculty, and staff.

Office of Research

2010-2011 has been a successful year in all areas for the Office of Research – research administration, research compliance, undergraduate research and project support. Activities include grants and contracts administration, external and internal funding opportunities for faculty and students, program development for research ethics, research spotlight events for faculty research, and webinars and workshops, along with many other university activities.

Status of 2010-11 Goals

- Increase the competitiveness and quality of proposals – Completed – External funding has significantly increased.
- Reaccreditation of IRB – Completed - Site visit and official responses to administrative inquire with final certification pending with AAHRP.
- Approval process for the Animal Care site for new research projects – Completed – UCUCA site visit and approval.
- Coordinate a Student Research Conference at UM-Flint for both undergraduate and graduate students in collaboration with the Office of Graduate Programs – Completed – 58 students (41 undergraduate students and 17 graduate students) gave oral or poster presentations.
- Participate in 19th Annual Meeting of Minds (MOM) regional conference for undergraduate student research projects – Completed – 64 UM-Flint students gave oral or poster presentations.
- Annual research news publication – Completed – September 2010
Facilitate multiple Webinars and Workshops in support of faculty research – Completed.

Major goals added during the year under approval of Associate Provost:
  - Host Research Spotlights Events to highlight faculty research projects – Completed - 5 events.
  - Sponsor tour of alternative renewable energy “Wind Farm” in collaboration with CMS Energy – Completed – 10 students and 6 faculty/staff participated.
  - Director of Research developed new collaborations with CMS Energy – Completed.
  - Director of Research participated on two subcommittees for Strategic Planning – Completed.

Significant Achievements

- Undergraduate Research

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Undergraduate Research</td>
<td>53 student researchers; 47 funded by UROP; 27 faculty sponsors for UROP;</td>
<td>62 student researchers; 62 funded by UROP; 38 faculty sponsors for UROP;</td>
</tr>
<tr>
<td>Opportunity Program</td>
<td>$25,765.89 awarded</td>
<td>$39,828.95 awarded</td>
</tr>
<tr>
<td>Meetings of Minds (student</td>
<td>235 registrants for the MOM conference at UM-Flint (students, faculty,</td>
<td>Hosted at Oakland University; 64 UM-Flint signed up as presenters. Figures</td>
</tr>
<tr>
<td>research forum involving UM-</td>
<td>friends and family of students); 129 actual presenters; 68 oral presentations, 61 posters</td>
<td>from the partnering campuses are unavailable.</td>
</tr>
<tr>
<td>Flint, UM-Dearborn and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oakland University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UM-Flint Student Research</td>
<td>No data to present</td>
<td>56 students (39 undergraduates and 17 graduate students) gave oral or</td>
</tr>
<tr>
<td>Conference (student research</td>
<td></td>
<td>poster presentations.</td>
</tr>
<tr>
<td>forum involving UM-Flint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>undergraduate and graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Sponsored Activity
  - External

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89 proposals were submitted totaling $23,459,697</td>
<td>97 proposals were submitted totaling $26,742,845</td>
</tr>
<tr>
<td></td>
<td>44 proposals were funded totaling $3,561,796</td>
<td>35 proposals were funded totaling $3,856,531</td>
</tr>
<tr>
<td></td>
<td>24 proposals are pending totaling $9,012,737</td>
<td>32 proposals are pending totaling $11,840,446</td>
</tr>
<tr>
<td></td>
<td>21 proposals were declined totaling $10,885,164</td>
<td>30 proposals were declined totaling $11,045,868</td>
</tr>
<tr>
<td></td>
<td>Requested F&amp;A (IDC) $2,032,280</td>
<td>Requested F&amp;A (IDC) $1,566,434</td>
</tr>
<tr>
<td></td>
<td>Received F&amp;A (IDC) $184,789</td>
<td>Received F&amp;A (IDC) $215,587</td>
</tr>
<tr>
<td></td>
<td>Recovered F&amp;A (IDC) $75,894.02</td>
<td>Recovered F&amp;A (IDC) $134,115</td>
</tr>
</tbody>
</table>

  - Internal

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70 faculty proposals were submitted totaling $506,270</td>
<td>76 faculty proposals were submitted totaling $473,421</td>
</tr>
<tr>
<td></td>
<td>55 faculty proposals were funded totaling $234,890</td>
<td>62 faculty proposals were funded totaling $292,882</td>
</tr>
<tr>
<td></td>
<td>117 student proposals were</td>
<td>126 student proposals were</td>
</tr>
</tbody>
</table>
• Research Administration
  o 604 funding opportunity announcements disseminated to faculty along with 858 individual notes to faculty and 33 meetings with faculty regarding research plans.
  o 29 events and workshops were held serving 396 individuals.
    ▪ 12 UROP Orientations (21 attendees)
    ▪ 5 Introduction to Qualtrics workshops (82 attendees)
    ▪ 2 Introduction to Qualtrics classroom presentations (approx. 60 students)
    ▪ 3 Student Research Opportunities workshops (17 attendees)
    ▪ 1 ABCs of Research workshop (4 attendees)
    ▪ 2 Effective Presentations workshops (13 attendees)
  o Faculty research interests database representing 127 faculty members.
  o Research poster printings for 46 faculty and students.

• Statistical Support
  o Weekly consultations with staff from the Center for Statistical Consultation and Research

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of appointments</th>
<th>Total # of hours with clients</th>
<th>Total # of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>123</td>
<td>119</td>
<td>179</td>
</tr>
<tr>
<td>2009</td>
<td>150</td>
<td>168</td>
<td>237</td>
</tr>
<tr>
<td>2010</td>
<td>95</td>
<td>107.75</td>
<td>139</td>
</tr>
<tr>
<td>2011</td>
<td>150</td>
<td>154</td>
<td>179</td>
</tr>
</tbody>
</table>

  o The SPSS quantitative statistical workshops provided training for 110 students and faculty.

Grant Applications

2011
Total Sponsored Program Activity by Source of Funding (Grants Submitted)

- Federal, $21,956,731, 77%
- Non Federal, $5,919,547, 21%
- Internal, $525,221, 2%

Academic Affairs Annual Report 2010-11
2011
Total Sponsored Program Awards by Source of Funding
(Grants Received)

Federal, $2,352,732, 56%
Non Federal, $1,503,799, 36%
Internal, $319,826, 8%

Office of Research FY 2011
Distribution of Funding

Office of Research, $383,637, 52%
Faculty Support, $259,917, 36%
Faculty and Student Support, $29,062, 4%
Student Support, $56,581, 8%
## 2010-2011 Budget Summary

<table>
<thead>
<tr>
<th>FY 2010-2011 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Authority</td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY10</td>
<td>$42,970</td>
</tr>
<tr>
<td>Base Budget</td>
<td>$588,104</td>
</tr>
<tr>
<td>Adjustments &amp; Transfers</td>
<td>$162,818</td>
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<tr>
<td><strong>Total Spending Authority</strong></td>
<td><strong>$793,892</strong></td>
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<tr>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>a. Salaries</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>$279,177</td>
</tr>
<tr>
<td>Benefits</td>
<td>$84,513</td>
</tr>
<tr>
<td><strong>Sub-total Salaries</strong></td>
<td><strong>$363,690</strong></td>
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<tr>
<td>b. Operating</td>
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<tr>
<td>Office Operations</td>
<td>$19,947</td>
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<tr>
<td>Faculty Support</td>
<td>$259,917</td>
</tr>
<tr>
<td>Student Support</td>
<td>$56,582</td>
</tr>
<tr>
<td>Faculty and Student Support</td>
<td>$26,144</td>
</tr>
<tr>
<td>IRB</td>
<td>$2,919</td>
</tr>
<tr>
<td><strong>Sub-total Operating</strong></td>
<td><strong>$365,509</strong></td>
</tr>
<tr>
<td><strong>Total Salaries and Operating</strong></td>
<td><strong>$729,199</strong></td>
</tr>
<tr>
<td>Contingency (encumbrances)</td>
<td>$29,141</td>
</tr>
<tr>
<td><strong>Total Expenditures with Contingency</strong></td>
<td><strong>$758,340</strong></td>
</tr>
<tr>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td><em>Faculty International Travel FY 2012: $33,385 has already been obligated out of remaining balance</em></td>
<td><em>$35,552</em></td>
</tr>
</tbody>
</table>
Goals for 2011/2012

- Administer and support all external proposals for high level competitiveness and quality.
- Administer and process budgeted internal funding for faculty and students.
- Complete final reaccreditation for IRB.
- Conduct Webinars and Workshops for faculty and students.
- Implement Research Ethics training as required by federal agencies and UM-System.
- Incorporate staffing talents into operations.
- Participate in 20th Annual Meeting of Minds.
- Provide support to Alumni Relations with outreach (information and updates) on Undergraduate Research.
- Sponsor Student Research Conference in coordination with the Associate Provosts and the Office of Graduate Programs.

Institutional Review Board

A main focus for the University of Michigan-Flint IRB this fiscal year was preparing for the reaccreditation site visit on December 15, 2010, by the Association for the Accreditation of Human Research Protection Programs (AAHRPP). As a part of the preparations, the Standard Operating Procedures for the UM-Flint IRB were revised and are available on-line at the Human Subjects website (http://www.umflint.edu/humansubjects/). In addition, a weekly IRB Pop Quiz was offered during fall semester in order to encourage awareness of the Human Subjects Research Protection Program, Operations Manual and federal regulations on human subjects research. Workshops and continuing education meetings on research ethics were offered in the fall by the IRB Chair and the core IRB staff. Site visitors from AAHRPP visited UM-Flint in December, interviewed the IRB Chair, Core Staff, key UMF administrators, selected IRB members, and UMF researchers. The site visitors gave positive feedback on several issues, UMF community engagement in particular. The application for reaccreditation of the UM-Flint IRB through AAHRPP was submitted in January and the approval status is “pending”. The core staff member for the IRB serves on the AAHRPP Planning Committee and the eResearch Regulatory Management production support team (PST) to ensure that concerns of the UM-Flint faculty and students are represented. The AAHRPP Planning Committee has worked the last two quarters to address the issues identified by AAHRPP which are being translated into electronic solutions within eResearch.

<table>
<thead>
<tr>
<th>FY 2011 IRB Activities</th>
<th>1st Q</th>
<th>2nd Q</th>
<th>3rd Q</th>
<th>4th Q</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Board Application (includes studies, amendments and continuing reviews reviewed by the full IRB)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Expedited</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Continuing Review</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>18</td>
<td>37</td>
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<tr>
<td>Amendment</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Exempt</td>
<td>1</td>
<td>32</td>
<td>17</td>
<td>7</td>
<td>57</td>
</tr>
<tr>
<td>Not Regulated</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Summary of Selected IRB Chair Activities

1. Chair, ongoing (re-appointed in 2009 to second five year term; Suzanne Selig served as Interim Chair during my sabbatical this past winter; I resumed Chair duties in May 2011).

2. Ongoing in-person, phone, and email consultation with directors of IRBs in Ann Arbor (Judy Birk, Jan Hewett, and their staff).
3. In May 2010, Mary Mandeville and I completed the revision of our Standard Operating Procedures for the UM-Flint IRB.

4. July 25, 2010 began creating the “IRB Pop Quiz” to prepare UM-Flint campus for the site visit interviews by Association for Accreditation of Human Research Protection Programs that would occur Fall of 2010.

5. Prepared materials and created a powerpoint slide presentation for the annual IRB retreat—issues included website, re-accreditation, and continuing education of UMF campus on human subjects protection issues-Retreat held July 26, 2010.

6. In addition to Chair duties (monthly full board meetings), reviewed, commented, and made determinations on over a dozen eResearch submissions (expedited, exempt, amendments, continuing reviews). This number is lower than in past years because I reviewed no submissions during my Winter 2011 sabbatical.

7. Prepare annual evaluation of Mary Mandeville, UM-Flint Research Compliance Associate (Core IRB support staff), as required by Terry Van Allen, Director of the Office of Research.

8. Email contact with Mary Mandeville, UM-Flint Research Compliance Associate (Core IRB support staff), almost every day (including weekends ☺), phone conversations about twice a week; in-person meetings at least twice a month or as needed—we determine whether projects qualify as human subjects research; discuss the ‘risk level’ of projects, confidentiality issues, the psychology department subject pool, what topics to cover in continuing education forum for our IRB, when a waiver of consent is permissible, and the list goes on!

9. Prepare and submit to Associate Provost Vahid Lotfi Annual Report of IRB activities, late spring/early summer of each year.

10. Prepare a variety of appreciation/thank-you letters to IRB members for their efforts and expertise—without them, UM-Flint research could not be reviewed or approved on our campus and would have to go through Ann Arbor—and the review time would be significantly increased--; perhaps most importantly, as documentation of members’ significant service to UM-Flint, these letters are valued because members can include them in their portfolios for tenure and promotion, salary increases (our board includes three non-UMF faculty), etc.

11. Gave brief announcement to Council of Chairs October 11 of upcoming IRB re-accreditation and site visits by the Association for Accreditation of Human Research Protection Programs; alerted Dean Trela and dept. chairs to IRB ‘pop quiz’ and other information on the IRB website on education and preparation for site visits.

12. Prepared and supported UM-Flint IRB members and researchers for upcoming interviews by AAHRPP site visitors (wrote letters and had Provost Voland and Associate Provost review and sign the letters, led a review/workshop for interviewees on December 8th).

COLLEGE OF ARTS AND SCIENCES

The College’s growth continued during the 2010-11 academic year, although in keeping with institutional trends that growth moderated, and was concentrated primarily in development and implementation of our required Freshman “First Year Experience” course. All but one of over twenty sections was taught by CAS faculty. Nearly all of the College’s enrollment growth can be attributed to our commitment to make implementation of the First Year Experience a success.

<table>
<thead>
<tr>
<th>2008-09 Credit Hours</th>
<th>2009-10 Credit Hours</th>
<th>2010-11 Credit Hours</th>
<th>Term</th>
<th>Credit Hour Increase from 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,353</td>
<td>4,545</td>
<td>5,196*</td>
<td>Summer</td>
<td>5.16%</td>
</tr>
<tr>
<td>50,256</td>
<td>54,009</td>
<td>55,370*</td>
<td>Fall</td>
<td>10.17%</td>
</tr>
<tr>
<td>47,242</td>
<td>50,212</td>
<td>50,825*</td>
<td>Winter</td>
<td>7.58%</td>
</tr>
<tr>
<td>8,364</td>
<td>8,950</td>
<td>9,197*</td>
<td>Spring</td>
<td>10.21%</td>
</tr>
<tr>
<td>110,215</td>
<td>117,716</td>
<td>120,588</td>
<td>AY totals</td>
<td>9.41%</td>
</tr>
</tbody>
</table>

*Includes FYE enrollments

In addition, College faculty were deeply engaged with University-wide strategic planning as Professor of English Dr. Jan Furman co-chaired this endeavor. Several departments completed academic program reviews that will be studied by the Dean and Executive Committee in the Fall 2011 semester. The College conducted five promotion and tenure reviews, with four promotions resulting, seven post-tenure reviews, fifteen two and four-year reviews as well as numerous LEO major reviews. As I write this report the College has recruited twelve new faculty members to its tenure-track ranks and so is slated to begin the Fall 2011 semester with a record number of tenure-track faculty. During the course of the year two task forces delivered important reports with wide-ranging recommendations that are being studied and/or implemented: 1) a task force on secretarial reclassifications, and 2) a task force on roles, responsibilities and remuneration of department chairs.

I am deeply grateful to fellow CAS Deans for their hard work during the past year. The College bids a fond au revoir to long-time Associate Dean Robert Barnett, who has begun a term as Interim Dean of the School of Education and Human Services. We welcome Interim Associate Dean Ricardo Alfaro to our ranks and are grateful for the continuing service of Assistant Dean Roy Barnes. As was the case last year, we are optimistic and financially sound, although straightened resources and omni-present cuts to our state appropriation make additional growth in 2011-12 a challenge.

Status of 2010-11 Goals

- **Implement major recommendations from the CAS task force report on academic advising.**

  The recommendations of this task force have, in essence, become university-wide goals and been largely subsumed into specific recommendations contained in the new Strategic Plan. We look forward to working with the new Associate Provost and Dean of Undergraduate Studies in making more of the recommendations a reality campus-wide in 2011-12 and beyond. As a starting point, the Teaching Seminar with which the University begins each academic year will, this year, focus on engagement, but also touch on advising as an aspect of teaching. Advising as an essential element of teaching has been firmly embedded within CAS promotion and tenure standards. The sort of mentoring and training that goes on in connection with classroom instruction needs to be generated in support of high-quality academic advising.

- **Launch the task force on roles, responsibilities and remuneration of Chairs and Directors.**

  This report was issued to the CAS Dean and Executive Committee in February, 2011. Specific recommendations regarding compensation, reassigned time and the conscious fostering of leadership skills for Chairs have been somewhat overshadowed by a more controversial recommendation that departments be realigned and ‘right-sized’. This has fostered vigorous and largely healthy internal debate regarding disciplinary integrity and department cohesiveness. The Dean and Executive Committee will continue to study recommendations in conjunction with the Governing Faculty in AY 2011-12 and work to implement those recommendations that will serve the College, its students and faculty.

- **Finalize additional program reviews carried from 2009-10 to “catch-up” with the mandated review cycle.**

  The CAS Dean and Executive Committee made limited progress on this goal, but have studied and discussed reviews of Foreign Languages and Biology. Reviews in Physics, Communication and Philosophy,
Africana Studies, English and Theatre remain to be finalized at the Dean and Executive Committee level. The Music Department received a formal response from NASM (National Association of Schools of Music) to its decennial external accreditation review. The Executive Committee and Dean value the current program review process and find the resulting reports useful in making decisions regarding resource allocations within the College.

- **Finalize CAS Strategic Plan.**
  Work on the University-wide plan took priority.
- **Study course scheduling efficiencies and undertake a fiscal analysis of the current spring/summer funding model.**

Various studies undertaken and shared with Chairs and the CAS Executive Committee as well as the faculty as a whole have more widely disseminated the financial affairs of the College, and generated thoughtful discussion, but no final conclusions, on how the available CAS budget might be more appropriately distributed. Discussions will continue into the 2011-12 academic year with an eye towards 1) targeted growth in identified undergraduate program areas, 2) development of a pilot incentive model for the budget that would a) give departments greater control over resources generated and b) generate additional enrollment growth.

**Significant Achievements**

- The College continued to generate enrollment growth in an increasingly challenging environment regarding state funding and student recruitment.
- Initiation of the First Year Experience component of our General Education program was a resounding success. The successful renegotiation of the revenue sharing agreement for the FYE course added to the College’s fiscal bottom line and also assisted us in reaching our enrollment targets.
- In the matter of ‘routine’ business, the College reviewed five promotion and tenure cases, seven post-promotion cases, fifteen two and four-year reviews of probationary faculty, multiple LEO majors reviews and conducted thirteen searches for new tenure-track faculty. As of the finalization of this report, twelve of these searches had resulted in hires.
- Near year’s end, CAS science faculty engaged in a vigorous planning effort regarding partial renovation of laboratories of the Murchie Science Building—a $22 million badly-needed project to update our 25-year old science facility.

**Student-Outcomes Assessment**

The College of Arts and Sciences has continued to advance the assessment of student learning through numerous initiatives. The college’s most significant contribution to the university’s assessment efforts stems from its leadership in the development of assessment protocols for our General Education program and the piloting of course-based assessments of student learning in all First Year Experience courses in the 2010-2011 academic year. As in years past, the college has also maintained its commitment to faculty development by supporting four faculty members so that they may attend the General Education and Assessment conference in Chicago.

During the fall semester of 2010, the university organized ten “Outcome Strategy Groups” to develop assessment rubrics for the majority of our General Education student learning outcomes. Of the 31 faculty and staff that participated in this effort to develop faculty driven assessments, 25 are affiliated with the College of Arts and Sciences. Particularly noteworthy is the work of the Outcome Strategy Group responsible for developing the rubric for writing. Comprised of faculty members entirely from the college, this group developed an assessment instrument that was based on the narratives found in over 300 course approval forms. Consequently, this rubric can be applied as easily to laboratory reports and as it can to term papers. Furthermore, the governing faculty of all four academic units approved this rubric as the assessment instrument for the university’s assessment plan for the General Education program which will be fully implemented in the Fall 2011 semester.

The College of Arts and Sciences also has made an important contribution in the area of assessment by providing leadership in developing and piloting the embedded assessment of student learning at the course level. Combining the Fall and Winter semester offerings of UNV 100 – of which all but one section was offered by the college – the university collected direct assessments of student learning from nearly 400 students across 6 indicators of student learning – three criteria for multiple perspectives and three criteria for application of knowledge. From debriefings with First Year Experience faculty, these assessments were not burdensome or
intrusive. On the contrary, faculty found the use of these rubrics and assessments fit seamlessly within their current evaluation of student work and, more importantly, their use contributed to the overall quality of the student work being assessed. (Thanks to Roy Barnes for preparing this portion of the Annual Report.)

**External Accreditation**

External accreditation is a factor in a limited number of CAS programs and disciplines.

- As is evidenced by the section on engagement below, CAS faculty contribute significantly to UM-Flint’s HLC “Engaged Campus” designation. Ways and means of institutionalizing this engagement will be a point of discussion during the 2011-12 academic year.
- The Music Department received a response to its National Association of Schools of Music site visit in 2009-10. In general, the program is functioning at a high level of achievement, but there are some concerns expressed regarding the adequacy of existing facilities.
- The Engineering program continues to align courses and their outcomes with ABET expectations, in anticipation of an eventual move to seek ABET accreditation.
- In 2010-11 CAS programs assisting in the preparation of teacher candidates and teacher-administrators prepared and submitted necessary reports to achieve national certification. These programs include Educational Administration, English, French, Spanish, and Mathematics. Additional programs submitting reports to the Michigan Department of Education for state review include Social Studies and History. By year’s end Mathematics had achieved national recognition. Earth Science and Physics have elected to discontinue their Teacher Certification Programs.
- The Chemistry and Biochemistry Department has retained its American Chemical Society accreditation.

**Research and Creative Activities**

**Africana Studies**


**Chemistry and Biochemistry**


**Communication and Visual Arts**


Computer Science, Engineering and Physics


Earth and Resource Science


**Economics**


**English**


**Mathematics**


**Philosophy**


**Psychology**


### Sociology, Anthropology and Criminal Justice


### Theatre and Dance

**Friesen, Lauren.** *Rothko*, Workshop Performance with the Staatstheater in Hannover, Germany, June 16-19, 2011.


**Haley, Janet.** *The Homecoming* adapted for the stage by Christopher Circle, from Earl Hamner’s novel Role: Mother Olivia Spencer (lead). Directed by Walter M. Hill. December 2010.


### Development Activities and External Funding

With the largest group of alumni and as the founding academic unit of the University of Michigan-Flint, the College has significant fundraising potential among its graduates, faculty and staff. We also reach deeply into the communities we serve as we seek to cultivate additional friends of both the College and University. The CAS Dean worked with the College’s Major Gift Officer on cultivation of donors, and in planning a special fund-raising event for the Music Department in December 2010. We disbanded the Dean’s Advisory Board and will rethink strategies for meaningfully engaging community members in College life and planning. The College’s MGO travelled to Texas to meet with several CAS donors living there, while the CAS Dean significantly expanded community connections as a result of more regular meetings with William S. White and Steve Wilson, heads of the Charles Stuart Mott and Ruth Mott Foundations. We hope that a late spring visit with overseers of the Bryer Foundation will result in a significant six-figure endowment in aid of science instrumentation. Additional gifts during the year largely benefited new or existing scholarship endowments.

| Total Realized Monetary Gifts | $182,269 |
| Gift in Kind                  | $7,103   |
| **Total**                     | $189,372 |

| Total New Bequest Intentions  | $0       |
| Unrealized Pledge Payments    | $542,332 |
| **Total**                     | $542,332 |
## Grant Applications

**CAS Faculty External Activity for FY 2011**

### Awarded Federal Proposals

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Principal Investigator</th>
<th>Department</th>
<th>Prime Sponsor</th>
<th>Direct Sponsor</th>
<th>Total Request</th>
<th>Total Awarded</th>
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<tr>
<td>Testing the Radiative-Driving Hypothesis of Quasar Outflows</td>
<td>Ganguly, Rajib</td>
<td>CSEP</td>
<td>NASA</td>
<td>Smithsonian Astrophysical Observatory</td>
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<td>SGER: Towards a Generic Provenance Metadata Management System</td>
<td>Mani, Murali</td>
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<td>Computing Research Association</td>
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<td>Broadening Participation in Computer Science - Widening the Research Pipeline</td>
<td>Turner, Stephen</td>
<td>CSEP</td>
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<td>Role of vitamin D in the mortality disparity between African American and Caucasian Women</td>
<td>Kelts, Jessica</td>
<td>Chemistry</td>
<td>NIH</td>
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<td>$226,035.00</td>
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<td>Reaching Out to New Audiences: Saginaw Bay Coastal Tourism Development</td>
<td>Hayes, Rebecca</td>
<td>Comm/VA</td>
<td>National Oceanic and Atmospheric Administration</td>
<td>Michigan Department of Environmental Quality</td>
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<tr>
<td>Michigan Youth Entrepreneurship Program</td>
<td>Nas, Paula</td>
<td>Economics</td>
<td>Department of Education</td>
<td>Council for Economic Education</td>
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<td>Financial Fitness Camp for High School Students</td>
<td>Nas, Paula</td>
<td>Economics</td>
<td>Department of Education</td>
<td>Council for Economic Education</td>
<td>$9,371.00</td>
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<td>Efficient Real-Time Detection of Critical Conditions on Event Streams</td>
<td>Mani, Murali</td>
<td>CSEP</td>
<td>Department of Energy</td>
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<td>Collaborative Research: Modeling vibrio cholerae infection in a human host</td>
<td>Coffield, Daniel</td>
<td>Mathematics</td>
<td>NSF</td>
<td>Oakland University</td>
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<tr>
<td>Giving Power to Preserve Our History</td>
<td>Henthorn, Thomas</td>
<td>History</td>
<td>CFGF</td>
<td>City of Grand Blanc</td>
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<td>Legal Needs Study</td>
<td>Dyson, Dana</td>
<td>Political Science</td>
<td>Legal Services of Eastern Michigan</td>
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### Pending Non-Federal Proposals

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<tr>
<td>UM Flint Summer Academy of Music - Jazz</td>
<td>Alexander, Lois</td>
<td>Music</td>
<td>Musak Foundation</td>
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<td>Arts Connect Program</td>
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<td>Festival of Christian Manen Music</td>
<td>Alexander, Lois</td>
<td>Music</td>
<td>French American Fund for Contemporary Music</td>
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<td>Investigating the Performance of Pheromone-Baited Techniques Using a Management Strategy Evaluation Model</td>
<td>Dawson, Heather</td>
<td>Biology</td>
<td>Great Lakes Fishery Commission</td>
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<td>$43,821.00</td>
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<td>UM Flint Master of Arts in Arts Administration Program</td>
<td>Friesen, Lauren</td>
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<td>Ruth Mott Foundation</td>
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<td>Creating a Learning Environment at the Urban Alerantives House</td>
<td>Hill-Rowley, Richard</td>
<td>ERS</td>
<td>CS Mott Foundation</td>
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<td>Evaluation of the AWFuchs Community Associated with Water Celery Populations in Lake Ogemaw</td>
<td>Sanders, Jerry</td>
<td>Biology</td>
<td>Applied Biochemists</td>
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<td>Design for Social Change: The Elevator Studio at UM Flint</td>
<td>Lorch, Janet</td>
<td>Comm/VA</td>
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### Not Funded Non-Federal Proposals

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<th>Total Awarded</th>
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<tbody>
<tr>
<td>Stone Street Archaeological Project</td>
<td>Smith, Beverley</td>
<td>Soc/Anthro/CJ</td>
<td>Saginaw Chippewa Indian Tribe of Michigan</td>
<td>Saginaw Chippewa Indian Tribe of Michigan</td>
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<td>Understanding the Mechanisms that Contribute to the Contamination</td>
<td>Sanders, Jerry</td>
<td>Biology</td>
<td>Michigan Dept of Environ Quality</td>
<td>Huron Clinton Metro Park Authority</td>
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<td>PIT Project</td>
<td>Dawson, Heather</td>
<td>Biology</td>
<td>Great Lakes Fisheries Commission</td>
<td>Department of Fisheries and Oceans Canada</td>
<td>$36,069.00</td>
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<td>Improving Retention Through Intrusive Advising and Required Writing Center Visits</td>
<td>Blumer, Jacob</td>
<td>English</td>
<td>Council of Writing Program Administrators</td>
<td>Council of Writing Program Administrators</td>
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Total $138,145.00 $0.00

### Efforts to Increase Enrollment

- Successful College-wide efforts to develop and offer First Year Experience courses to our entering Freshman class of students. Nearly all enrollment growth generated in 2010-11 came from sections of UNV 100 taught by CAS faculty.
- CAS and Graduate Programs approval of a Master of Arts in Mathematics degree oriented to current and future mathematics high school teachers in the region that will be implemented in Fall 2011.
- Approval of the ERS Energy and Sustainable Systems concentration that will be implemented in Fall 2011.
- As of spring 2011, exploration with Lake Superior State University of an MPA cohort program in criminal justice at LSSU.
- Initial conversations with the Provost, Deans and Interim Director of Admissions regarding undergraduate programs that could benefit from enrollment plans.

### Community Engagement Activities

#### CAS Dean’s Office

**Barnes, Roy.** Documenting the Communication Network within Flint’s Homeless Community. During the 2010-2011 academic year, Dr. Roy Barnes worked closely with Gerry Leslie, HMIS Administrator for Metro Community Development and Tom Knight from Resource Genesee to document the social network that exists among the homeless and advocates of the homeless in Flint. The ultimate goal of this work was to obtain a more accurate count of the homeless population during the Point In Time count in January.

**Trela, D. J.** Elected to the Board of Trustees of the Flint Institute of Arts in fall, 2010, and re-elected for the 2011-12 fiscal year in June, 2011. Elected Chair of the Board of the Flint Cultural Center Corporation, June, 2010, which supports The Whiting, The Sloan Museum, Longway Planetarium, the Buick Gallery, and is the property owner for the Cultural Center. Additional Committee assignments include: Executive, Finance, and Governance. Re-elected Board Chair for 2011-12 in June 2011.

#### Africana Studies

**Emenyonu, Ernest.** Advisory Consultant to Coppin State University, Baltimore, Maryland. I helped their English Department design their first ever International Conference on “Women and Gender.” I contacted Keynote Speaker they desired (Nawal El Saadawi) in Egypt and helped negotiate mutually satisfactory terms. I helped them design the conference program, worked out the theme and sub-themes, and contacted key scholars in the field, and assisted in general publicity for the conference. September 2010 - February 2011.
Emenyonu, Ernest. Advisory Consultant to Syracuse University, New York. Helped plan a major Symposium on “50 Years of African Literature in the Academy,” in honor of a retiring renowned scholar of African Literature, Professor M.J. C. Echeruo, after 20 years of service. Helped to articulate the theme and sub-themes of the conference and major scholars in the field to be invited. I was invited to the Symposium and presented a commissioned paper. August – October 2010.


Biology

Myers, Steve. Anatomy & Physiology Interactive Presentation (1.5 hours) to Erin Harris’ students (41) visiting campus from Rochester Hills High School. April 13, 2011.

Myers, Steve. Anatomy & Physiology Interactive Presentation (1.5 hours) to Tony Seal’s students visiting campus from Faith Baptist High School in Davison. February 17, 2011.

Myers, Steve. Anatomy & Physiology Interactive Presentation (1.5 hours) to Greg Myers’ middle-school students visiting campus from the International Academy of Flint. July 22, 2010.

Chemistry and Biochemistry


Wilhelm, Monique. On the Go Demos “National Chemistry Week Celebration” at the UM-Flint Early Childhood Development Center. Assisted the Chemistry Club with planning and presenting a variety of hands-on activities for the preschool students and their families. Activities included Magic Sand, Pencils and Elastomers, ThermoChromic Periodic Tables, Instant Snow Polymer, Water Jellies, Boo Bubbles, Dry Ice Rockets, and Dry Ice Ice Cream. October 22, 2010.

Wilhelm, Monique. On the Go Demos “Rocket Day” at the UM-Flint Early Childhood Development Center. Assisted the Chemistry Club with planning and performing a rocket day activity, Alka Seltzer rockets, for the preschool classrooms. March 2, 2011.


Wilhelm, Monique. Super Science Friday, Materials of the Future workshop. Planned and presented at a workshop with the Chemistry Club that included demonstrations and hands on activities that illustrate how the properties of matter are explored to develop new materials and use old materials in new ways to achieve desired results. The workshop also highlighted how the many areas of science are weaved together to make life easier, more comfortable, and fun. May 6, 2011.

Wilhelm, Monique. Teachers Demo Academy workshop. Planned and presented a workshop with assistance from the Chemistry Club. The workshop showed the teachers how to plan, prepare, and properly use chemical demonstrations to engage their students in science. May 19, 2011.

Communication and Visual Arts

Kranz, Timothy. Board of Directors member and Artist Member, Buckham Gallery, Flint, MI. Buckham is a non-profit organization. April 2010-Present.

Kranz, Timothy. Drawing workshop. An all ages drawing workshop teaching basic drawing skills at Buckham Gallery, Flint, MI. My time was donated to help the non-profit gallery raise funds for daily operations. June 25, 2011.


Lorch, Janet. Elevator Design Studio at the University of Michigan-Flint. The Elevator Studio at the University of Michigan-Flint was launched for the purpose of providing students with the real-world experience of running a graphic design studio while supporting the Flint and surrounding community non-profits and entrepreneurial initiatives. The studio is envisioned as a cross-disciplinary teaching/learning lab where students from multiple disciplines will explore and put into practice graphic design and communications strategies around the idea of design for social change. The studio will be part of fall and winter schedules, offered for credit with internships providing continuity throughout summer months. This teaching model benefits student by providing design theory and practical experience of a professional in the community currently running a design studio. The mission of the studio is to provide students with practical experience and skills needed to operate a studio work with clients and also consider the impact their work can have on their community and social change. During the first semester the course was offered, students focused on design and branding of the studio and also took on one client – the Genesee County Health Department’s SPROUT (Steering Prevention – Reducing Obesity – Utilizing Teamwork) initiative that will be launched in fall, 2011. A logo, posters and web site were designed and will be produced during the summer months by a student intern. The client was very pleased with the amount and quality of the work completed by students, and the studio will continue working with this client throughout the summer and into the fall and winter semesters.


McGill, Anthony. Several different projects at the YWCA, Kings Karate, Wellness Aids, CFA High School through Gary Ashley and Mona Younis.

McGill, Anthony. American Red Cross, Genesee/Lapeer Chapter, worked with UM-Flint Communication students to organize blood drives in Flint through Colleen McCallahan.

McGill, Anthony. Flint Folk Music Society, worked with UM-Flint Communication students to help promote this organization and their events.

McGill, Anthony. Genesee County Habitat for Humanity, worked with UM-Flint Communication students to help promote an online contest.

McGill, Anthony. New Passages, worked with UM-Flint Communication students to plan an event and do some PR.

McGill, Anthony. Hispanic Technology and Community Center, worked with UM-Flint Communication students to promote an event.

McGill, Anthony. Girls on the Run, worked with my daughter to help promote events.

McGill, Anthony. Reaching Higher, worked individually and with UM-Flint Communication students to promote this organization.

McGill, Anthony. Food Bank of Eastern Michigan, worked with UM-Flint Communication students to create a Public Relations Campaign for this organization.

McGill, Anthony. The Children’s Heart Association, worked with UM-Flint Communication students to create a fund raising event.

McGill, Anthony. The ADDY Awards, on the event planning team and worked with UM-Flint Communication students in event planning.

McGill, Anthony. The Flint Children’s Museum, working with one of our Alumni (Kim Roddy) to help them win a 100K Media package.

Reinsel, Joseph. Advisory Board Member, GASC Technology Center, Flint, Michigan.

Sevick, Michael. The Spring Semester ART 366, Mural Painting class, designed and painted a mural. The students painted for seven weeks (9:00 am - 2:00 p.m.) on Tuesdays and Thursdays at the Insight Institute of Neurosurgery and Neuroscience building, 4800 South Saginaw Street, Flint.
Computer Science, Engineering and Physics


Mani, Murali. Judge for finals at the Flint Regional Science Fair, Senior Division. March 2011.

Mazumder, Quamrul H. Advisory Board Member, Winsol Electronics, Flint, Michigan (Wind turbine manufacturer). 2010-11.

Mazumder, Quamrul H. Advisory Board Member, Mid-Michigan Solar, Flint, Michigan. 2010-11.

Mazumder, Quamrul H. Advisory Board Member, Lapeer County Intermediate School District-Tech Center.


Mazumder, Quamrul H. Thompson Center for Learning and Teaching Faculty Fellowship Award. Winter 2011.

Earth and Resource Science

Kaufman, M. M. Lake Shinanguag Lake Association, conducted a study with students on the environmental/hydrological challenges facing the lake. Goodrich, Michigan.

Kaufman, M. M. Proposal review and environmental consultation with New Flint Neighborhood Programs Inc., a neighborhood organization in northwest Flint.

English

Emenyonu, Patricia T. Member, Board of Directors, Christ Enrichment Center. Served on the Director Search Committee and Chair the Program Committee.

Emenyonu, Patricia T. Member of the Bell Choir, St Paul’s Episcopal Church, Flint.

Emenyonu, Patricia T. Member, Absalom Jones Diversity Committee, St Paul’s Episcopal Church, Flint.

Emenyonu, Patricia T. Member, Flint Area Congregations Together, Education Sub-committee.

Emenyonu, Patricia T. Newly inducted into Delta Kappa Gamma Society International, MU Chapter.

Foreign Languages

Mestas, Juan. Board member of the Cultural Forum in Flint.

History

Ellis, John. President of the North American Association for the Study of Welsh Culture and History (NAASWCH) and Program Chair for the association's 2010 International Conference on Welsh Studies held at Marymount University in Arlington, VA.

Music

Hristova, Gabriela. A concert with the UM-Flint Chamber Singers at the State Convention of the American Choral Directors Association at Central Michigan University, Mt. Pleasant, Michigan. The presentation was titled "Expression of the Heart" and included music from the Renaissance, Romantic period and modern times. Choirs perform at the convention by invitation and after a selection process. October 30, 2010.

DiBlassio, Brian. Commissioned by Flint Symphony Orchestra to orchestrate a piece incorporating the Flint Festival Youth Chorus of the Flint Institute of Music. The piece combined "Here We Come A' Caroling" with the original melody "Christmas Comes But Once A Year," written by Sylvia Pittman of FIM. The piece was debuted at the 2010 Holiday Pops Concert with a statewide television rebroadcast. http://www.thefim.org/concerts/holiday-pops. December 2010.

Political Science

Kahn, Peggy. Continued to work with the Women and Girls Fund of the Community Foundation of Greater Flint. Their report, the Status of Women and Girls in Genesee County, along with 14 interview-based narratives written by Peggy Kahn and Dana Dyson, was published this year. Peggy Kahn participated in a
Fund workshop on Women and the Economy on May 24th, presenting information on problems of pay and income and work-family reconciliation for lower wage women in the County and nationally. Her review of McBride and Mazur, The Politics of State Feminism: Innovation in Comparative Research (Temple University 2010) is forthcoming in Women, Politics and Public Policy.

**Sociology, Anthropology and Criminal Justice**

**Smith, Beverley.** The Stone Street Recovery and Reburial Project. The project concerns a parcel of city land that was slated to become an infill redevelopment housing project of the Genesee County Land Bank. During preparation for construction, human remains were unearthed; further investigation revealed that the site had previously been a native cemetery and the housing project was halted. Since then Professor Beverley Smith, an archaeologist in the Sociology, Anthropology and Criminal Justice Department, has been intensively involved in working with The Saginaw Chippewa Indian Tribe of Michigan, through the Ziibiwing Center of Anishinabe Culture and Lifeways to plan and carry out the culturally sensitive recovery of ancestral remains at the site and undertake the analysis of the remains. As the PI, she has devoted many hundreds of hours to the project since 2008 – including two entire summers, with at least one more to come. Moreover, many UM-Flint students have been deeply enriched through participating in this effort along with tribal members, students from other regional institutions, and community volunteers. The importance of this work is underscored by the fact that tribal leaders invited non-natives to attend, and participate in, the reburial ceremony that was held last fall. The profound appreciation of the tribe and descendant community toward the volunteers on behalf of the ancestors came across very clearly in the reburial ceremony. The Stone Street project represents a true partnership between the academic community and the tribal community. A $15,000 research grant from the Office of Research in Ann Arbor has been received for the 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 2010 and Winter 2011.

**Theatre and Dance**

**Friesen, Lauren.** Historian, American College Theatre Festival, Region III.

**Friesen, Lauren.** Kennedy Center National Playwriting Judge for the Eunice Kennedy Shriver Playwriting Competition.

**Friesen, Lauren.** Dedication Address, Heritage Center Museum (York County, Nebraska).

**Friesen, Lauren.** Planning Committee, Spiel und Kunst Conference (German Federal Education Arts Program) Hannover, Germany.

**Friesen, Lauren.** Active Member, Chicago Dramatists, provide feedback for staged readings of new plays.


**Haley, Janet.** Kennedy Center/American College Theatre Festival, Region III. Regional University Theatre Production Respondent/Adjudicator. Fall 2010.


**Landon, Stephen.** Continued to serve as Vice Chair of Design Technology and Management for the Kennedy Center American College Theatre Festival in Region III. As Co-Vice chair my task was to organize and coordinate student design entries and faculty responds for the Region Three Festival. In addition, I was a respondent to participating productions across the region and sat as a member of the selection committee which selected the participating productions from the past season they were invited to the Region II Theatre Festival which took place on the campus of Michigan State University in January, 2011. July 1, 2010-June 30, 2011.
2010-11 Budget Summary

<table>
<thead>
<tr>
<th>FY 2010-2011 General Fund Budget</th>
<th>Amount</th>
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<td><strong>Total Expenditures with Contingency</strong></td>
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<tr>
<td><strong>General Fund Balance at June 30, 2011</strong></td>
<td><strong>$2,971,239</strong></td>
</tr>
</tbody>
</table>

Goals for 2011/2012

- Develop enrollment plans for select undergraduate programs in the College.
- Develop and implement in fiscal 2013 a pilot program for limited decentralization of the CAS budget at the Department level.
- Review compensation policies for spring/summer semester and for overloads.
- Continue to study and implement relevant recommendations from the task force report on Roles and Responsibilities of Chairs.
- With the Executive Committee, Council of Chairs and Governing Faculty review the University’s Strategic Plan and identify College priorities in light of that plan.
- Identify appropriate space for studio art courses.
SCHOOL OF EDUCATION AND HUMAN SERVICES

The School of Education and Human Services (SEHS) has been in a state of flux for the past several years and has undergone two University of Michigan internal audits to help bring stability to the School on a budgetary and programmatic level. The School has experienced a large budget deficit for several years, but through thoughtful strategic planning and the implementation of new high-demand graduate programs, robust enrollment growth in the Social Work Department, and new community-based initiatives, the School has made significant strides in reducing the budget deficit. With continued attention to program maintenance and expansion, as well as on the development of new programs, and with a renewed focus on community engagement and outreach, the School is positioned to eliminate its deficit in the next fiscal year. Through short-term restructuring and new recruitment and retention efforts, we will begin expanding undergraduate enrollments and developing new graduate programs to more fully address the needs of our students and community. As we look forward to the year ahead, SEHS will persevere in the daunting challenge of achieving national accreditation of its teacher preparation programs and will pay particular attention to delivering a high quality education for students in all of our programs.

Status of 2010-11 Goals

- **Meet all recommendations made by the University of Michigan Internal Audit.**
  
The Audit of SEHS and the Audit of the ECDC have been completed, and all recommendations addressed. The recommendations call for a separation of budgetary duties between the School and the ECDC. Through reallocation of funds, a Budget Director position is being created and a search will begin in early fall.

- **Create a sustainable business plan for the unit that addresses short-term solvency and long-term growth.**
  
  A business plan was created and submitted by the previous Dean.

- **Make continued progress toward NCATE Accreditation of all teacher preparation programs.**
  
  All SPA reports were submitted during the academic year, and the responses are now coming back. The Preconditions have been revised and resubmitted, and the TK20 database has been established. All assessment and other relevant data is being loaded into the system as it becomes available. Preparation is underway for writing the Institutional Report and for revising the SPA reports.

- **Develop opportunities for extended offerings of curriculum.**
  
  The Ed. Specialist Master’s Degree has been fully implemented. The first year cohort of 35 students is now entering its second year, and work is underway to expand the program to a second cohort of students.

Significant Achievements

- Ed. Specialist implementation.
- MAC 2 program development.
- MDE Approval of the Ed. Specialist graduate degree program.

Student-Outcomes Assessment

Assessment of student learning is fully integrated in the social work curriculum, and overtly measured at three points of the student’s progress (sophomore admission to the program, junior level admission to field, and senior/graduation). This year, Social Work continued to implement the approved student outcome assessment (SOA) plan, which includes yearly evaluation of data from: survey of graduates, student written portfolio review, student performance evaluation, and a national standardized test. The transition to LiveText electronic portfolios begun in 2009-2010 was interrupted by the adoption of TK20 by the Education Department, while conceptual work has continued on the portfolio process, electronic forms have not been implemented. During this year, H. Furrow led the curriculum review focus on professional writing, with the faculty consideration of benchmarked performances at the junior and senior year. On June 14 and 15, Social Work conducted a retreat to review SOA data and interviewed recently graduated students about their experiences and recommendations for improving the program.
External Accreditation

Social Work

Social Work is currently working on aligning to the 2008 EPAS, CSWE accreditation criteria that took effect immediately following the 2010 Full Reaffirmation of Accreditation. Faculty have made progress in maintaining this accreditation through: 1. 100% participation in training in the new standards through attendance in at least one conference (BPD/CSWE). 2. Revising the student outcome assessment process to include the use of portfolios for formative and summative evaluation. 3. Re-mapping of the curriculum to align with new standards for “behavioral competencies,” revising syllabi, and providing in-service training to LEOs in accordance with these revisions. 4. Revising the field instruction curriculum to begin the transition to a “signature pedagogy” including revision of major documents and provision of training to agency based field instructors. 5. Articulating major components of the “implicit curriculum,” particularly the program’s commitment to diversity and manifested behaviors and priorities to this commitment. 6. Reviewing pre-requisite, complementary and general education curriculum to assure appropriate foundation to professional studies, particularly professional writing and critical thinking.

Education

NCATE Timeline & Tasks

6-27-2011

I. Timeline

July 15, 2011: Our internal deadline for complete draft of Preconditions

September 1, 2011: Resubmit Preconditions

Aug 2011: Receive feedback from NCATE regarding NCATE program review reports submitted by the following programs: Educational Administration, Special Education – Learning Disabilities, Special Education – Cognitive Impairments, Literacy, Elementary Mathematics, Secondary Mathematics, English, French, and Spanish

- We will have to respond to any feedback from NCATE within 18 months.

Oct/Nov 2011: Receive feedback from NCATE regarding Preconditions

- FYI - when you pass Preconditions, you become a “candidate for accreditation”

Winter 2012 semester: Institutional Report is due

- We work with NCATE to determine an exact due date. We have been told that earlier is better, so we have more time to respond to their feedback prior to the onsite visit

- We should have one year of data available for Institutional Report (Fall 2010-Fall 2011)

1.5 - 2 months after submitting Institutional Report: NCATE Board of Examiners provide us with their offsite report electronically. We have an “offsite visit” via conference call with them.

2 months prior to the onsite visit: We submit our Institutional Report addendum and exhibits (addressing concerns that were raised in offsite report)

Fall 2012 semester: Onsite visit

- The onsite visit takes place between a Sunday-Wednesday.

- We should have 2 years of data available at time of visit (FYI – we will have data from Winter 2010-Winter 2011/Fall 2011 data collection will be in progress)

II. Tasks – Summer 2011

Unit Level:

1) Resubmit Preconditions

- Items that need to be addressed for July 1 deadline:

  o Precondition 4.1: Feedback from NCATE: A clear overview description of the unit’s conceptual framework is needed here.
• Status: Sapna and Suzanne are working on the abstract for the conceptual framework and this will be ready for our internal July 15 deadline.

o Precondition 4.6.2: Feedback from NCATE: *It is still not clear that multiple assessments are used other than GPA. Electronic portfolios are mentioned but reviewer was not sure how or if the electronic portfolio is to be assessed.*

• Status: Aviva is working on further developing and tweaking our description of program assessments as well as adding ideas about our (Education Unit) vision for an e-portfolio that would take effect in the fall. Roy has agreed to contribute to this work as well. Aviva has been asked to turn in a draft of her work before she leaves for Geneva, which I believe is July 13.

o Precondition 5.2: Feedback from NCATE: *State pass rate requirement is 80%. The unit has not yet met the state requirement, according to data reported. Title II reported only completers with 100% pass rate. Unit should provide any updated pass rate information and pass rate data over the past three years.*

• Status: I have requested the updated MTTC pass rate from Deb Seyerle. Our updated pass rate is 81.3%, which means that we now exceed the state requirement of 80%. The next pass rate will not be available until a few months after the preconditions due date.

2) Tk 20
   - Continue to work with each Education Unit program to identify and collect key assessments for Tk 20 configuration (goal is to have all key program assessments administered through the system in the fall).
   - Configuration of field assessment binders in Tk20.
   - Establish procedures for communication related to Tk 20: letting students know about fall implementation and account purchases/communication with faculty about key assessments and Tk20 blurb in course syllabus.
   - Work with Tk 20 to establish procedures for training cooperating teachers/faculty/staff to use Tk 20 in fall.

3) Determine composition of NCATE Standards Committees #1-6/identify committee chairs for #1 and 3/identify P-12 professionals to include on committees #1-5.

4) Update information on Education Unit SharePoint Portal.
   - Including CVs, course syllabi, faculty information, field information, and demographic data related to school districts.

Program Level – Summer 2011


2) Finalize NCATE Field Assessments #3,4,5 (Evidence of lesson planning, content student teaching evaluation, impact on student learning assessment) and determine procedure and timing of implementation.

3) Organize and share field assessment data (#3,4,5) from Winter 2011 semester with individual programs/Communicate procedures for Fall 2011.

4) Elementary Education Program – Establishing key program assessments and data collection for fall.

NCATE/Field – Summer 2011

1) Professional Dispositions
   - Finalize initial and advanced program dispositions assessments.
   - Determine procedure and timing of implementation for fall, ensuring that assessment takes place at each program transition point.

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¹ Those programs that are undergoing state review as opposed to NCATE review are expected to have data sets/analysis available at the time of the NCATE onsite visit. This is being called a “spa-like report.” Faculty representatives from these programs were required to attend a workshop help by an MDE representative so they are aware of the need to write this report.
2) Create master calendar with key dates for administration of NCATE field assessments, dates when major surveys need to be sent out, etc.

3) Cooperating Teachers
   - Once Fall 2011 cooperating teachers are identified, develop plans for onsite orientation meetings during which NCATE field assessments and Tk 20 training are introduced.

4) University Supervisor orientation – NCATE field assessments and Tk 20 training

Tasks – Fall 2011

Unit Level

1) Work closely with chairs of NCATE standards committees to make sure they are addressing all aspects of the committee charge:

Charge to NCATE Standards Committees

The charge to each NCATE Standards committee is to work together, within your committee, to determine how the Professional Education Unit meets the stated requirements at the “acceptable” and “target” levels, as articulated in the Professional Standards for the Accreditation of Teacher Preparation Institutions (2008). More specifically,

Phase I

- Identify the specific terms in the NCATE Standard that need definition and draft an operational definition for such terms.
- Determine any and all evidence that exists that could serve as measures for achieving the standards stated in both the “acceptable” and “target” levels articulated in the standard.
- Identify any areas within the “acceptable” and “target” levels where there is currently no data that would serve as evidence of achievement and for each gap and determine whether there is currently a process in place to gather such data.
- Make recommendations as to what processes and professional development should be designed and enacted to facilitate the creation of a process and collection of data needed to serve as evidence of achievement at the “acceptable” and “target” levels.

Phase II

- Gather all data identified as satisfying the standard at the “acceptable” and “target” levels.
- Examine data and create a rubric for determining the quality of the data.

Phase III

- Analyze data using rubric.
- Document the committee’s findings in a written report.

2) In particular, work closely with new chairs of Committees #1 and 3 as previous chairs have resigned from their positions.

3) Attend all NCATE committee meetings for NCATE standards committees #1-6 to ensure that work is getting completed as well as making sure that there is continuity and coherence between the work of each committee.

4) Share Institutional Report template and timeline with Education Unit faculty and work on getting data needed for tables as well as developing drafts for each section.

5) Work with Angie to create online exhibit room.

6) Working on actual writing of institutional report – professional writer? Team of writers?

Program Level

1) Working with programs undergoing NCATE review to make sure that NCATE feedback is being addressed.
2) Working with all other programs to make sure that they are collecting/analyzing data and starting to write their “spa-like” reports.

**Tasks – Winter 2012**

**Unit Level**

1) Writing and submitting institutional report.

2) Preparation for offsite visit with NCATE.

3) Preparation of Institutional Report addendum and exhibits.

**Program Level**

1) Working with the following programs who are writing “spa-like” reports: History, Social Studies, Early Childhood, Educational Technology, Visual Arts, Speech, Music.

**Tasks – Spring/Summer/Fall 2012**

**Unit Level**

- Preparation for NCATE onsite visit in Fall 2012.

**Program**

- For some programs, preparing towards resubmission of reports to NCATE, based on more recent data.

**Research and Creative Activities**

**External Scholarly Publications by Faculty**


**E. Collardey.** Mentoring the social work academic: Oops - I broke Alice's looking glass. Reflections: Narratives of professional helping" special issue on mentoring in the social work profession. (Accepted for publication 6/2011, expected publication 2012-2013).

**Development Activities and External Funding**

Social Work conducted two significant development activities this year. The department honored the retirement of Everett Blakely, hosting the Social Work Family Reunion Picnic, August 14, 2010, building “friends” within alumni, partnering agencies, Ann Arbor colleagues, and local community dignitaries. Food service was funded by Alumni Relations and technical assistance was provided by members of the SEHS Alumni Affiliate. In total, approximately 850 alumni were invited, 92 people joined us for lunch, and an additional 36 wrote remarks honoring Dr. Blakely.

Second, Social Work participated in the mailed alumni fund drive to sponsor the SAT program and student scholarships. To date, gifts have been approximately $500.

**Grant Applications**

The grant “Sustainable Community Children's Asthma Network - Flint/Genesee County” (DRDA Number: 11-PAF06566) was submitted in partnership with Hurley Medical Center, Flint Community Schools, Flint Housing Commission, Genesee County Health Department, and University of Michigan-Flint, Social Work Department (K. Woehrle, PI; S. Chandler (Project Evaluator). The grant was submitted to Housing and Urban Development (HUD) on June 14 with a requested direct funding of $449,753.66 (total grant costs of $581,009.55). Funding decision is still pending.

**Efforts to Increase Enrollment**

The Social Work department continues to participate in the enrollment efforts of the University, with faculty participating in efforts developed by Admissions and University Relations. The Department expanded the “program to program” articulation process linking the social work related associate Degree programs at Oakland Community College and St Clair County Community College. A. Hackett, hosted recruitment meetings with the graduating class of both MCC and OCC, to facilitate admission to the BSW program at UM-F.
Community Engagement Activities

S. Chandler and D. Dedman piloted a project with Your Center, a local not for profit health education agency, with the intention of increasing the capacity of local social workers professionals to conduct applied research, using a model of university agency partnerships in community engaged research. In addition to building capacity of the agency staff, the project also actively engaged seven undergraduate students in each phase of the program evaluation of Your Center’s infant mortality prevention program. The final project was presented publicly in April 2011. Given evidence of the capacity building that emerged from the project, a second cycle of RFP has been initiated.

In June 2010, the Social Work Department was authorized to provide “Continuing Education” units to Michigan practicing social workers. The social work department had two explicit goals for developing this program: 1. Improve the social work curriculum by providing direct instruction on pedagogy and innovations in social work education to the practicing social workers who provide supervision to our senior students in field instruction; and 2. Improve the capacity of local agencies to compete in a global market by assuring technology transfer from the university to agency staff in areas of theory and practice knowledge, trends in service delivery, and skills necessary to demonstrate program effectiveness and efficiency. Taught by D. Dedman and facilitated by J. Harvey, the CE program hosted five events in the first year, providing professional development to more than 75 people, (i.e., LEO faculty, local field instructors, other social work educators in Michigan) and serving more than 40 agencies. The participants’ evaluation data and requests for special topics are indicators of the value of the program to the coming year.

Goals for 2011/2012

- Work on a Business plan to bring the School out of deficit through continued enrollment increases and reduced spending.
- Make continued progress toward NCATE accreditation: Acceptance of Preconditions, revision of all SPA reports, writing of the Institutional Report, preparation for site visit.
- Design and seek approval for a Doctor of Education degree (Ed.D).
- Design and offer additional general education FYE courses.
- Design and offer general education capstone courses for SEHS students.
- Create an Early Childhood Articulation Agreement with Mott Community College.
- Begin work on a comprehensive major in Early Childhood.
**SCHOOL OF HEALTH PROFESSIONS AND STUDIES**

SHPS has gone through a year of transition with Interim Dean, Donna Fry replacing Dean Barbara Kornblau. Improving community relationships and gaining greater involvement of the SHPS Community Advisory Board were key initiatives this year. Changes in the UHWC organizational structure and progress on improved management of the clinic operation were made this year.

SHPS has doubled its student enrollment in the last 5 years. SHPS faculty drafted a new strategic plan that will be finalized in fall 2011. The plan includes further expansion of SHPS programs to offer both undergraduate and graduate students more options in the health fields and to provide educational ladders for health care practitioners to advance in their respective fields of study. SHPS continues to expand student’s opportunities for international experiences, service learning experiences, and collaborations with local health facilities.

Below is a summary of the current academic offerings in each department. SHPS programs have significantly expanded to other campuses and increased fully online degree programs as a means to increase enrollment.

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

The PHHS Department has B.S. programs in Clinical Laboratory Science/Medical Technology, Health Administration, Health Education, Health Sciences, and Radiation Therapy. The B.S. in Health Administration is also offered on the LCC campus and will soon be offered on the Wayne County Community College campus. PHHS has four graduate programs: M.S. in Anesthesia, DrAP (Doctor of Anesthesia Practice), M.S. in Health Education, and an M.P.H. with tracks in Health Administration and Health Education. PHHS contributes to the Health Administration tracks of both the MPA program and the NetPlus! MBA program. PHHS full-time instructional faculty members are supplemented with a cadre of well qualified community based professionals who bring a wealth of professional experience into the classroom.

**Nursing**

The Department of Nursing offers basic and accelerated second degree BSN programs to prepare graduates for the RN licensure examination, an online RN-BSN program (with mixed mode options at extension sites on the campuses of Lansing Community College, Saint Clair County Community College and Wayne County Community College-District (Harper Woods) and an online Doctor of Nursing Practice (DNP) program to prepare adult, family, and psychiatric/mental health nurse practitioners. In Winter 2011 the Department launched a new Accelerated 16-month online master’s (AMSN) program to prepare Adult Nurse Practitioners. The Department of Nursing received $1.4 million from the U.S. Department of Health and Human Services, Health Resources and Services Administration to prepare these master’s prepared nurse practitioners to meet the growing primary care needs created by the Health Care Reform Act. Each of the AMSN students will receive a stipend of $22,000 at the start of the program. Funding by the U.S. Department of Health and Human Services, Health Resources and Services Administration will be available to support 60 new AMSN students over the next five years. In fall 2010, the Department of Nursing admitted 50 new students into the second class of the Doctor of Nursing Practice (DNP) program, which will replace the master’s offerings in Family and Psychiatric/Mental Health Nurse Practitioner specialties over the next several years. This transition is congruent with the Commission on Collegiate Nursing Education’s mandate that all advanced practice programs in nursing be offered at the doctoral level. The UM-Flint graduate program has been ranked in the top 23% of all graduate nursing programs nationally. In addition to the grant mentioned previously, the Department of Nursing also had two other federally funded projects during the past three years: 1) The University of Michigan-Flint Initiatives for Nursing Diversity (UMFIND) project, which focuses on the recruitment and retention of economically disadvantaged and minority students; and 2) A grant to develop cultural competencies for nurses using evidence-based best practices.

**Physical Therapy**

The PT Department DPT program is continuing the process of expanding class cohort size from 40 to 60 students which began in Fall 2010. The second cohort of 60 students is being admitted for fall 2011. The PT Department continues to increase the number of clinical instructors supported for APTA credentialing to improve the quality of clinical education provided to the DPT students during their internships. A student led interdisciplinary clinic involving PT and health education students was developed in the past 6 months and the pro bono clinic will begin to provide services in October 2011 at the site of the North End Soup Kitchen. A DPT/PhD proposal was approved at the end of May in 2011 by the SHPS faculty and will continue through the new graduate program approval process in the fall 2011. The PT Department enrolled a cohort of Nigerian
physical therapists in the t-DPT for fall 2011. In fall 2011, one additional certificate/residency previously approved, cardiovascular and pulmonary PT, will be initiated. The post-professional programs submit their graduate program self-study December of 2011. The PT Department will act on a new organizational structure in the 2011-2012 academic year to accommodate the enlarged faculty and staff as they department has grown. The PT Department currently enrolls approximately 160 DPT students and approximately 50 post-professional students. The PT Department plans to increase its lifelong learning / continuing education offerings as the State of Michigan PT Board implements mandatory continuing professional development for PT re-licensure.

**Status of 2010-11 Goals**

**School of Health Professions and Studies**

1. **Draft a new strategic plan that fosters collaboration, strengthens SHPS’ role and visibility in the community, its brand among students and faculty, and plans for space needs for future program expansion, including a simulation lab, and the expansion of SHPS programs.**
   
a. SHPS faculty participated in a visioning retreat in October 2010 in which the common vision was to improve the health of our region through provision of excellent educational programs and increasing involvement in the local community through service and research. In April 2011, SHPS faculty participated in a strategic planning retreat and developed a draft strategic plan. The strategic plan will be finalized in fall 2011.
   
b. The draft strategic plan addresses the following:
      i. New program development within existing programs and in new program areas.
      ii. Establishing a simulation lab.
      iii. Expand opportunities for community engagement.
      iv. Develop interdisciplinary research programs.
      v. Determine additional approaches for improving diversity in the student body.
      vi. Explore options for different structure for SHPS.

2. **Develop proposals for new Master of Public Health programs and Health Informatics programs at the graduate and certificate level and find funding for them.**
   
a. The MPH program was approved for Fall 2011 implementation.
   
b. Health Informatics tracks are being developed for the MS in Computer Information Systems and MPH degrees with possible implementation in Fall 2012.

3. **Foster tenure and promotion among faculty by developing a mentoring program to increase publications coming out of SHPS and finalizing changes to the Promotion and Tenure policy within SHPS.**
   
a. Four mentoring sessions for junior faculty were sponsored out of the Dean’s Office with high attendance at the sessions. The sessions focused on teaching, scholarship, service, and portfolio preparation.
   
b. A grant writing workshop focused on health care grants was jointly sponsored with the Office of Research.
   
c. PHHS is initiating a “writing retreat” for their full time faculty to encourage scholarly writing.
   
d. Additional revisions were made to the tenure and promotion guidelines, but the document was not finalized this year.

4. **Foster collaboration among the departments on programs, community outreach, grants, and publications.**
   
a. A series of meetings was held in Fall 2010 to discuss collaborative research projects among SHPS faculty. Out of this series of meetings a group of faculty formed to work with the CRIM on an interdisciplinary project.
   
b. All departments in SHPS, plus some in CAS and SOM have been involved in discussions coordinated out of the Dean’s Office with Kettering on various educational and scholarly topics related to rehabilitation engineering.

5. **Collaborate with Ann Arbor on AHEC should it be awarded.**
   
a. This grant was not awarded.
6. *Continue to improve the web site and brand of SHPS as the University lays out its new web site.*
   a. The SHPS website was updated and additional links inserted to enhance currency of website on an ongoing basis.
   b. Faculty profiles were added to the website to increase visibility of faculty.
   c. A map for the UHWC was added to assist people in finding the facility.
   d. A HIPAA training page was added and linked to the UM-AA Compliance Office.
   e. Added “Developing Nurses Cultural Competency” content to webpages.
   f. Initial work was drafted on a stylistic re-design of the webpage, but implementation was delayed at the request of University Relations.

7. *Increase the number of faculty submitting proposals for grant-funded programs.*
   a. Junior faculty members were encouraged to work collaboratively with senior faculty to submit grant applications. The total number of grants was tracked as an indirect measure of how many faculty members were submitting grant proposals and is supplied in the table below. There was a large increase in the number of grants submitted in the past year.

<table>
<thead>
<tr>
<th></th>
<th>FY 2010 (# grant applications)</th>
<th>FY 2010 (Funded amt)</th>
<th>FY 2011 (# grants submitted)</th>
<th>FY 2011 (Funded amt)</th>
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<td>Internal grants submitted</td>
<td>9</td>
<td>$33,999</td>
<td>10</td>
<td>$57,265</td>
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<tr>
<td>External grants submitted</td>
<td>27</td>
<td>$12,372,425</td>
<td>34</td>
<td>$17,477,469</td>
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<tr>
<td>Totals</td>
<td>36</td>
<td>$12,406,424</td>
<td>44</td>
<td>$17,534,734</td>
</tr>
</tbody>
</table>

8. *Hire a competent Administrative Director for the UHWC, acquire an electronic medical employee health insurance companies and improved billing and access to reimbursement through diversified revenue streams; develop a knowledge-based strategic plan for UHWC.*
   a. An Administrative Director was hired for the UHWC, but then let go. A new search is currently underway. Due to the turnover in the Administrative Director position as well as turnover in the primary care NP staff, progress on the electronic medical record, billing processes, and diversification of revenue streams has been delayed.
   b. Significant progress has been made on development of UHWC policies and procedures that will lay a foundation to achieve third party billing. Data security and HIPAA compliance has been significantly improved this year with the addition of a data firewall and modification of practices.
   c. A fully vetted revision of the UHWC organizational structure was discussed, finalized and implemented. The new organizational structure is now consistent with the mission of the school and the UHWC and allows for full integration of all SHPS departments into clinic and center operations.

9. *Improve functioning of SHPS and UHWC advisory boards.*
   a. The SHPS Advisory Board met three times this year and provided constructive input to the strategic planning process.
   b. The UHWC Advisory Team will be reactivated once the new Administrative Director is hired.

10. *Develop fundraising vehicle and alumni support plans.*
    a. The SHPS Development Officer resigned in early February. In late July a part-time (2/3 time) Development Officer was assigned to SHPS. This shift in staffing did not allow us to progress on this goal.
    b. PT is working directly with Alumni Relations to plan a large event for fall 2012 for their alumni to celebrate the 60th anniversary since the program opened on the Ann Arbor campus and the 30th anniversary of when the program moved to the Flint campus.
    c. In partnership with the Office of Development and Alumni Relations the Department of Nursing held a Phone-a-thon in March involving 45 nursing students, faculty and staff who successfully raised $19,000.
Public Health & Health Sciences

1. Submit a proposal for an MPH program.
   a. The MPH program was approved for fall 2011 launch.

2. Achieve a high functioning and visible HASO student membership.
   a. Increased student participation in ACHE activities with 6 students traveling to the ACHE 2011 Congress on Healthcare Leadership in Chicago, IL. These students applied for and received funding for most of the expenses for their trip.

3. Implement the PT guaranteed admission process.
   a. Approved April 2011.

4. Implement strategies to provide support for our LEO faculty.
   a. Began partnering new lecturers with FT faculty for guidance with course development.
   b. Invite lecturers to address concerns/needs at weekly faculty meetings and annual retreats.

5. Plan department writing retreat to assist faculty with manuscripts and grant applications.
   a. In progress Summer 2011.

   a. Date changed by AUPHA to December 1, 2012.

7. Hire new Health Administration faculty member.
   a. Search is ongoing.

Nursing

1. Growth in student enrollments and credit hour production.
   a. In 2010-11, NUR student enrollment credit hours were up 52%, and NSC (Nursing Support Courses) increased by 46% compared to three years ago.

2. Implementation of the Doctor of Nursing Practice (DNP) Program.
   a. An inaugural class of 45 students was admitted in August 2009. There are currently 110 DNP students in the Family, Adult, and Psychiatric/Mental Health Nurse Practitioner concentrations in the three cohort groups. Twenty-seven MSN students completed their degrees in May 2011, thus finalizing the planned transition from MSN to DNP education for nurses in the Family and Psych/Mental Health advanced practice programs.
   b. The graduate nursing faculty have implemented and evaluated years 1 and 2 of the DNP curriculum and have implemented year 3 of the curriculum.

3. National searches for Associate Director of Undergraduate Programs and two full-time faculty.
   a. In August 2010, following a national search, Dr. Huey-Ming Tzeng was appointed Associate Director for Undergraduate Programs. Dr. Tzeng came to us from the UM-Ann Arbor School of Nursing. In May 2011, Dr. Tzeng was chosen for induction as a Fellow in the prestigious American Academy of Nursing.
   b. In fall 2011, Drs. Melva Craft-Blackshear and Judith Haefner will be appointed as full-time clinical assistant professors.

4. Maintain involvement in the global health community.
   a. During 2010-2011, Department of Nursing faculty led four international travel-study, research, and service learning trips with undergraduate and graduate students to the Dominican Republic, Cambodia, and Kenya.

Physical Therapy

1. Increase DPT enrollment from 40 to 60 students per cohort and increase PTD post-professional enrollment.
   a. Student enrollment for the cohort admitted for Fall 2010 was 55 full-time and 0 part-time students; and to date for fall 2011 is 58 full-time students and 1 part-time student. The classes are highly qualified
with the cohort 2010 having an average GPA of 3.31 and GRE verbal and quantitative scores of 465 and 615, respectively; while the cohort for 2009 had improved average GPA of 3.42 and GRE verbal and quantitative scores of 434 and 615, respectively.

b. Completed Guaranteed Admission Program (GAP) Memorandum of Understanding with the PHHS and Biology departments.

c. A generic Guaranteed Admission Program and an MOU for the School of Kinesiology in Ann Arbor were developed and approved by the Office of General Counsel and will be used this coming year to develop more articulation agreements for the GAP.

d. Enrollments for the t-DPT program remained at the same level as in 2009-2010. The PTD opened the fully online post-professional t-DPT program for admission of foreign educated student with a current license or registration to practice in their home country. Efforts to increase enrollment in the fully online post-professional programs included: beginning a t-DPT cohort program for the Nigerian students that was developed and is in the process of being implemented including the ESL course for Health care specific to PT with the first 15 students admitted to the program. An MOU has been signed with NAU in Nigeria.

2. **Attain CAPTE reaccreditation of DPT program.**
   a. Ten year CAPTE accreditation reaffirmation obtained.
   b. Commendation received in final accreditation report from CAPTE: “The Commission commends the program for the quality of its Self-study Report. The Program submitted a well-written, thorough, concise and comprehensive Self-study Report, which clearly conveyed the nature and scope of the educational experience.”

3. **Recruit well qualified faculty.**
   a. Two faculty members recruited.
      i. One assistant professor on tenure track.
      ii. One instructor on tenure track.

**Significant Achievements**

*Dean’s Office*

1. **Restructured UHWC.**
   a. The SHPS Management Team and UHWC leadership developed a new organizational structure for the UHWC that allows all SHPS departments to participate in the clinic and center.

2. **Improved management of the UHWC.**
   a. Developed policies and procedures to address privacy and HIPAA practices in the clinic operation.
   b. Addressed data security issues through changes in practice and purchase of a firewall for the clinic.
   c. Modified practice patterns to align with current standards of practice for pain management.
   d. Implemented new organizational structure and reporting lines.
   e. Addressed existing problems to bring clinic in alignment with compliance expectations.

3. Established a relationship with Kettering University to discuss possible collaboration on academic programs and scholarly activity related to rehabilitation engineering.

4. Improved relations with the Flint health community. Through individual meetings of the Interim Dean with community members and increased activity of the SHPS Community Advisory Board, relationships with the community were strengthened.

5. Supported junior faculty within SHPS. Regular meetings were held with junior faculty to address expectations regarding tenure and promotion and development of a successful promotion portfolio. In addition to these meetings a series of meetings was sponsored by the SHPS Dean’s Office to provide opportunities for SHPS faculty to discuss possible collaborative scholarly projects. The Office of Research co-sponsored a grant-writing workshop specifically focused on health related grants to support SHPS faculty. The Dean’s Office was also able to provide funding for small pilot studies for junior faculty.
6. Improved SHPS office functions. Due to many transitions in staff and Dean’s in the SHPS Dean’s Office, many office functions required more organization.
   a. Budget reporting was organized and opened to the SHPS management team.
   b. A policy and procedure for evaluation of SHPS Directors was established.
   c. Improved and/or standardized some SHPS Dean’s Office and SHPS Academic Department administrative functions in response to SHPS audit.

Public Health & Health Sciences
1. Continued Enrollment Growth: Our department has continued to grow throughout the year. We have continued to add sections of high demand courses as well as increase our online offerings. One significant change made was based on a Student Scheduling Survey sent to our students in October 2010. We learned that there is a demand for daytime sections and we have responded to this demand by offering daytime sections of all courses we offer in Fall 2011 that have more than one section (e.g., we offer one in the evening and one during the afternoon). For the most part, these daytime sections are near capacity and we are happy to be able to meet this need for our students. Our search for an additional Health Administration faculty member to support continued grow of the Health Care Administration program remains in progress.

<table>
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<tr>
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<tr>
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<tr>
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<td>Pre-Radiation Therapy (BS)</td>
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<td>Anesthesia (MS)*</td>
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<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Health Education (MS)</td>
<td>23</td>
<td>28</td>
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</tr>
</tbody>
</table>

*JR & SR total. Maximum of 12 per cohort

**1st & 2nd year total. Maximum of 20 per cohort

2. Assisted Dean’s Office with transition of Deanship and with Search Committee for new Dean. The new Dean will begin in August 2011.
3. New Doctor of Anesthesia Practice (DrAP) program approved for Fall 2011 launch.
4. New Master of Public Health (MPH) program approved for Fall 2011 launch.
5. Collaborating with Computer Science department to develop Health Informatics programming. A proposal was submitted by Michael Farmer to add a Health Informatics track to the current MS in Computer Information Systems degree, incorporating PHHS courses. A proposal for a Health Information Systems track for the MPH program is currently being developed.
6. Integrated new faculty into the department. Several LEO faculty members were hired to accommodate the Lansing Community College health administration students and increased demand for online classes. A PHHS faculty orientation handbook is in progress.
7. Initial work has been started with OEL to bring the Health Care Administration program to Wayne County Community College beginning Winter 2012.
8. Hired new Marketing/Communications Coordinator to assist department with promotion of programs on and off campus, in developing methods to improve alumni relations and other administrative needs.

Nursing
1. Substantively increased enrollments in undergraduate and graduate programs.
2. Engaged in extensive curriculum development in undergraduate and graduate programs.
3. Completed Year 3 (final) objectives for two HRSA-funded grants: UM-FIND and Developing Nurses’ Cultural Competencies: Evidence-based and Best Practice.
4. Completed international travel, study, and research activities by faculty and students who traveled to Kenya, Cambodia, and Dominican Republic.
5. Hired two new FT Clinical Track Faculty.
6. Completed process of staff reorganization to keep pace with department growth.
7. The addition of outreach sites at SC4 and WCCC-D (Harper Woods) will provide students in associate degree nursing programs and RNs who have earned either the AAS or ADN degree with a user-friendly option for completing their BSN degree. Online and mixed mode courses bring a University of Michigan-Flint education to these individuals and facilitate educational mobility for students who would otherwise have a long commute to our campus. UM-Flint has 2 + 2 articulation agreements in nursing with these community colleges thus enabling students to earn their BSN degree without losing credits when transferring from one program to another.

Physical Therapy
1. New strategic plan developed for PTD with PTD reorganization proposal developed and implementation of new Strategic Planning On Line software included.
2. Increased DPT enrollment from 40 to 60 students (second larger cohort now enrolled) and increased PTD post-professional enrollment for 2011-12 with development and implementation of t-DPT Nigerian cohort and 3 of 5 residency programs (ortho, neuro, and geri).
3. Attained CAPTE reaccreditation of DPT program.
4. Class of 2010 achieved a 97% pass rate on licensure examination.
5. Capital equipment plan put into place and implemented.
6. Student led pro bono clinic developed and Rainmaker grant application submitted.
7. HRSA SDS Grant approved with $129,00 out of $221,000 for DPT disadvantaged student scholarships.
8. Implemented the PT guaranteed admission process with PHHS and Biology (MOU signed) and generic articulation approved for use with other universities.
9. Promoted faculty development through increased funds for professional development, in-service training and pilot funding in PTD for research and significant start-up funds for new tenure track faculty as a priority ($50,000 pot for pilot projects/$30,000 per each new tenure track faculty member).
10. PhD in PT proposal developed and approved in PTD and SHPS.

Student-Outcomes Assessment

Public Health & Health Sciences
- We continue to hold our annual assessment retreat and multiple faculty members attend the debriefing meetings with the academic assessment committee.

Nursing
- The Nursing Department conducts regular assessment of student learning and outcomes as part of the professional accreditation process and in the ongoing effort to maintain excellence of curriculum. Student performance is evaluated, formatively, course by course, and summatively, in the achievement of expected program outcome measures. The BSN program objectives correspond with standards set by The Essentials of Baccalaureate Education for Professional Nursing Practice. BSN program objectives have been broadly grouped into five areas including critical thinking, communication, cultural competence, nursing practice, and professionalism. Measures to assess student outcomes include standardized tests and instruments, select course assignments, student/alumni surveys, and employer surveys. First-time pass rates on the NCLEX-RN exam are closely monitored as well as graduation and job placement rates. Results are analyzed and used by the Department of Nursing faculty in making curricular decisions with the goal of continual improvement. Alumni and employers are surveyed on a regular schedule. All instruments and data are reviewed as scheduled and revisions made as deemed appropriate by the Department Program
Evaluation Committee members, Associate Directors for Undergraduate and Graduate Programs, and the Director.

**Physical Therapy**

- The Department Evaluation Plan Policy has a formative and summative evaluation process including assessment of student outcomes in an ongoing, continuous process tied to the CAPTE accreditation of the DPT program and Graduate Programs review process. In addition to our regular assessment process, we supplemented our normal process with an assessment of the newly implemented curriculum to gain student input on items related to course learning objectives, course loads during the various semesters, course scheduling, and adequacy of faculty advising and will continue this for at two more years until three classes have graduated from the new curriculum.

**External Accreditation**

**PHHS** - The Doctor of Anesthesia Practice degree program achieved accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

**Nursing** – The Bachelor’s (Basic, Accelerated 2nd Degree, and RN/BSN) and Master’s (Adult, Family and Psychiatric/Mental Health) Nurse Practitioner Programs are accredited by the Commission on Collegiate Nursing Education until 2016. In March 2012, there will be a site visit by the Commission on Collegiate Nursing Education for initial accreditation of the Doctor of Nursing Practice (DNP) Program.

**PT** - CAPTE accreditation of the DPT program achieved in April 10, 2010 for a full 10 year cycle.

**Research and Creative Activities**

**Public Health & Health Sciences**

**Peer Reviewed Publications**


**Presentations**


Mathis, A. Addressing the Challenges of Teaching Public Health to Undergraduate Students, Association for Teaching and Prevention Research, Redefining Health for the Decade, Washington, D.C., March 2011.


Kang, Y. and Miller, N.A. Contributions of Race and Payer Source to Nursing Home Quality of Care: Do Individual Level Effects Remain after Controlling for Facility Level Effects? APHA 138th Meeting. Denver, CO. November, 2010. This paper is nominated for the Laurence G. Branch Doctoral Student Research Award.


Nursing

Books


Book Chapters


Peer Reviewed Publications


Creech, C., Kornblau, B., Strugar-Fritsch, D. A Model Plan for the Uninsured: Delivering Quality and Affordability in a Limited Benefit Managed Care Safety Net Program. *Journal of Health Care for the Poor and Underserved*. (Submitted and accepted with required changes, 01/01/11).


Tzeng, H. M. & Yin, C. Y. (2010). Nurses’ response time to call lights and fall occurrences. *MedSurg Nursing, 19*(5), 266-273. (1.3 Continuous Nursing Educational contact hours are designed to this article.)


**Peer Reviewed Presentations**


Kalisz, C. December 1, 2010: “The Lived Experience of Inner City Adolescent Females in an Alternative Education Program within the context of Health Risk Behaviors”, proposal defense for doctoral research at Case Western Reserve University.

Kalisz, C. May 12, 2010: “Pediatric Obesity: Our Future is at Risk”, presented to the College of Health and Human Services, George Mason University.


Grobbel, C., Piscotty, R., & Tzeng, H. M. (May 2-8, 2011). Effectiveness of integrating quality and safety competencies into undergraduate nursing curricula via student led simulation. Oral presentation in the ICN Conference held by International Council of Nursing (ICN) at La Valeta, Malta.

Piscotty, R., Grobbel, C., & Tzeng, H. M. (April 14-16, 2011). The use of simulation to integrate the quality and safety education in nursing competencies into undergraduate nursing curricula. Oral presentation at the 2011 Hot Issues Conference, “Beyond the Rhetoric: The Impact of Technology on Transformation of Nursing Education” held by American Association of Colleges of Nursing, Baltimore, Maryland, USA.

Tzeng, H. M. (March 26, 2011). Hospital injurious fall rates in relation to patients’ perceptions of their acute care hospital experience and these institutions’ implementation levels of computerized systems. Oral presentation in the 2011 MNRS 35th Annual Research Conference held by the Midwest Nursing Research Association, Columbus, OH, USA.


Invited Presentations


Tippen, M. Provided lecture in “The Use of Play as Distraction in Hospitalized Children” at St. Mary’s Medical Mission Hospital for the nursing staff in Nairobi, Kenya, May 2011.


Tzeng, H. M. (May 28, 2011). Nursing research in patient safety: Use fall prevention as an example and Manuscript preparation and publication. Invited speeches (two) at the 19th National Nursing Administration and Nursing Technology Workshop, held by Tongji Medical University, Wuhan, Hubei, China (invited by Dr. Yilan Liu).

Tzeng, H. M. (January 19, 2011). Making your scholarly and creative activity happen. In a multi-disciplinary panel entitled “Making your scholarly and creative activity happen” held by the Faculty Mentoring Program, the University of Michigan-Flint, Michigan, U.S.A. (invited by Dr. Alicia Kent, Lead Coordinator of the Faculty Mentoring Program).

Tzeng, H. M. (December 20, 2010). Linkage between call light response time, fall and injurious fall rates, and inpatient satisfaction in acute inpatient care settings. CE approved lecture, Beaumont Hospital, Royal Oak, Michigan, U.S.A. (1 Continuous Nursing Educational contact hour is designed to this lecture.)

Tzeng, H. M. (September 15, September 20, and November 11, 2010). Fall prevention research in hospital settings: What is known and what is not known? Guest lecturers for NURSING 308: Research in Nursing, Flint, Michigan, U.S.A.

Tzeng, H. M. (September 10, 2010). How to define a workable, fundable research question. In a multi-disciplinary panel entitled “How to define a workable, fundable research question” held by the Office of Research, the University of Michigan-Flint, Michigan, U.S.A. (invited by Dr. Terry Van Allen, Director of the Office of Research).
Podium Presentations


Poster Presentations


Piscotty, R., Grobbel, C., & Tzeng, H. M. (March 30, 2011). Teaching nursing quality and safety competencies using student led and designed simulation. Poster presentation at the 3rd Annual Dean’s Lecture and Research Day, University of Michigan, School of Nursing, Ann Arbor, MI, U.S.A.

Physical Therapy

Book Reviews


Peer Reviewed Publications


Levange PK, Santasier AM, Stout NL, Pfalzer LA. A Qualitative Assessment of Upper Quarter Dysfunction Reported by Physical Therapists Treated for Breast Cancer or Treating Breast Cancer Sequelae. Journal of Supportive Care in Cancer; 2010 (e-pub July 23, 2010).


Published Abstracts/Peer Reviewed Presentations

Blackwood J, Yorke A. An Evidence-Based Approach to the Examination and Intervention of Balance Disorders for Patients With Cancer. Oncology Section, Combined Section Meeting (CSM), APTA, New Orleans, LA, February 10, 2011. 850701 and MPTA Northeast District Meeting, Flint, MI 2011, also.


Blackwood J. Engaging a community of learners in an online post professional program. The Lilly Conference for College and University Teaching and Learning, Traverse City, MI, 2010.


Invited Presentations

**Daly C.** Facilitated teaching Circle entitled “Crucial Conversations”, funded by the Thompson Center for Learning and Teaching, UM-Flint.

**Daly C.** Very Early Intervention for the High Risk Infant: NICU and Beyond. Sponsored by UM Hospital System, Flint, MI. June 3, 2011.


**Blackwood J.** Teleconference “Use of Functional Outcomes Measures to Assess Balance” completed in May 4, 2010 for PT & OT professionals (over 80 professionals participated).

**Yorke A.** Teleconference “Differential Diagnosis of Dizziness” completed in July, 2010 for physical therapy professionals (over 100 professionals participated).

**Yorke A.** Facilitated a Teaching Circle entitled “Social Intelligence” funded by the Thompson Center for Learning and Teaching, UM-Flint.

**Yorke A.** Guest lecturer at Oakland University for DPT students on vestibular rehabilitation. March 4th and 11th, 2011.

**Yorke A.** Guest lecturer at Central Michigan University for AUD students on vestibular rehabilitation. April 26, 2011.


**Yorke, A.** How Do Teacher’s Learn? Mini-Conference and Potpourri. Invited Speaker on Social Intelligence Teaching Circle. UM-Flint, Flint, MI. April 20, 2011.

Suleyman Uludag (Computer Science), Mary Jo Finney, Dean, SEHS, Terry Van Allen, Director of Research, DJ Trela, Dean CAS, Adam Lutzker (Economics), and **Cindy Pfalzer** (Physical Therapy). Invited Speaker. Why Would You Want to Know That? A Pedagogical and Disciplinary Research Conversation. Thompson Center for Learning & Teaching: Cloth Bag Wednesdays: Talking About Teaching, UM-Flint, Flint MI. October 27, 2010.

**E Mostrom, L.A. Pfalzer, D Perry.** Invited Speaker, Inez Peacock Keynote How to Keep Your License and Build Your Professional Portfolio While You are at it! MPTA Fall Conference, Crystal Mountain, MI, October 15-16, 2010.

**Rodda, B.** Ergonomic Presentation University of Michigan Flint May 19, 2011.

**Pfalzer C, Creps J.** Educational Opportunities at University of Michigan-Flint, Continuing Education Teleconferences University of Michigan-Flint, April, 21, 2011.

**Creps, J.** The Causes and Consequences of Inappropriate First Ray Loading During Gait, Continuing Education Teleconferences University of Michigan-Flint, November 10, 2010.

### Development Activities and External Funding

**SHPS**

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The values above reflect the entire school. The SHPS Dean’s Office received $3,302, and the UHWC received $4,520. Efforts to increase donations were negatively impacted by the change in deanship mid-year followed by the resignation of the SHPS Development Officer.
PHHS worked with the Development Officer (Sandra) and sent out a request for a donation to the department.

Nursing

March 2011. Forty-five nursing faculty, staff, and students participated in phone-a-thon for alumni and other benefactors. The Office of Development and Alumni Relations year-end report is below:

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<tr>
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<td><strong>Total</strong></td>
<td><strong>$0.00</strong></td>
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Physical Therapy

The PTD had conducted an annual telefund drive in May every year for the past 13 years. We attend as a department the Spring scholarship banquet. In addition, the Interim Dean of SHPS continued to meet with a few of the PT donors on behalf of the PTD. We published 3 alumni newsletters this year and hosted our first APTA CSM alumni event. We have a plan in place to celebrate the 60/30th anniversaries of the PTD this coming year. A case statement for an endowed chair position was written and sent to Scott Bertschy in Development and Alumni relations. The PTD participated in a golf fundraiser for an alumna who passed away and whose family has started the fundraiser in his memory.

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Grant Applications

PHHS
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<th>Principal Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Rie Suzuki</td>
<td>PHHS</td>
<td>Pilot Grant: Research to examine the association of the quality of neighborhoods and disability among older African Americans</td>
<td>$30,400</td>
<td>Michigan Center for Urban African American Aging Research at University of Michigan &amp; Wayne State University (NIA sub contract: PI. James Jackson)</td>
<td>Funded</td>
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<td>Shan Parker</td>
<td>PHHS</td>
<td>Pep + Social Technology HIV Risk Reduction Intervention</td>
<td>$11,457.29</td>
<td>Centers for Disease Control and Prevention in collaboration with the Prevention Research Center of Michigan</td>
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<td>Arlesia Mathis (Rie Suzuki-PI)</td>
<td>PHHS</td>
<td>Pilot Grant: Joint effort to explore the effect of neighborhoods on functional limitations among older African-Americans.</td>
<td>$30,400</td>
<td>Michigan Center for Urban African American Aging Research (MCUAAAR)</td>
<td>Funded</td>
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<td>Arlesia Mathis</td>
<td>PHHS</td>
<td>The Public Safety Net</td>
<td>$1,900</td>
<td>Robert Wood Johnson Foundation New Connections Program</td>
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<td>John Sonnega</td>
<td>PHHS</td>
<td>Michigan Youth Violence Prevention Center</td>
<td>$11,589</td>
<td>Health &amp; Human Services – Department of Center for Disease Control &amp; Prevention</td>
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<td>Suzanne Selig</td>
<td>PHHS</td>
<td>211 Health Navigator Evaluation</td>
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<td>Ascension Health System Office</td>
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<td>Lynn Lebeck</td>
<td>PHHS</td>
<td>2011 Nurse Anesthetist Traineeship</td>
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<td>Health &amp; Human Services – Department of Health Resources &amp; Services Administration</td>
<td>Funded</td>
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<td>Rie Suzuki</td>
<td>PHHS</td>
<td>Older adults with multiple chronic conditions: balance and mobility, fall rates, physical activity level, and community participation as a result of a high intensity large</td>
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<td>Clagett Family Research</td>
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<td>Andrews</td>
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<td>UM-Flint-Hurley Medical Center Cooperative in Nursing Education</td>
<td>$30,000</td>
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<td>Andrews</td>
<td>Nursing</td>
<td>Nursing Workforce BSN Student Scholarships</td>
<td>$11,500</td>
<td>Michigan Department of Community Health</td>
<td>Funded 2010-2011</td>
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<td>Andrews</td>
<td>Nursing</td>
<td>Improving maternal-child health in Kenya</td>
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<td>Creech</td>
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<td>USDHHS/ HRSA</td>
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<td>Creech</td>
<td>Nursing</td>
<td>Barriers and facilitators to student success in a distance format Accelerated (16-month) Master of Science in Nursing program that prepares nurse practitioners</td>
<td>$3,900</td>
<td>University of Michigan-Flint Department of Nursing Research award</td>
<td>Funded 2011-2012</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Advanced Education Traineeships</td>
<td>$32,014</td>
<td>USDHHS/ HRSA</td>
<td>Funded 7/1/11-6/30/12</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Master of Science in Nursing Research</td>
<td>$500</td>
<td>Annual Fund Grant</td>
<td>Funded 2010-2011</td>
</tr>
<tr>
<td>Principal Investor</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Creech/ Pfalzer</td>
<td>Nursing</td>
<td>T08HP22476 Scholarships for Disadvantaged Students</td>
<td>$221,218</td>
<td>USDHHS/ HRSA</td>
<td>Funded 7/1/11-6/30/12</td>
</tr>
<tr>
<td>Creech/ Pfalzer</td>
<td>Nursing</td>
<td>Scholarships for Disadvantaged Students</td>
<td>$700,000</td>
<td>USDHHS/ HRSA</td>
<td>Funded 7/1/11-6/30/14</td>
</tr>
<tr>
<td>Creech/ Lebeck</td>
<td>Nursing</td>
<td>Advanced Education Nursing Traineeship</td>
<td>$285,000</td>
<td>USDHHS/ HRSA</td>
<td>Pending</td>
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<tr>
<td>Creech/ Aplin-Kalisz</td>
<td>Nursing</td>
<td>Thompson Center for Learning and Teaching Spring/Summer Course Design Fellowship</td>
<td>$3,000</td>
<td>TCTL</td>
<td>Funded 2010-2011</td>
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<tr>
<td>Creech/ Filos</td>
<td>Nursing</td>
<td>2011 Technology Fee Hardware Proposal Award</td>
<td>$18,70</td>
<td>Technology Fee Committee</td>
<td>Funded 2011-2012</td>
</tr>
<tr>
<td>Creech/ Filos/Tzeng</td>
<td>Nursing</td>
<td>Thompson Center for Learning and Teaching 2011 Catalyst Grant: “Integration of Clinical Simulation Into the Department of Nursing Curricula”</td>
<td>$2,000</td>
<td>TCTL</td>
<td>Funded 2011-2012</td>
</tr>
<tr>
<td>Creech/ Wehbe-Alamah/ Andrews</td>
<td>Nursing</td>
<td>Advanced Nursing Education (UMFISCUP)</td>
<td>$700,000</td>
<td>USDHHS/ HRSA</td>
<td>Pending</td>
</tr>
<tr>
<td>Knecht</td>
<td>Nursing</td>
<td>UM-FIND Healthy Choices/Nutrition Now II</td>
<td>$5,875</td>
<td>Community Foundation of Greater Flint</td>
<td>Funded Summer of 2010</td>
</tr>
<tr>
<td>Knecht/ Andrews</td>
<td>Nursing</td>
<td>UM-Flint Initiatives for Nursing Diversity</td>
<td>$1.2 million</td>
<td>USDHHS/ HRSA</td>
<td>Funded 7/1/08-6/30/11</td>
</tr>
<tr>
<td>Knecht/ Andrews</td>
<td>Nursing</td>
<td>UM-Flint Initiatives for Nursing Diversity</td>
<td>$1.2 million</td>
<td>USDHHS/ HRSA</td>
<td>Funded 7/1/11-6/30/14</td>
</tr>
<tr>
<td>Lebeck/ Creech</td>
<td>PHHS</td>
<td>A10HP08311</td>
<td>$15,178</td>
<td>USDHHS/ HRSA</td>
<td>Funded 7/1/10-6/30/11</td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
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</tr>
<tr>
<td>McFarland/Andrews/Wehbe-Alamah</td>
<td>Nursing</td>
<td>Increasing Primary Care Access for Eliminating Health Disparities for a Medically Underserved Population and Training Opportunities for Nurse Practitioner Students in the Urban Health and Wellness Center Nurse-Managed Health Clinic (UHWC-NMHC) (3-year project).</td>
<td>$1,393,425</td>
<td>USDHHS/HRSA</td>
<td>Not Funded</td>
</tr>
<tr>
<td>McFarland</td>
<td>Nursing</td>
<td>Developing Cultural Competencies for Nurses: Evidence-based Best Practices (3-year project).</td>
<td>$1,185,657</td>
<td>HRSA</td>
<td>Not Funded</td>
</tr>
<tr>
<td>Tippen</td>
<td>Nursing</td>
<td>Enhancing International Experiences and Diversity through Curricular change</td>
<td>$5,000</td>
<td>Office of the Provost</td>
<td>Funded February 2011</td>
</tr>
<tr>
<td>Tzeng</td>
<td>Nursing</td>
<td>Small Business Technology Transfer Program (STTR) Phase I, 1R41MD006149-01 Advancing patient call light systems to achieve better outcomes (The University of Michigan-Flint: $89,862)</td>
<td>$197,137 USD (Subcontract to The University of Michigan-Flint: $89,862)</td>
<td>National Center on Minority Health and Health Disparities, National Institute of Health, USA</td>
<td>Funded 9/30/09-9/29/12</td>
</tr>
<tr>
<td>Tzeng</td>
<td>Nursing</td>
<td>AHRQ-R03, 1R03 HS018258-01 Call light responsiveness and effect on inpatient falls and patient satisfaction</td>
<td>$100,000</td>
<td>Agency for Healthcare Research and Quality, Rockville, MD, USA</td>
<td>Funded 9/30/09-9/29/11</td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Tzeng, Kang</td>
<td>Nursing</td>
<td>Contributions of race and payer source to nursing quality of care</td>
<td>$3,850</td>
<td>Interdisciplinary research funds, SHPS, UM-Flint</td>
<td>Funded 3/1/11-2/28/12</td>
</tr>
<tr>
<td>Tzeng, Pfalzer, Torres, Ruediger, Sonnega, Mathis, Suzuki</td>
<td>Nursing</td>
<td>CRIM adult fitness outcomes project</td>
<td>$3,650</td>
<td>Interdisciplinary research funds, SHPS, UM-Flint</td>
<td>Funded 3/1/11-2/28/12</td>
</tr>
<tr>
<td>Tzeng, Van Allen</td>
<td>Nursing</td>
<td>Transcultural Nursing-Religious Care, Quality of Care, Quality of Life</td>
<td>$4,500</td>
<td>Office of Research</td>
<td>Funded 2/1/11-1/31/12</td>
</tr>
<tr>
<td>Tzeng, Kang</td>
<td>Nursing</td>
<td>Exploring Meaningful Individual Patient and Hospital Structural Characteristics in Predicting Falls</td>
<td>$7,000</td>
<td>Bryer Research Fund Grant, UM-Flint</td>
<td>Funded 1/1/11-12/31/11</td>
</tr>
<tr>
<td>Tzeng, Prakash, Ronis</td>
<td>Nursing</td>
<td>Preventing Bed-Related Inpatient Falls and Injuries</td>
<td>$50,000</td>
<td>MI Institute for Clinical and Health Research</td>
<td>Funded Sept 09-Feb 11</td>
</tr>
</tbody>
</table>

**Physical Therapy**

<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>Pfalzer Lucinda (PI), Daly, C (CI), Littleton, S (CI), Kammann, A (CI)</td>
<td>PTD</td>
<td>Life Course Health Development Physical Therapy Pipeline Training Program, MCH Pipeline Training Program Grant (HRSA-11-064)</td>
<td>$919,809 (Total costs, includes 8% IDC)</td>
<td>HRSA</td>
<td>Denied</td>
</tr>
<tr>
<td>Creech, Connie (PI), Pfalzer Lucinda (CI)</td>
<td>SHPS Dean’s Office</td>
<td>HRSA SDS Program</td>
<td>$221,000 with $129,000 to PTD</td>
<td>HRSA</td>
<td>Granted</td>
</tr>
<tr>
<td>Pfalzer C (PI), Torres E and Student Board of Directors (CIs)</td>
<td>PTD</td>
<td>Health Plus Rainmaker Grant</td>
<td>$6,000</td>
<td>HealthPlus</td>
<td>In Review</td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>Department</td>
<td>Title</td>
<td>Amount</td>
<td>Source</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Pfalzer C (Associate Investigator (primary author))</td>
<td>PTD</td>
<td>A prospective (cohort) Study to Identify Factors Affecting Morbidity Following the Diagnosis and Treatment of Patients with Breast Cancer: A Multi-Institutional Study between NIH, RMD, and National Naval Medical Center (NNMC) Breast Care Center (BCC)</td>
<td>$150,000</td>
<td>NIH Clinical Center, National Cancer Institute (NCI), and NNMC, Bethesda, MD</td>
<td>Approved</td>
</tr>
<tr>
<td>Jen Blackwood (PI)</td>
<td>PTD</td>
<td>Assessment of Balance and Cognition as Risk Factors for Falls in Community Dwelling Older Adults.</td>
<td>$500</td>
<td>Michigan Physical Therapy Association Institute for Research.</td>
<td>Granted</td>
</tr>
</tbody>
</table>

**Efforts to Increase Enrollment**

*Public Health & Health Sciences*

See response provided in Significant Achievements section.

*Nursing*

The Department of Nursing has been fully engaged in its activities to increase enrollment in its undergraduate and graduate programs by participating in ongoing University events including: transfer student open houses, job and education fairs, new student welcome day street fair, Super Science Friday, and numerous nursing
student information meetings. Special attention has been placed on current UM-Flint pre-nursing students in establishing best practices to prepare them for formal admission to the nursing program by enhancing academic advising. Outreach efforts have been a primary focus with several local community colleges for which new and existing articulation agreements have been established or updated. UM-Flint has a full-time presence on site at Lansing Community College, Wayne County Community College District in Harper Woods, and St. Clair County Community College in Port Huron. The RN/BSN program and graduate nursing programs are reaping the benefits of these initiatives, as well as others, including advertising new opportunities such as the Accelerated Master of Science in Nursing-Adult Nurse Practitioner curriculum which carries a $22,000 stipend for newly-admitted students.

Enrollment Comparison for Nursing Students: Fall 2007-2010

<table>
<thead>
<tr>
<th>NURSING ENROLLMENT</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>% Increase: 2007-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Pre-Nursing</td>
<td>366</td>
<td>481</td>
<td>600</td>
<td>578</td>
<td>59%</td>
</tr>
<tr>
<td>UNDERGRADUATE / PRE-LICENSURE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASIC BSN</td>
<td>225</td>
<td>233</td>
<td>236</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>ACCELERATED 2ND DEGREE BSN (ASD)**</td>
<td>24</td>
<td>53</td>
<td>59</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Total BSN</td>
<td>249</td>
<td>286</td>
<td>295</td>
<td>293</td>
<td>17.7%</td>
</tr>
<tr>
<td>UNDERGRADUATE / POST-LICENSURE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN/BSN</td>
<td>223</td>
<td>227</td>
<td>254</td>
<td>347</td>
<td>56%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN***</td>
<td>49</td>
<td>65</td>
<td>47</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>DNP***</td>
<td>N/A</td>
<td>N/A</td>
<td>37</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Total Grad</td>
<td>49</td>
<td>65</td>
<td>84</td>
<td>105</td>
<td>110%</td>
</tr>
<tr>
<td>Total Nursing</td>
<td>521</td>
<td>578</td>
<td>633</td>
<td>745</td>
<td>43%</td>
</tr>
</tbody>
</table>

* First 2nd degree cohort began in Spring/Summer 2007
** The last MSN cohort was admitted FO8. The last students graduated in May 2011. A new mixed-mode Accelerated MSN program began winter 2011.
*** The first Doctor of Nursing Practice cohort was admitted in fall 2009.

Physical Therapy

The PTD and Admissions and Recruitment Committee have worked diligently to enhance the quality of applicants to our DPT program and the students admitted to the DPT program. We completed Guaranteed Admission Program (GAP) Memorandum of Understanding with the PHHS and Biology departments. A generic Articulation for Guaranteed Admission Program and an MOU for the School of Kinesiology in Ann Arbor were developed and approved by the Office of General Counsel and will be used this coming year to develop more articulation agreements for the GAP. Specific recruitment events for the DPT program are listed below. We participate in many student recruitment activities both on and off campus; for example, all of the UM-Flint Graduate open houses fall and winter semester and the Admissions and Recruitment Committee arranged to meet with several Pre-PT clubs on other campuses or for those Pre-PT clubs to come to Flint (the preferred option so they can see our campus and the WSW Bldg.). We routinely host an applicant open house in January and this year did a second open house in June. We also met individually with numerous students, attended some high school functions, and responded to multiple email requests each day for information on the DPT program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event/Audience</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Pre-PT club meeting held in as an information session on the application process</td>
<td>Approximately 20</td>
</tr>
<tr>
<td>2010</td>
<td>Graduate Open Houses</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>Presented information on entry level PT program at pre-PT club meetings at Central Michigan University</td>
<td>60</td>
</tr>
</tbody>
</table>
Post-Professional Enrollment/Marketing. Provided enrollment information regarding post-professional programs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Number of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Michigan Physical Therapy Fall conference. Thompsonville, MI</td>
<td>Open booth 300</td>
</tr>
<tr>
<td>2010 and 2011</td>
<td>4 Face-to-face and 2 Online Graduate Open Houses</td>
<td>120-30 total</td>
</tr>
<tr>
<td>2010</td>
<td>National Student Conclave, APTA</td>
<td>Open booth 9,000</td>
</tr>
<tr>
<td>2011</td>
<td>APTA Combined Sections Meeting in New Orleans, La.</td>
<td>Open booth 450</td>
</tr>
<tr>
<td>2011</td>
<td>Michigan Physical Therapy Student Conclave. Lansing, MI</td>
<td>Open booth 200</td>
</tr>
<tr>
<td>2011</td>
<td>Michigan Physical Therapy Spring conference. Lansing, MI</td>
<td>Open booth 5,000</td>
</tr>
</tbody>
</table>

In addition, we frequently update the student information in our publications, brochures and web page. The fully online post-professional t-DPT program has been opened for admission for foreign educated student with a current license or registration to practice in their home country. Efforts to increase enrollment in the fully online post-professional programs included: beginning a t-DPT cohort program for the Nigerian students that was developed and is in the process of being implemented including the ESL course for Health care specific to PT with the first 15 students admitted to the program. AN MOU has been signed with NAU. Other efforts to increase enrollment include development of new recruitment materials; advertising in the MPTA newsletter and Physical Therapy Program alumni newsletters; mailings to targeted audiences, and provision of recruitment materials at the Physical Therapy Professional and Community Advisory Committee meeting.

Community Engagement Activities

Public Health & Health Sciences

Rie Suzuki
- Member of the Flint Chapter of the Aging and Disability Resource Center.
- Judge at the 2011 Genesee Academy Science Fair.

John Sonnega
- Member of the PRC “Speak to Your Health” survey committee.
- Serves as an Alternate to the PRC Community Board.
- Works with the Flint Neighborhood Roundtable to promote Healthy Sleep.

Suzanne Selig
- Member of the UM PRC Executive Committee, and Chair-elect of PRC Community Board.

Nursing

Marge Andrews
- UM-Flint-Hurley Anesthesia Program, Member, Advisory Board.
Connie Creech
- Genesee Health Plan Quality Assurance Committee.
- GCHD Behavioral Health Advisor board member.

Linda Knecht
- Volunteered at multiple H1N1 Flu clinics sponsored by both the Genesee County Free Medical Clinic and the UM-Flint UHWC.

Rose Luster-Turner
- Chaired the Governance Committee of the University of Michigan’s Pi Delta Chapter of Sigma Theta Tau International Honor Society for Nursing and assisted with the induction of 47 new members, April 22, 2010.
- Participated (member) in the Michigan Department of Community Health (MDCH) Task Force for Nursing Education dialogue on translating the Educating Nurses recommendations for Michigan, Lansing, MI, May 12, 2010.
- Coordinated the Department of Nursing’s participation in the Think Healthy, Think Hurley Community Health Fair sponsored by Hurley Medical Center, October 9, 2010, Great Lakes Technology Centre, Flint, MI.

Marilyn McFarland
- Nurse Practitioner volunteer at Bay City Free Medical Clinic (Bay City, MI).

Huey-Ming Tzeng
- Member, Board of Directors, Genesee County Free Medical Clinic, Flint, MI.
- Volunteer, City of Flint, Mayor’s Office. Working on matching volunteers with appropriate non-profit agencies in City of Flint.

Hiba Wehbe-Alamah
- Taught Manners and Etiquette to female youth at Dar Al Arkam Sunday School in Swartz Creek, MI.
- Volunteer as women’s health practitioner at Family Planning Unit, Saginaw County Health Department.

Physical Therapy
Carol Daly
- Michigan Early On Center for Higher Education Advisory Board. The purpose of this organization is to improve multidisciplinary higher education learning experiences relative to early intervention services.
- APTA Section on Pediatrics Practice Committee Vice Chair.
- Miracles in Motion Therapeutic Equestrian Center Board of Directors.
- American Physical Therapy Association ABPTS recertification’s: as a Pediatric Clinical Specialist.

Sheila Littleton
- Consultation with staff at Children’s Museum, Flint, MI regarding their plans to build playground in their community.

Cindy Pfalzer
- Served as a reviewer for the MPTA Institute for Education and Research, Fall Conference Research Abstracts, August, 2010.
- Served as a team organizer for PT Department student volunteer team, Genesee County American Cancer Society Making Strides event in Flint, MI, October 2010.
- Assisted with development of Pro bono Student led health services January 2011-May 2011.
- Rehabilitation Oncology, Editorial Board member, 1996-present; Abstract reviewer, 1987-2006; Manuscript reviewer, 1996-present.
- Oncology Section of APTA, EDGE Breast Cancer Work Group, June, 2010- present.
- Oncology Section of APTA, Member, Clinical Specialization Task Force, 2006-present.
- Michigan Physical Therapy Association (MPTA), Conducted mock interviews and critiqued resumes at MPTA Annual Student Conclave, Lansing, MI, April 2011.
- MPTA Delegate to APTA House of Delegates, July 2004-present.
- MPTA CEU task Force, Chair, January 2006-present.
- Volunteer, PT with MPTA Political Action Committee at Legislative Breakfast, Lansing, Michigan, April 2011.
- MPTA Institute for Education and Research Committee, Member, 1999-present, and Conference Research Abstract reviewer 2004-present.

Amy Yorke
- Served a member of the volunteer council for the Northeastern District of the National Multiple Sclerosis Society.
- Organized and participated in Super Science Friday program “Are you Well Balanced” with L. Lacy and three students from the Class of 2013, UM-Flint, Flint, MI, May 6, 2011.
- Member of the MS EDGE Task Group from the Neurology Section of the American Physical Therapy Association currently working on reviewing and recommending outcome recommendations for physical therapists working with patients with MS.

Jennifer Blackwood
- Performed a community senior health screening event as a part of PTP 783 with the DPT class of 2012, Davison Senior Center, June 16 & 23rd 2011.
- Performed an interdisciplinary workshop with DPT and MSU SLP students, UM-Flint, Flint, MI, June 2nd, 2011.
- Performed a fall risk screening event in the fall of 2010 with 3rd year DPT students. Brenan Senior Center, Flint, MI, October 8th, 2011.
- GCS exam Item writer, ABPTS Specialization Academy for Content Experts, 2010-2012.
- Section on Geriatrics Advanced Clinical Practice Committee member, 2010-present.
- Michigan Physical Therapy Association (MPTA), Conducted mock interviews and critiqued resumes at MPTA Annual Student Conclave, Lansing, MI, April 2011.
- Volunteer, PT with MPTA Legislative Breakfast, Lansing, Michigan, May 2011.

Becky Rodda
- Served as an Federal State Board of Physical Therapy (FSBPT) item writer finishing 40 items during March 2010 - Aug. 2010.
- American Physical Therapy Association (APTA), Conducted mock interviews and critiqued resumes at National Student Conclave, Cherry Hill, NJ, Oct 2010.
- Michigan Physical Therapy Association (MPTA), Conducted mock interviews and critiqued resumes at MPTA Annual Student Conclave, Lansing, MI, April 2011.
- Michigan Physical Therapy Association (MPTA), volunteer as room assistance during the Spring Conference, Lansing, MI, April 2011.

Jamie Creps
- Selected as a NPTE item writer for the Federation of State Boards of Physical Therapy and Item bank clean-up member for the Federation of State Boards of Physical Therapy.
Min Huang

- Provided balance assessment at Employee Health Fair at the University of Michigan-Flint, May 2010.

Leslie Lacy

- Participated in Super Science Friday program “Are You Well Balanced” with Amy Yorke and three students from the Class of 2013, UM-Flint, Flint, MI, May, 6, 2011.
- Served as a guest lecturer at Delta College in The PTA program titled “Wound Care and Rehabilitation” February 7, 2011.
- Served as a guest lecturer at Delta College in The PTA program titled “Burn Rehabilitation” April 4, 2011.

Laura LoVasco

- Michigan Physical Therapy Association, Student Relations Committee Chair, 2010-2011.

Donna Fry

- Saskatchewan Health Research Foundation Scientific Review Committee, Saskatchewan, Canada.
- Genesys Clinical Education Council.
- Accessibility Taskforce (chair), Woodside Church.
- Reviewer, Physiotherapy Research International.
- Reviewer, Archives of Physical Medicine and Rehabilitation.
## 2010-11 Budget Summary

### SHPS - FY 2010 - 2011 Budget

<table>
<thead>
<tr>
<th></th>
<th>Nursing</th>
<th>PT</th>
<th>PHHS</th>
<th>Dean</th>
<th>SHPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spending Authority</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY10</td>
<td>$225,615.61</td>
<td>$102,945.05</td>
<td>$315,356.00</td>
<td>$294,621.56</td>
<td>$938,538.22</td>
</tr>
<tr>
<td>Base Budget</td>
<td>$3,511,456.00</td>
<td>$1,857,167.00</td>
<td>$1,954,680.00</td>
<td>$488,033.00</td>
<td>$7,811,336.00</td>
</tr>
<tr>
<td>Transfers</td>
<td>$328,467.64</td>
<td>$271,317.97</td>
<td>$483,550.00</td>
<td>$269,990.41</td>
<td>$1,353,326.02</td>
</tr>
<tr>
<td><strong>Total Spending Authority</strong></td>
<td>$4,065,539.25</td>
<td>$2,231,430.02</td>
<td>$2,753,586.00</td>
<td>$1,052,644.97</td>
<td>$10,103,200.24</td>
</tr>
</tbody>
</table>

### Expenditures

#### Salaries:

- **Faculty**: $2,225,671.98, $863,532.80, $1,060,392.00, $5,017.44, $4,154,614.22
- **Staff**: $456,956.07, $373,851.54, $416,790.00, $362,557.60, $1,610,155.21
- **Other Compensation**: $606,428.23, $3,993.83, $3,100.00, $0.00, $613,522.06
- **Benefits**: $0.00, $3,993.83, $3,100.00, $0.00, $613,522.06

**Sub-total Salaries**: $3,289,056.28, $1,560,116.70, $1,862,342.00, $463,467.74, $7,174,982.72

#### Operating:

- **Communications**: $12,942.14, $6,328.62, $6,416.52, $9,148.94, $34,836.22
- **Computing Services and Supplies**: $8,649.80, $17,129.36, $15,656.00, $1,239.76, $42,674.92
- **Fees and Services**: $45,453.93, $5,694.00, $2,849.00, $39.00, $54,035.93
- **Financial Aid**: $0.00, $3,750.00, $0.00, $350.00, $4,100.00
- **Furniture & Equipment**: $0.00, $67,995.00, $0.00, $0.00, $67,995.00
- **General Expenses**: $73,956.37, $163,651.65, $246,814.00, $33,501.24, $517,923.26
- **Insurance Expense**: $0.00, $1,523.51, $0.00, $0.00, $1,523.51
- **Internal Rebill**: $0.00, $20,315.00, $0.00, $0.00, $20,315.00
- **Laboratory Supplies**: $11,558.31, $2,064.87, $7,576.00, $41.99, $21,241.17
- **Plant Operation/Maintenance**: $910.04, $1,687.06, $4,335.00, $341.07, $7,273.17
- **Pmts to Auxiliary Services (Ann Arbor)**: $0.00, $0.00, $169.00, $0.00, $169.00
- **Research (RESGR/RESIN/STRES/STRUP)**: $0.00, $9,944.27, $7,866.00, $0.00, $17,810.27
- **Space Rental and Renovations**: $0.00, $0.00, $46.00, $0.00, $46.00
- **Transfers and Distributions**: $225.97, $33,775.00, $0.00, $0.00, $34,000.97
- **Travel, Hosting and Transportation**: $35,604.19, $71,213.22, $44,836.00, $25,156.78, $176,810.19

**Sub-total Operating Expenses**: $189,300.75, $405,071.56, $336,563.52, $69,818.78, $1,000,754.61

### Total Expenditures

$3,478,357.03, $1,965,188.26, $2,198,905.52, $533,286.52, $8,175,737.33

**FY11 Budget Balance**: $587,182.22, $266,241.76, $554,680.48, $519,358.45, $1,927,462.91
**Goals for 2011/2012**

**School of Health Professions & Studies**
1. Finalize SHPS strategic plan.
2. Develop proposals and obtain space to accommodate:
   a. At least one new academic program in a new field within SHPS.
   b. Additional graduate and undergraduate programs within existing departments in SHPS.
   c. An interdisciplinary simulation laboratory.
3. Nurture tenure and promotion preparation by junior faculty.
4. Finalize revision of tenure and promotion guidelines.
5. Foster interdisciplinary efforts within the school and university for scholarship and service projects.
6. Foster participation of SHPS faculty through scholarship and service to support community efforts to improve the health of our region.
7. Expand plans to increase diversity in SHPS student population.
8. Propose new structure for SHPS.
9. Advance efforts to expand clientele in UHWC
   a. Adopt an electronic medical record system
   b. Move toward acceptance of third party payments
   c. Propose student health fee

**Public Health & Health Sciences**
1. Develop and obtain approval for a Health Informatics track for the MPH program/Obtain approval for Health Informatics track for the Master’s program in CIS.
2. Successful hire of a Health Administration tenure track faculty member.
3. Benefit from new staff hire: Increase alumni relations and participation – new staff hired with this effort as one major area of responsibility. Also, increase enrollment in smaller programs (e.g., BSHE, MSHE) – new staff hired with marketing as one major area of responsibility.
4. Obtain additional space to accommodate continued growth.
5. Conclude program review for the B.S. in Health Care Administration and update any necessary content areas.

**Nursing**
1. Implement Year 1 Objectives for HRSA-funded Nursing Workforce Diversity grant called University of Michigan-Flint Initiatives for Nursing Diversity [UM-FIND] funded July 1, 2011–June 30, 2014.
2. Implement Year 2 Objectives for HRSA-funded Advanced Education in Nursing Accelerated MSN grant to prepare Adult Nurse Practitioners (2010 to 2016).
3. Submit grant proposal to HRSA in December 2011 for Cultural Competence project renewal (no-cost extension extends from July 1, 2011 to June 30, 2012).
4. Implement Year 3 curriculum for DNP Program.
5. Prepare for initial accreditation of Doctor of Nursing Practice Program by Commission on Collegiate Nursing Education (site visit scheduled in March 2012).
6. Integrate clinical simulation learning into the undergraduate curriculum for selected courses.
7. Implement orientation program for all nursing faculty teaching online courses (in collaboration with the Office of Extended Learning).
8. Implement and evaluate pilot for staff reorganization plan for Department of Nursing.

**Physical Therapy**
1. Explore becoming a School of Physical Therapy.
2. Provide professional/career development opportunities for existing and new faculty.
3. Recruit a well-qualified (higher mean GPA and GRE scores?), diverse student body for Professional DPT program.
4. Expand and community partnerships and development opportunities especially to increase endowments for DPT student scholarships.
5. Implement curriculum for 60 students / cohort class in Professional DPT Program.
6. Enhance Professional DPT, Post-Professional, and other curricula offered through the PT Department through:
   a. new pedagogy
   b. increased use of technology
   c. offering more credentialing courses for clinical instructors to improve clinical instruction
   d. offering additional student exchanges
   e. offering foundational science courses related to expertise of PT faculty for new programs in SHPS, e.g. exercise physiology, motor development, etc.
   f. possibly offer visiting professorships
7. Provide post-professional education to the profession including PhD in PT.
8. International student exchanges and study abroad to enhance commitment to service, cultural competence and communication skills in DPT student and host international visiting student – faculty exchange program with Nigeria and Geneva, Switzerland.
9. Lastly, familiarize new dean with our PTD programs and PTD Strategic Plan.
The 2010-11 academic year was marked by a number of major achievements by the School of Management (SOM). The School experienced significant enrollment growth at both undergraduate and graduate levels. The School continued its preparation for seeking AACSB reaccreditation. The Chair of the visiting team and a member of the team were invited to the campus in January 2011 to become familiarized with our planning efforts and to offer consulting advice on matters that might be in need of greater attention. On the personnel side, the cadre of instructional faculty was significantly strengthened by hiring four new tenure-track faculty members. In addition, four of our faculty colleagues received promotion and/or tenure, increasing the number of our senior faculty members. In fall 2011, we said farewell to Professor Betty Velthouse who retired after 22 years of service. Two staff members: Sharon Seams and Dorita McDaniel also retired in winter 2011.

The School engaged in extensive discussions and planning efforts to prepare a two-year budget plan and a multi-year enrollment plan. Realistic enrollment targets have been set for the next three years. The School managed to undertake a number of initiatives to curtail its future spending and to develop a balanced budget for FY12 and FY13. Community involvement activities continued and the School completed a review of its two centers. Concerted planning was undertaken in preparation of the move of the School to a new location (i.e., the RiverFront Building.) We offer our deepest gratitude to Chancellor Person, Provost Voland and Vice Chancellor Barthelmes for their strong support of this initiative. And, we look forward to moving to our new home in the RiverFront Building in the coming year. The move will be truly transformational and the new space should position the School strongly in achieving its goals for many years to come.

Status of 2010-11 Goals

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

1. **Continued preparation for our AACSB reaccreditation visit in the winter of 2012.**

   The Associate Dean and the Maintenance of Accreditation Committee of the School is regularly complying with the annual report, business school questionnaire, assurance of learning and other requirements of maintenance of accreditation. The committee drafted the self-study fifth year report, sought faculty feedback, and it is continuing its work on the report. The School invited two members of the AACSB visitation team for a pre-visit in early March, 2010 to identify potential issues and address these a year in advance of the actual visit. Various committees of the School have been working on their suggestions since the visit. While the report is due end of November 2011, we plan to complete it by end of the Summer for final revisions in early Fall term.

2. **Implement the recommendations of the ad hoc undergraduate curriculum committee.**

   The committee recommendations were reviewed by the governing faculty in the fall faculty retreat, and the undergraduate curriculum committee started its work to implement the recommendations. While not complete, the committee worked on developing a required course on Business Career Planning to improve their skills in resume writing, interviewing, networking, developing professional portfolios, and business etiquette to be supported with various career planning activities and online training modules. At the same time, the committee is considering a required international component to the BBA program. We are hoping to complete the work in 2011-12. Further, as part of our efforts to increase experiential learning opportunities, we developed an Academic Service Learning in Business course where students will apply learned skills such as creativity and innovation, team-working, communication, business etiquette and consulting in work for area not-for-profit organizations. The faculty approved increasing the upper-level course fee structure to support our agenda of improvements within the SOM.

3. **International Business development.**

   The SOM continued to develop strengths in international business, including more international partner schools, student exchanges, and successfully hired a faculty replacement line in the IB area. Two of our students spent the Winter term studying at our Croatian partner as exchange students. Ten students went to Taiwan for about 10 days with our faculty as part of the study abroad course organized by SOM. Also, we developed new partnerships with the following international institutions: Asia University in Taiwan to create a dual MBA program, ECUST in China for a 3+2 program, UAIC in Romania to create a student exchange program, and an MOU with National Taiwan Normal University. Last but not least, we had a guest from...
one of our international partner institutions visit us this Winter to work with faculty on research and make several presentations to the students.

4. **Entrepreneurship development.**

The SOM continued to develop strengths in entrepreneurship. While the school was not successfully able to secure grants to help maintain professors of practice or organize an Entrepreneurship Boot camp for Disabled Veterans, we organized a Veteran’s Summit. Student interest in our new entrepreneurship programs is picking up with 64 undergraduates and 19 graduates taking entrepreneurship courses in 2010-11.

5. **MCEL funding.**

The Michigan Center for Family Business was reviewed, and Mr. Larry Nichols was appointed as its Interim Director. A strategic plan has been developed and plans are under way to enhance the Center’s external financial resources.

**Significant Achievements**

- The School expanded its efforts to increase transfer students by developing transfer articulation agreements with several community colleges: Delta College, Macomb Community College, and Wayne County Community College District. Schools advisors also started regularly visiting partner colleges for promotion and advising.

- New collaborative agreements were also signed with international academic institutions to develop dual MBA, 3+2 and student exchange programs: Asia University (Taiwan), ECUST (China); National Taiwan Normal University, Universitatea Alexandru Ioan Cuza (Romania). This year, we also hosted a guest from one of our international partners.

- To increase enrollment at graduate level, the School started looking into alternative approaches. As part of these efforts, our staff started working with Human Resources departments of several companies to assist their employee professional development efforts with our business programs.

- The School started a targeted enrollment management plan for both undergraduate and graduate programs, monitoring the applications, admissions and registrations on a monthly basis and adjusting its recruitment efforts accordingly.

- The School successfully recruited a tenure-track faculty member in International Business.

- In Summer of 2010, a Veteran’s Summit was hosted by the School.

- The School organized a successful Dean’s Speaker Series: Sue Malone, founder of a grassroots provider of small business start-up loans, was able to provide an insider’s point of view for how to successfully access capital for SOM’s students’ entrepreneurial efforts.

- A successful study abroad trip was organized by our faculty to Taiwan.

- On campus interviews were conducted by Plante and Moran, Northwestern Mutual, Dow Corning, and State of Michigan Office of the Auditor. Also, information sessions were held by Sears, First Investors, and Microsoft.

- Two high-level gatherings of local businesses: Business Appreciation Dinner to recognize successful businesses, and the Economic Forum Luncheon.

**Student-Outcomes Assessment**

The School of Management Faculty assesses student learning in the BBA and MBA programs through varieties of measures including standardized tests, course-embedded assessment of key skills and values for a successful business career, and alumni surveys. The knowledge areas in the BBA program that are assessed are accounting, finance, marketing, economics, management, quantitative business methods, business law, and international business. The knowledge areas that are assessed in the MBA program are managerial accounting, finance, marketing, and management. The skills and values that are assessed in both programs are ethics-based reasoning, oral and written communication, critical thinking, team work, and technology utilization. Students are encouraged to take part in assessment activities using various methods, including gift cards for taking part in the
standardized tests with amount varying with performance on the tests. The assessment in knowledge areas is done through standardized tests among students in capstone courses of the programs. Most of the assessment activities are course-embedded. Assignments given as part of various courses are reevaluated by the faculty for a second time for assessment purposes. Hence, they do not require special promotion to the students. Participation in assessment activities are expected from the faculty and considered in their annual review, as well as, during promotion and tenure process. The results of student learning assessment are evaluated annually by the faculty and used to improve the curriculum of the BBA and MBA programs.

Based on the feedback from the accreditation team during their pre-visit in Winter 2011, the faculty are considering several changes to the Assurance of Learning process to improve the quality of the assessment data, and to broaden faculty participation in the process. These changes will take effect in 2011-2012.

External Accreditation
The School expects to have an accreditation visit on January 29-31, 2012. In preparation for the accreditation visit, the Associate Dean is working with Maintenance of Accreditation Committee (MAC) of the School in drafting the self-study fifth year report. MAC committee developed a website (http://som.umflit.edu/AACSB), where drafted documents, appendices, faculty resume, annual reports, and other required components of the report are posted. The Committee is regularly communicating with the faculty and seeking their feedback. The report is due end of November 2011.

Communication with the AACSBB visitation team also started, and the School invited the team for a pre-visit to identify potential issues a year in advance of the actual visit time. The visit went successful and the appropriate faculty committees of the School have been working since then to address the issues identified by the team.

Lastly, the Associate Dean and the MAC committee continue to regularly comply with the annual report, Business School Questionnaire, assurance of learning and other requirements of maintenance.

Research and Creative Activities

Refereed Journals in Print


Presentations


**Development Activities and External Funding**

**Realized Gifts**

1. $11,158 miscellaneous gifts credited to SOM
2. $20,000 John T Heitmann Continuing Education Scholarship
3. $2,500 I. Douglas Moon Fund to Support International Educations Partnerships (Smith)
4. $1,000 Yeo and Yeo Accounting Scholarship
5. $1,000 NetPlus MBA Program
6. $1,000 David A Page CPA Scholarship
7. $1,000 Timothy E Purman CPA Scholarship
8. $1,000 Charles Erickson Rachor Memorial Scholarship
9. $1,000 David C. Tucker CPA Scholarship Fund
10. $1,000 Jessica Hagemeister CPA Scholarship
11. $653 Dr. Walker E Fesmire Accounting Scholarship
12. $500 Linn Family Scholarship
13. $480 Robert H Cojeen Scholarship
14. $430 School of Management Public Accounting Fund
15. $350 SOM Community One Fund
16. $150 School of Management Business Database Fund
17. $100 School of Management Alumni Scholarship
18. $75 School of Management Study Abroad Fund
19. $20 I. Douglas Moon Fund to Support International Educations Partnerships (Moon)

**Outstanding Pledges**

1. $2,500 John T Heitmann Continuing Education Scholarship
2. $1,548 various individual pledges
Grant Applications


Efforts to Increase Enrollment

- Three new partnerships have been made this year with Delta College, Macomb Community College and Wayne County Community College.
- Our advisors also started regularly visiting partner campuses (Mott CC, Macomb CC, and Wayne County CC) for promotion, advising and relationship building.
- The school started a targeted enrollment management plan for both programs in April of year. We plan to adjust our recruitment activities accordingly.
- In addition to continuing with the Google campaign, and Princeton Review feature, our recruiter staff started working with HR departments of several companies to assist their employee professional development efforts with our MBA program. We also started GMAT prospecting to target new students.
- Graduate Program Committee also started looking into graduate certificate programs.
- For the BBA program, we held a veteran’s summit to attract them to our programs.
- Lastly, several faculty and staff participated in new recruitment efforts such as Business Bash, and other events to attract undecided students on campus to business programs.
- New international agreements were signed with the following international institutions (2010/11): Asia University in Taiwan to create a dual MBA program, ECUST in China for a 3+2 program, UAIC in Romania to create a student exchange program, and an MOU with National Taiwan Normal University.

Community Engagement Activities

- The School continued with two high-level gatherings of local businesses: Business Appreciation Dinner to recognize successful businesses, and the Economic Forum Luncheon.
- The operations of the School’s Michigan Family Business Center, and Center for Entrepreneurial Leadership also continued the academic year.
- The new Executive-in-Residence is establishing new relationships for the School with area economic clubs and business groups. The Entrepreneur’s Society continued to engage in many projects from community with the help of the entrepreneur-in-residence.
- Our Community One program, where local businesses business-related problems are solved with the help of SOM faculty and students in the form of projects and internships with collaboration from Michigan Minority Business Council, is continuing.
2010-11 Budget Summary

<table>
<thead>
<tr>
<th>FY2010 - 2011 Budget</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Spending Authority</td>
<td></td>
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<tr>
<td>Carry Forward from FY2010</td>
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<tr>
<td>Base Budget</td>
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<tr>
<td>Adjustments &amp; Transfers</td>
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<td><strong>Total Spending Authority</strong></td>
<td><strong>$5,477,015</strong></td>
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<tr>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>a. Salaries</td>
<td></td>
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<tr>
<td>Faculty</td>
<td>$3,336,407</td>
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<tr>
<td>Staff</td>
<td>$541,855</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$910,601</td>
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<tr>
<td>Sub-Total Salaries</td>
<td>$4,788,863</td>
</tr>
<tr>
<td>b. Operating</td>
<td></td>
</tr>
<tr>
<td>Marketing/Advertising</td>
<td>$115,491</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$42,331</td>
</tr>
<tr>
<td>Equipment</td>
<td>$19,418</td>
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<tr>
<td>Research Support</td>
<td>$69,395</td>
</tr>
<tr>
<td>Travel</td>
<td>$68,864</td>
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<td>NetPlus Expenses</td>
<td>$234,775</td>
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<td>Supplies &amp; Other</td>
<td>$188,782</td>
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<td>Sub-Total Operating</td>
<td>$739,056</td>
</tr>
<tr>
<td><strong>Total Salaries and Operating</strong></td>
<td><strong>$5,527,919</strong></td>
</tr>
<tr>
<td>Balance</td>
<td>$(50,904)</td>
</tr>
</tbody>
</table>

Goals for 2011/2012

1. Move the School of Management to its new location in Riverfront.
2. Successfully recruit three full-time tenure-track faculty members.
3. Intensify our development efforts to exploit such opportunities that the various features and space of the new location provide.
4. Intensify curricular efforts to distinguish our programs from those of our competitor business schools in the region.
5. Work with the School’s Business Advisory Board to streamline the business appreciation awards by developing more specific eligibility/selection criteria, and application/nomination process.
OTHER UNITS WITHIN ACADEMIC AFFAIRS

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, as well as students classified as transfer, guest, readmit, dual-enrollment, and non-candidate-for-degree (NCFD).

The 2010-11 year was an extremely challenging one for the operation of the department. It witnessed the departure of 75% of its managers (two associate directors, and later the director), and approximately 70% of the recruitment staff. This incredible turnover has created a large continuity and experience gap that will be challenging to fill for some years. The strategy for 2011-12 focuses on operational competency, long-term recruitment vision, and construction of collaborative relationships with academic and student service departments.

Status of 2010-11 Goals

1. Enroll 900 FTIAC students in Fall 2010 [NOT MET]

FTIAC or traditional freshman 10th Day enrollment totaled 781 students for the F2010 semester, a 1.7% increase over F2009, but 13.2% below the target.

Included in the FTIAC enrollment goal was another related goal:

   o Secure 500 out-of-state applications for Fall 2011 [NOT MET]

As of July 25, 2011, a total of 354 undergraduate U.S. citizen and resident non-citizen Fall 2011 applications were received from locations outside Michigan, for all student types. Of the 1,182 F2011 FTIAC applications received from locations outside of the primary ten-county recruiting area, 260 FTIAC applications for F2011 were from residence addresses outside Michigan. Seven (7) prospective freshman students have enrolled for F2011 with out-of-state addresses.

2. Assist with campus wide retention efforts [MET]

UG Admissions recognizes the correlation between academic preparation and retention, and has made focused efforts to support the University’s retention goals by recruiting students with GPA and ACT scores that reflect higher secondary academic achievement. A significant change was made to the admission criteria in September 2010, designed to improve the academic profile of our entering FTIAC class; however, it was overly aggressive. The modified criteria resulted in an increase of waitlisted (deferred decision) applicants of 34%, and an increase in denials by 115% for Fall 2011 (as of July 25, 2011). The ultimate result should prove to be a better-qualified class, but at the expense of enrollment goals.

Accordingly, the overall averages and 25th-75th percentile ranges for ACT and GPA of our admitted and enrolled (to date) entering FTIAC class illustrate an upward shift (see Table 1) in the freshman class academic profile.
Table 1

*Entering freshman class academic achievement profiles, 2010-2011 admitted and enrolled students (Institutional Analysis and Banner data for F2010; F2011 preliminary Banner profile as of August 1, 2011).*

<table>
<thead>
<tr>
<th>Year</th>
<th>25th Percentile ACT</th>
<th>75th Percentile ACT</th>
<th>Average ACT</th>
<th>25th Percentile GPA</th>
<th>75th Percentile GPA</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010 Admitted</td>
<td>17</td>
<td>24</td>
<td>20.64</td>
<td>2.71</td>
<td>3.60</td>
<td>3.12</td>
</tr>
<tr>
<td>Fall 2011 Admitted</td>
<td>19</td>
<td>24</td>
<td>21.91</td>
<td>2.93</td>
<td>3.67</td>
<td>3.27</td>
</tr>
<tr>
<td>Fall 2010 Enrolled</td>
<td>19</td>
<td>25</td>
<td>22.07</td>
<td>2.89</td>
<td>3.65</td>
<td>3.23</td>
</tr>
<tr>
<td>Fall 2011 Enrolled</td>
<td>20</td>
<td>25</td>
<td>22.75</td>
<td>3.00</td>
<td>3.71</td>
<td>3.33</td>
</tr>
</tbody>
</table>

Figure 1 shows the distribution of ACT scores for all admitted students in the entering classes for F2010 and F2011 (preliminary data).

![ACT Distribution All Admit Types](image)

*Figure 1. ACT Composite scores for Fall Semester admitted students, 2010-2011 (Banner data; Fall 2011 admitted student distribution as of August 1, 2011.)*

- **Measure outcomes of recruitment activities** [PARTIALLY MET]

  UG Admissions gathered recruitment outcome data using a variety of assessment techniques and assessment tools; however, these metrics are far from comprehensive and much opportunity remains to continue pursuing this goal.

3. **Improve operations: Letter generation out of Banner (automated nightly run)** [NOT MET]

   As reported in the [October 2010 Admissions Update](#), this project began in summer 2010 and included several Admissions and ITS staff. UG Admissions abandoned the project in late May, 2011 after diligent efforts to implement it showed that it was not effective in improving operations. A beneficial outcome is that Admissions and Academic Advising are collaborating to print next steps/orientation instructions to mail to admitted students, eliminating duplication of letters and providing more timely communication to entering students.

4. **Develop recruitment territories (primary, secondary, and tertiary markets)** [MET]

   Michigan counties targeted for most FTIAC recruitment efforts are within a driving radius of 150 miles, and are chosen according to the estimated proportion of their high school graduating classes who are likely to
intend to enroll in college, based on reported public and nonpublic secondary senior class counts and graduation rates. Recruitment territories and secondary schools are assigned to counselors in primary and secondary geographic areas.

Recruitment plans for FY12 are in the final review stage. Following is an outline of these plans, subject to modification as appropriate based on Fall 2011 10th Day enrollment outcomes, and other indicators of potential shifts in enrollment trends.

The primary recruitment area was the source of 90% of our F2010 FTIAC entering class, and consists of a ten-county area comprised of Genesee, Lapeer, Oakland, Livingston, Shiawassee, Saginaw, Tuscola, Sanilac, Macomb, and St. Clair counties. Of particular interest this year in the primary area is the initiative led by University Relations to focus on UM-Flint brand recognition in Livingston County, where secondary school class sizes are growing and represent a recruitment opportunity (see Figures 3 and 4).

A secondary recruitment area was first developed in 2007 in preparation for the opening of on-campus housing. Updated to reflect recent student inquiries, this in-state area consists of eleven counties, six lying just beyond the primary area (Bay, Ingham, Midland, Washtenaw, and Wayne), and five others more distant, with relatively large populations and interstate highway access (Charlevoix, Clinton, Eaton, Ionia, and Jackson).

A tertiary recruitment area consists of in-state and out-of-state locations outside the primary and secondary zones, where inquiries from and recruitment of U.S. citizens and resident non-citizens are historically very limited. Some of these are large, accessible population centers, with numerous other public universities closer to their location. A significant marketing effort would be required to promote greater interest in these areas. UG Admissions will continue to target specific secondary schools outside Michigan from which students have recently inquired or enrolled.

Figure 3. Recruitment target counties, including Genesee, for the 2011-2012 FTIAC enrollment cycle (population index estimates from Michigan CEPI headcount data, http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_30460-253980--,00.html).
Figure 4. Recruitment target counties, excluding Genesee, for the 2011-2012 FTIAC enrollment cycle (population index estimates from Michigan CEPI headcount data, http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_30460-253980--,00.html).

Merit scholarships awarded to the Fall 2011 entering class

Merit scholarships are a key element in campus-wide efforts to recruit students who can increasingly expect to receive this type of financial aid from other institutions. UG Admissions strives to maximize the University’s return on investment for these limited funds by analyzing the acceptance and enrollment pattern against scholarship commitments each year.

Table 3 shows the distribution of scholarships for the Fall 2011 entering class. For Fall 2011 (Figure 5), overall scholarship amounts offered were lower than in the Fall 2010 group (Figure 6), particularly in the range of ACT scores between 22 and 31. The gap between amounts offered and accepted was also narrowed, however.

Fall 2011 merit award applications were received through 11/11/2010, offer letters were sent 12/6/2010, and the acceptance deadline was 1/7/2011. Data in Table 3 and Figures 5 and 6 and Table 3 show acceptances or confirmations before cancelled enrollments, which have historically run 10-20% of acceptances.
Figures 5-6. Fall 2011 and Fall 2010 FTIAC Merit Scholarship Awards.

Table 3

Fall 2011 FTIAC Merit Scholarship Awards

<table>
<thead>
<tr>
<th>Scholarship Description</th>
<th>Eligible Pool</th>
<th>Awards Offered</th>
<th>Awards Accepted</th>
<th>Minimum GPA Eligibility</th>
<th>Average Accept GPA</th>
<th>Minimum ACT Eligibility</th>
<th>Average Accept ACT</th>
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<td>Michigan Scholar ($34,000 full ride and books) and Chancellor Awards ($32,000 full ride)</td>
<td>15</td>
<td>15</td>
<td>9</td>
<td>3.9</td>
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<td>Admissions Achievement Award $3K/4 Years ($12,000)</td>
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<td>52</td>
<td>33</td>
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<td>54</td>
<td>21</td>
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<td>3.94</td>
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<tr>
<td>Admissions Achievement Award $1K/4 Years ($4,000) and School of Management Fund</td>
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<td>3</td>
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<td>11</td>
<td>4</td>
<td>3.0</td>
<td>3.11</td>
<td>21</td>
<td>21</td>
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<tr>
<td>Admissions Achievement One-Time Award ($1,000)</td>
<td>28</td>
<td>28</td>
<td>5</td>
<td>3.0</td>
<td>3.10</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

5. *Use metrics for planning, diagnostic, and operational purposes* [NOT MET]

Though UG Admissions made modest strides toward this goal using Hobson’s Answer™ and other technologies, many opportunities remain to develop a cycle of feedback and improvement. Progress toward this goal was frustrated by the departure (relatively early in the year) of the Associate Directors, who were most closely focused on operations and analysis.

6. *Maintain budget controls* [MET]

(See “2010-11 Budget Summary” in final section.)
Significant Achievements

Applications and Admissions

7. UG Admissions made important strides in 2010-2011 in several key areas, based on data as of August 1, 2011 vs. the same point in the enrollment cycle a year ago:
   - FTIAC applications (F2011) 3,110, a new record, up 8.1%
   - FTIAC admissions (F2011) 2,191, also a new high, up 4.8%
   - FTIAC selectivity (F2011) 70.5%, 2.3% more selective
   - Transfer applications (F2011) 1,595, up 5.2%
   - Transfer admissions 1,115, up 2.6%

8. Though applications, admissions, and selectivity are all up for Fall 2011, the yield to confirmation or enrollment is down dramatically - 607 FTIAC admitted students have enrolled, down 10.9% from the same point in 2010, and down 13.2% from the 2008-2010 average (August 1). This enrollment level represents a 27.7% yield rate, down 4.9% from 2010.

Application of Technology

9. UG Admissions continued to develop Web 2.0 social media features in our communications plans.

10. Message “tweets” from the UM-Flint Twitter™ feed, www.twitter.com/GoBlueFlint, included information on enrollment and campus life events related to transfer students, School of Management, Social Work programs, Pre-Med/Vet/Pharm programs, campus tours, and Whiting Auditorium performances.

11. Student Ambassador blogs brought a fresh student perspective on campus life to our website this year, continuing a successful effort that gained momentum in 2009.

Veteran Applicant Services

12. Initiatives to improve service to U.S. military veteran applicants included the following:
   - Collected over 300 contacts for military and veterans organizations in the state of Michigan.
   - Completed annual surveys for national recognition with the lists, “GI Jobs 2011 Military Friendly Schools” and “Military Times Edge Top 100 Best for Vets Colleges and Universities”.
   - Hosted two open houses in the Student Veterans Resource Center.

13. UG Admissions serves prospective and current veteran students by responding quickly to email inquiries, using social media to enhance outreach, participating in campus action to propose and enact policy changes regarding transfer of military credits, and attending veteran/military related events for recruitment, outreach, and awareness purposes including military career fairs, Yellow Ribbon reintegration weekends, and military education workshops.

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.
### 2010-11 Budget Summary

<table>
<thead>
<tr>
<th>FY 2010-2011 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spending Authority</strong></td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY10</td>
<td>$114,157</td>
</tr>
<tr>
<td>Base Budget</td>
<td>$1,199,742</td>
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<tr>
<td>Adjustments &amp; Transfers</td>
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<td><strong>Total Spending Authority</strong></td>
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<tr>
<td><strong>Expenditures</strong></td>
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<tr>
<td>a. Salaries</td>
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<tr>
<td>Faculty</td>
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<td>Staff</td>
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<td>Benefits</td>
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<td>Temporaries</td>
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<td>Subtotal Salaries</td>
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<td>b. Operating</td>
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<tr>
<td>Marketing/Advertising</td>
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<td>Scholarships &amp; Grants</td>
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<td>Research support</td>
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<tr>
<td>Supplies and other</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Recharges and contracts</td>
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<tr>
<td>Subtotal Operating</td>
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<tr>
<td>Total Salaries and Operating</td>
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<tr>
<td>Contingency</td>
<td>$0</td>
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<tr>
<td><strong>Total Expenditures with Contingency</strong></td>
<td><strong>$1,180,201</strong></td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td><strong>$178,858</strong></td>
</tr>
</tbody>
</table>
Goals for 2011/2012

As indicated in the introduction, the 2010-11 year was an extremely challenging one for the operation of the department due to an incredible level of staff turnover and the resulting lack of continuity. Goals for 2011-12 focus on operational competency, long-term recruitment vision, and construction of collaborative relationships with academic and student service departments.

1. Recover from recent large staff turnover and rebuild operational competency, including:
   - Filling vacant positions and/or functions
   - Undertaking aggressive staff development
   - Streamlining operations with a focus on improvement of student experience

2. Achieve specific enrollment goals for Fall 2012:
   - 795 FTIAC students, including 5% more from Livingston county, and 10% more from outside Michigan
   - 920 transfer students
   - 35% growth in new veteran students
   - 2% growth in new minority students

3. 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.

4. Modify recruitment strategy and activity to focus on long-term results:
   - Develop early recruitment plan which targets high school sophomores and juniors
   - Improve inbound marketing and communication with prospective transfer students to grow transfer student pipeline

5. Continue to develop and employ metrics and analytics for strategic planning, measurement of marketing ROI, and continuous operational improvement.

Frances Willson Thompson Library

Over the past decade we have seen some radical changes in both the role of libraries in the academic community and the shift from ownership to access. The Thompson Library has played an important role in bringing about this shift on a campus that has increased from about 6,000 to 8,000 students in the past six years alone. Currently our library provides both the traditional print resources and a growing array of digital resources, opening up access to materials that would otherwise have been closed to a library and campus our size. Our cooperative ventures with the University of Michigan Ann Arbor Libraries have helped to put us in a resource rich environment, comparable to the very best universities in the country. The fact that Ann Arbor libraries rank just below Harvard, Yale, and other top libraries in size, standing at fifth in North America in size and access so that our cooperative work with Ann Arbor provides us with some of the best resources in the country.

We are a dynamic and growing center of research for students and faculty alike. We have enhanced our electronic collections and facilitated access to the rich print collections on the Ann Arbor campus. Ten years ago we had 1,500 print subscriptions and no electronic subscriptions to academic journals. We did have access to a few hundred journals on CD’s accessible only in the library itself. Currently, we can speak, without exaggeration, about an explosion of information accessible not only through the library but through our website.

In addition to our local on-site book collection of 280,000 volumes, we now have digital access through the Library’s Mirlyn webpage to over 180,000 journal titles, frequently with abstracts. More importantly for our students and faculty, we now have digital access to the full-text articles in 55,000 academic journals. This translates, to millions of pages of articles, especially considering the fact that most of these journals not only contain from 5-7 articles, but they also appear in multiple volumes each year. Add to that, 150,000 e-books primarily from academic publishers such as Springer, Elsevier, and many university presses. This number is at parity with Ann Arbor, since we are purchasing digital monographs jointly with them. Note that these are academic monographs which are currently in print, and not available through the Google project because of copyright limitations.

In addition, students and faculty have an even wider access than described above, since they can select for delivery to the Thompson Library any of the seven million print volumes in the UM-Ann Arbor collections (and vice-versa. Ann Arbor users continue to borrow about three books from the Thompson Library collection for each book a Flint user borrows from the Ann Arbor collections – in 2010-11 Ann Arbor users borrowed 5,159 volumes while UM-Flint students borrowed 2,015 volumes from Ann Arbor). In addition, faculty and students have access to the worldwide reach of Ann Arbor’s interlibrary loan service, with most articles delivered to their e-mailbox within 24 hours.
Status of 2010-11 Goals

- **Seeking Parity with Ann Arbor in Access to Digital Collections:**
  - We continue to make steady progress in negotiating three-campus licenses for digital resources.
  - We have made great strides in achieving parity with Ann Arbor in access to digital resources. For example, we currently have parity (about 150,000 titles) in ebooks.
  - We are working toward parity in digital journals.
  - At present Flint users have access to 60% of the digital journals available to Ann Arbor.

- **Developing Simplified Search Software for Mirlyn Users:**
  - Working with Ann Arbor colleagues, implemented “Summon,” a simplified Mirlyn article-discovery/search software enabling users to search across nearly all Thompson Library databases with a single search, thus enhancing access to relevant results.
  - We integrated instruction in using Summon into research instruction classes for students.
  - Our new social media librarian and other librarians developed new links between students and digital library resources, including creation of seven self-instruction videos on our webpage, introduction of Twitter, increased use of Facebook, the library’s blog, text-messaging, and quick-response to emailed reference-questions.

- **Google Digitization Project:**
  - Working with Google and Ann Arbor colleagues (University Library and Kresge Business Administration Library), coordinated the transfer of 43,000 Flint volumes to Ann Arbor for scanning.

- **Fundraising:**
  - We provided the gift officers with sites in the Thompson Library with potential for naming opportunities, and had discussions with that office about needs and prospects.
  - Began a plan to assess the changes in the Thompson library building with the view to finding funding in cooperation with the Office of Development for the reconfiguring of the library for the purpose of enhancing library usage.
  - Received funding from The Student Government Council in order to help cover the cost of a pilot media-enriched group-study room (312 FWT).

- **Security/safety/emergency-preparedness:**
  - We continued to ensure that library staff members are prepared to respond to emergencies and that library users are safe and secure, through three tabletop emergency-scenario exercises with DPS and EHS at a December in-service day.
  - We prepared, with EHS, an emergency-response plan for library services, including review of procedures and facilities; acquired a radio for emergency communication with DPS; identified locations for security cameras (at the main entrance and loading dock); with EHS and DPS, conducted one daytime building fire drill and one emergency-sheltering drill.

**Significant Achievements**

a) **Three Collaboration Projects with Ann Arbor**

- We carried out three major projects in collaboration with the Ann Arbor system which have and will significantly improve access to research materials.
- With the University Library, we continue to negotiate three-campus UM licenses for all renewals as well as for all new databases, with the objective of providing all UM faculty and students with access to the same array of digital resources; we estimate that UM-Flint faculty and students now have desktop access to about 60% of the digital journals available to Ann Arbor users; we will continue this project until we have about 90% access.
• In 10/11 we implemented in Mirlyn a new article-discovery search tool – Summon – that simplifies searching by enabling users to search across virtually all UM library databases with a single keyword search; we acquired this software through a three-campus UM license at a significant discount.

b) Growth in Use of Services and Print and Digital Collections

• Continued growth in most categories in use by faculty and students of Thompson Library facilities, services, on-site collection, licensed databases and Ann Arbor print collection – the result of liaison with faculty; individual and classroom research instruction; improvements to library webpage and Mirlyn search options; and growing campus familiarity with the range of Thompson Library digitized resources and services.

  ➢ Library visits: up 4% (176,503 (09/10) to 183,202)
  ➢ Research instruction (students) up 6% (2,950 (09/10) to 3,138)
  ➢ Research instruction (classes) up 5% (140 (09/10) to 147)
  ➢ GetThis borrows (AA to Flint) up 41% (1,428 (09/10) to 2,015)
  ➢ GetThis loans (Flint to AA) up 8% (4,794 (09/10) to 5,159)

c) Established “One Collection/One University” Digital Access Program

• Reached agreement this year with the UM-AA’s University Library and UM-Dearborn’s Mardigian Library, to negotiate all new and renewal licenses as one university/three-campus licenses.
• The objective is, over several years, to provide digital access to the same array of resources to faculty and students on each UM campus.
• During 09/10, the University Library, acting as the agent for the regionals, negotiated 3 new and 24 renewal licenses.
• Seventeen databases were new to Flint, 18 to Dearborn, 1 to Ann Arbor. The additional cost to Flint for these 17 databases was just $8,800 (to Dearborn, $4,400 for 18).
• Ann Arbor, as a result of consolidated negotiations, was actually able to reduce its cost by $6,500, as compared to its 08/09 costs.
• The three-campus librarian-team that is leading the program will formally assess the first-year and identify issues and costs going forward, but at this point agree that the program is realizing savings through leveraging budgets, and is moving us toward our goal of increased and uniform access to digital resources for the regional campuses.

d) Acquired Simplified Mirlyn-Search Software at Significant Savings

• Working with Ann Arbor and Dearborn libraries, we acquired a three-campus license for Serials Solutions, a simplified and enhanced search software for Mirlyn.
• Through the three-campus agreement, we obtained the software for $10,000 for the University of Michigan-Flint, a cost significantly-reduced from the original $43,000 the vendor quoted us for our campus alone.
• Summon software enables the user to reach into all the UM library databases with a single keyword search.

e) Outreach to Campus Faculty and Students through Information Literacy Courses

• Librarians presented a total of 147 information literacy classes, reaching 3,138 (40%) of our students.
• Worked together with the Honors Program to team teach RefWorks as part of an information literacy course to honors program students for the seventh year in succession.

Development Activities and External Funding

• During 2010-11, the Thompson Library added over 2,000 gift books to its collection, with a market value of approximately $100,000. Assuming a market value of $50/volume. (Per The Bowker Annual, this is the average price of a new hardbound academic book published over the past decade).
• As part of its agreement with the University Library to provide volumes for scanning, the Thompson Library did not have to pay the wages of UM-Flint student temps who work on the July-November 2010 Google digitization project.
- Students worked 1,350 hours on the project, and we received a total of $16,185 from Ann Arbor to cover the cost of their wages.

- Each year the Thompson Library hosts a number of major events that support development, in including: SOM’s Beta Alpha Si and Psychology’s Chi Psi honors induction dinners; Self-Study, TCLT, SEHS, and Winegarden receptions.

- Provided development office with the outline of series of needs, including 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 potential library spaces that could provide donors with “naming opportunities”.

**Community Engagement Activities**

- Created a display case exhibit on the second floor of the library to support the Common Read Project.

- Librarians served as advisors for various UM-Flint student clubs, including Anime, Biology, Newman Catholic Fellowship, and Students for Life.

- Supported a link on our website for teachers and visiting middle- and high-school students to access K-12 digital resources, organized by broad age-group (www.umflint.edu/library/visitorsK12.htm)

- Added the papers to the archives of the UAW Local 599 (1937-2001) of a prominent UAW activist.

- Added the Genesee County Probate Court Records from 1836-1956 to the archive collection, removing them from inappropriate facilities and providing a controlled archival environment for these papers which had been in danger of irreparable damage.

- Taught 5 research instruction sessions and provided tour to 168 visiting middle- and high-school students.

- Thompson Library continues as a co-sponsor of the weekly UM-Ann Arbor student publication, Consider: A Point-Counterpoint Publication (www.consideronline.org). The library director serves as an editorial advisor. The UM-Ann Arbor student editors want to include essays from faculty and students on the regional campuses, so that the publication becomes a truly University-wide student publication. To encourage contributions, the director met with the directors of the Honors and American Culture programs, History faculty, and the student History Club. In addition to his own, the director solicited an essay from an SOM faculty member.

- Continued participation in direct-patron borrowing program among Flint-area academic libraries (UM-Flint, Kettering, Baker-Flint, and Mott CC).

- Continued to provide free in-library access to print and online resources for non-UM-affiliated walk-in guests and for scholarship competition students.

- Fourteen of 17 library staff are certified in CPR/AED.

- Flint librarians were active participants in many local organizations: performed with local theatre companies, served on advisory boards of two local parochial schools, taught weaving at local workshops, were active members of local history and genealogy clubs, neighborhood associations, churches, and social justice organizations.

- Worked with the honors program to host the Fifth Annual Scholarship Competition, providing library tours, and library cards to the visiting students.
Goals for 2011/2012

General Education

The 2010-2011 Academic Year marked the first year of implementing our new curriculum. While there were the expected “growing pains” of bringing on-line a new set of requirements, the university has enjoyed a number of accomplishments for which many faculty and staff should be proud. Without the work of countless faculty and staff from the college and professional schools, the achievements listed below would not have been possible. In fact, over 70 faculty and staff celebrated our collective accomplishments in May of 2011 and these individuals will be recognized at the Fall 2011 Convocation.

A special acknowledgement is warranted for the Thompson Center for Learning and Teaching. Not only has this office provided vital support for many specific events and functions, the Thompson Center under the leadership of Jan Worth-Nelson has provided the pedagogical inspiration to maintain our momentum to move the reform process forward. Finally, it is important to acknowledge the tremendous work of Ms. Sandra Alberto. Ms. Alberto tirelessly supports the reform effort and remains the university’s institutional memory and administrative infrastructure for this complex process.

Status of 2010-11 Goals

In September 2010, the Provost established a Coordinator for General Education within Academic Affairs. Consequently, there were no goals stated in the 2009-2010 Academic Affairs Annual Report. Nonetheless, this position was given 7 specific charges.

1. Creation of a regular General Education newsletter and dedicated website.
2. Work to embed our faculty-approved learning outcomes within the General Education curriculum.
3. Coordinate the scheduling of in-load First Year Experience (FYE) courses.
4. Collect and report meaningful data on student learning within our General Education program.
5. Assist faculty in developing approving an assessment plan for our General Education program.
6. Serve as my designee when I cannot participate in GECAC meetings.
7. Support faculty in all matters related to our General Education curriculum.

In the area of General Education, the university was able to make significant progress in achieving the goals established for the past academic year. The website for the General Education program has been improved. Many faculty members have piloted embedded assessment of the new General Education learning outcomes within the First Year Experience. The university has established a process for the scheduling of First Year Experience courses. Faculty members have collected direct measures of student learning. Under the leadership of the university’s Assessment Academy Team, groups of faculty are developing assessment instruments for our
new learning outcomes. The Coordinator for General Education has participated regularly in GECAC meetings and has supported faculty and staff in all matters related to the new General Education curriculum.

**Significant Achievements**

During the 2010-2011 Academic year, the University of Michigan-Flint achieved a number of significant milestones regarding the university’s new General Education program.

- **Assessment Plan.** From the Coordinator’s perspective, the most significant achievement was working with faculty to develop and secure approval for an assessment plan for our General Education program. Given the magnitude of assessing 12 outcomes from over 400 classes, the approved approach is reasonable and will provide our faculty with the best data available on student learning in a focused and intentional process. The assessment plan was approved by all four academic units on April 15, 2011.

- **Distributional Designations.** The second most significant accomplishment last year was the articulation and approval of definitions for our eight General Education Distribution Areas. These definitions were approved by all four academic units between April 15 and May 18, 2011. By using these approved definitions, the faculty can revisit the modest number of partially approved courses thereby reducing variance in course approvals across academic units.

- **Assessment of Student Learning.** Through the leadership of the Assessment Academy Team, the campus has made significant progress in developing assessment rubrics for our General Education student learning outcomes. The campus is ready to implement the assessment of competent writing in the summer term and fall semester of 2011 for all classes contributing to this outcome. Significant work has also been accomplished on developing rubrics for outcomes 1 and 2, reflect on one’s own learning processes, and demonstrate facility with research methods, respectively. By embedding our assessment of General Education outcomes within our classes, the results from our First Year Experience courses underscore the fact that our new approach represents a vastly improvement. Combining the Fall and Winter Semesters, the university was able to collect direct assessments from nearly 400 students across 6 indicators of student learning – three for multiple perspectives and three for application of knowledge.

- **Improved Website.** With the assistance of the TCLT, the General Education website has been greatly improved. This site is now accessed directly from the “Academics” tab from the university’s home page. In addition to general information, separate pages have been added for approved courses by distribution area, postings of all the GELO forms by prefix, and a table indicating the specific General Education outcomes associated with a given class.

**External Publications or Presentations**


**Development Activities and External Funding**

Aside from the proportion of the tuition revenue used to support the General Education curriculum, no additional funds were raised and there was no specific development activities related to the university’s General Education program.

**Community Engagement Activities**

Through the First Year Experience curriculum, our students have a number of opportunities to engage with our community. For example, the faculty teaching “Let’s Go Arts” course has students attend local musical, theatrical, or visual art exhibits.
The Coordinator for General Education has five major goals for the 2011-12 academic year:

- Produce a bi-annual Newsletter for General Education.
- Work with faculty to draft rubrics for “reflection on one’s own learning process” and “facility with research methods” over the Fall Semester and implement these assessments during the Winter 2012 Semester.
- Work with faculty and University Outreach to focus campus attention and energy on assessing experiential learning. The TCLT has secured verbal agreement from Dr. Randy Bass from Georgetown University to be our keynote speaker at the February 10th Assessment Summit. He will focus on assessing learning outside of the classroom.
- Facilitate the development of new First Year Experience Courses.
- Implement a faculty-friendly method for collecting and assessing student learning in the General Education program.

### 2011-2012 Budget for General Education

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<tr>
<th>Description</th>
<th>Revenue</th>
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<tbody>
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<td>Anticipated Share of FYE Tuition</td>
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<tr>
<td>Summer 2011 Scholarships</td>
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<tr>
<td>TK20 &amp; Assessment Expenses</td>
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<tr>
<td>Coordinator Stipend &amp; Fringe</td>
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<tr>
<td>Peer Facilitators</td>
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<tr>
<td>Faculty Development FYE</td>
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<tr>
<td>General Education Events</td>
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<td><strong>Total Expenses</strong></td>
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</tr>
<tr>
<td><strong>Anticipated Surplus or Deficit</strong></td>
<td><strong>-$11,310</strong></td>
</tr>
</tbody>
</table>

### Goals for 2011/2012

The Coordinator for General Education has five major goals for the 2011-12 academic year:

- Produce a bi-annual Newsletter for General Education.
- Work with faculty to draft rubrics for “reflection on one’s own learning process” and “facility with research methods” over the Fall Semester and implement these assessments during the Winter 2012 Semester.
- Work with faculty and University Outreach to focus campus attention and energy on assessing experiential learning. The TCLT has secured verbal agreement from Dr. Randy Bass from Georgetown University to be our keynote speaker at the February 10th Assessment Summit. He will focus on assessing learning outside of the classroom.
- Facilitate the development of new First Year Experience Courses.
- Implement a faculty-friendly method for collecting and assessing student learning in the General Education program.

### Genesee Early College

Genesee Early College, established in Fall 2007, held its second graduation ceremony in May 2011 for 35 students. Total program enrollment was 139 students in grades 9-13.

A highlight of this year was the opportunity in October 2010 for UM-Flint’s new provost to meet with GISD’s new superintendent and, along with other participants, develop a set of shared aspirations for nurturing this successful young program into a model worthy of national interest by educators seeking to overcome barriers between high school and college success.

### Status of 2010-11 Goals

#### Major Program Goals

- **Increase internal & external scholarship funding opportunities for GEC graduates.**
  
  **Status:** Provost’s scholarship funding was increased by 33%, which benefitted qualified members of GEC’s Class of 2011. In addition, other external scholarships were offered for the first time. Finally, the Office of Development identified a potential donor to fund GEC student research opportunities; however, a scheduled brainstorming meeting, which was to involve Flint-area MSU medical school officials, was postponed until 2010-2011.

- **Develop plan for systematic data analysis in consultation with the Middle College National Consortium, also including appropriate GISD resources.**
  
  **Status:** Representatives from GEC, GISD, and UM-Flint met several times during the year and identified a list of high-priority data needs. In addition, an early college research expert from Teachers College Columbia University advised this group, and an agreement was reached for the National Center
for Restructuring Education, Schools, and Teaching (NCREST) at Teachers College to provide certain data analysis services.

- **Achieve full North Central Association accreditation for GEC.**
  
  **Status:** GEC was notified verbally during 2009-2010 that its application for accreditation was approved. A Quality Assessment Review (QAR) of the program by an NCA visiting team was scheduled for the 2010-2011 academic year but was delayed at the request of NCA. That QAR visit is now expected to occur in Spring 2012.

**GEC School Improvement Goals** (these are continuing 3- to 5-year goals established by GEC staff in compliance with NCA accreditation expectations).

- **Student writing skills will improve beyond 2010/2011 levels.**
  
  **Status:** As measured by the 2011 Michigan Merit Examination program, 76% of GEC students attained “advanced” or “proficient” ratings in 2011, a continuing increase over the 71%, 42%, and 40% of GEC students who achieved those ratings the previous three years, respectively. In addition, GEC students’ mean score on the ACT Writing section in 2011 was **8.2, the highest mean score among the 35 Genesee County high school programs** and 22% higher than Genesee County’s 2011 average ACT Writing score of 6.7.

- **Student mathematics skills will improve, with a focus on mathematics functions & interpretation of data.**
  
  **Status:** As measured by the 2011 Michigan Merit Examination program, 76% of GEC students attained “advanced” or “proficient” ratings in 2011, a significant increase over the 58% of GEC students who achieved that those ratings in 2010 and the 53% who achieved those ratings in 2009. In addition, GEC students’ mean score on the ACT Mathematics section in 2011 was **21.7, the second highest mean score among the 35 Genesee County high school programs** and 15% higher than Genesee County’s 2011 average ACT Mathematics score of 18.8.

**Significant Achievements**

- **Improved Academic Performance in Comparison to Other Michigan High School Programs.** GEC student performance on Michigan Merit Exam subtests continues to improve annually, and overall performance significantly exceeded county and state means. Academic performance by GEC students in 2011, as measured by ACT Composite scores, ranks **first** among the 35 Genesee County high school programs.

- **Success of GEC Students in UM-Flint courses.** Graduates of the GEC Class of 2011, consisting of 34 students, earned a cumulative total of 1,678 UM-Flint credit hours with a mean grade point average of 2.95. The average graduate earned 51.41 credits. Nine of the 34 graduates (26%) earned more than 60 credits; two graduates completed more than 100 credit hours each.

- **Full implementation of GEC’s work-based learning experience component.** For the first time in its history, all GEC graduates completed high-quality work-based experiences customized to each student’s current career interests.

- **Perseverance of GEC Class of 2010 toward baccalaureate degrees.** Follow-up data collected regarding GEC’s first cohort group six months following graduation in Spring 2010 reveals that 38 of 39 graduates (97%) are continuing college studies.

- **Development of key contacts between GEC staff and UM-Flint faculty.** In Fall 2010, each GEC teacher contacted a UM-Flint faculty member for the purpose of creating additional lines of communication with a focus on preparation of GEC students for success in UM-Flint coursework.

**External Publications or Presentations**

Noting that Genesee Early College is a relatively young program which continues to focus significant energy on implementation of a high-quality instruction program in concert with the University, it probably comes as no surprise that no external publications or major external presentations occurred this year. The GEC principal is a key presenter at a July 2011 session of the YouthQuest program, involving 100+ students. The UM-Flint GEC liaison was a panelist for a plenary session of 200 participants at the July 2011 meeting of the Middle College National Consortium in Jersey City, NJ.
Development Activities and External Funding

Last year’s report described the creation of the Drs. Bobby Mukkamala and Nita Kulkarni endowed scholarship commitment totaling $30,000, and three additional new scholarships. Each of these are awarded to GEC graduates who continue their education at UM-Flint. In addition, this year a fifth scholarship, the Henry Jack Singleton Scholarship was created for the same purpose. External scholarship funding for GEC graduates, thanks to these 5 scholarship commitments, now totals $4,550 annually.

Grant Applications

- Source: Charles Stewart Mott Foundation. Proposal to provide additional transition funding for GEC for the 2010-2011 academic year. Amount requested: $150,000. Principal Investigator: Mary Behm, Assistant Superintendent, GISD. Status: Funded.

- Source: Michigan Department of Education. Proposal to expand GEC programming to include STEM-related fields. Amount requested: $150,000. Principal Investigator: Mary Behm, Assistant Superintendent, GISD. Status: Not funded. Following the application submission deadline, MDE decided to divert all funds in this category to fund grants for three new Michigan early college programs.

- In addition, GEC students will be in a position to benefit from the recently-approved $221,000 HRSA grant which is intended to provide scholarships for disadvantaged students engaged in SHPS programs.

Community Engagement Activities

- Implementation of Marketing Campaign. UM-Flint’s Office of University Relations, with assistance of GEC and GISD staff, implemented a significant visibility campaign in early 2011 in order to increase program inquiries and student applications. This campaign culminated in an open house which attracted 200+ participants representing 80+ prospective new students.

- Open House for Charter and Home School Students. In February, GEC hosted an informational program/open house for middle-level charter school, private school, and home school students and parents in the Flint region. Approximately 75 people attended this event.

- Full implementation of work-based learning component. During 2010-2011, the work-based learning requirement for GEC students was fully implemented for the first time, and all GEC graduates will now experience a series of volunteer experiences in the professions to which they aspire.

- Community service. GEC students are required to engage in 120+ hours of documented community service prior to graduation; many of these students continue to engage in such service far beyond the minimum requirement.

2011-12 GEC Proposed Budget Summary

GEC Proposed Budget for 2011/2012 (Year 5)

<table>
<thead>
<tr>
<th></th>
<th>BUDGET 2011-12</th>
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<tbody>
<tr>
<td>Estimated Tuition Revenue&lt;sup&gt;2&lt;/sup&gt;</td>
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<tr>
<td>Fixed Costs</td>
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<tr>
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<tr>
<td>Overhead Expenses&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>Provost Scholarship Funds</td>
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<td>Supplies and Other Expenses&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>GEC Tuition Adjustment Scholarships</td>
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<sup>2</sup> Based on projected 2010/2011 SCH of 1,411 @ 273.19 per SCH. Excludes mandatory fees.

<sup>3</sup> Includes allocations to Housekeeping and DPS.

<sup>4</sup> Detailed budget is available from GEC liaison.
Total Fixed Costs $316,115
Projected Net Income (revenue – costs) $111,753
Incentive Funding to Academic Units $109,000
Balance $2,753

Assumptions
- All expenses related to operation of the high school, including principal’s and teachers’ salaries/benefits, books, supplies, miscellaneous expense are paid by GISD.
- Enrollment in dual-enrolled classes is estimated to generate 1,411 credits during the academic year.
- UM-Flint will be reimbursed the revised dual-enrollment rate, expected to be $273.19 for 2011-2012 (a 3% increase over the 2010-2011 of $265.23).
- The University’s risk assessment costs (i.e. insurance) will not be affected.
- No hall monitor or additional administrative staff (beyond those listed above) will be required.
- Academic units’ incentive is based upon $85 per credit per dual-enrolled student in regularly scheduled courses, and $100 per credit per student for additional course section(s) offered exclusively for GEC students.

Goals for 2011/2012

Major Program Goals
- Increase GEC enrollment to 250 students.
- Implement new strategies which will increase individualized academic development options for GEC students in order to address skill deficits and prepare them for success in UM-Flint coursework.
- Implement a GEC data dashboard which will measure progress toward GEC’s 15 aspirations.

School Improvement Goals (the third year of 3 to 5 year goals established by GEC staff for NCA)
- Student writing skills will improve beyond 2009/2010 levels.
- Student mathematics skills will improve, with a focus on mathematics functions and interpretation of data.

Honors Program

University administrators, directors, and faculty members throughout Michigan and the United States have recognized the importance of attracting and keeping high achieving students. Their presence in the classroom pushes the boundaries of expected student achievement. They demonstrate the academic excellence and the pedagogical effectiveness of our university. Their high profile makes a difference far beyond their relatively small numbers. They are a magnet for students seeking a quality education. Our Honors Program has proven and continues to prove itself with a high success rate in student achievement and outcomes.

The Honors Program is not simply a small isolated program. Instead, it is fully integrated into the regular curriculum so that students have the advantages of a cohort of core honors courses as well as the full university experience shared with other students who are not in the program.

Located in Academic Affairs, the Honors Program works with multiple constituencies, engaging with students and faculty across the disciplines and professions, and working cooperatively with non-academic units such as Student Affairs, the Office of Development, the Admissions Office, the Advising Center, and University Outreach. Our achievements directly affect 20 departments in CAS and three professional schools in which Honors Program students complete their majors, pursue undergraduate research, and graduate with distinction.

The successes of students in the Honors Program demonstrate that UM-Flint provides an excellent education. We engage minds and prepare leaders with an effectiveness that is comparable in many cases to that of much larger, more well-known, and more prestigious institutions.

Currently we are working to create an Honors College. Fortunately, the move from program to college does not represent a radical change. Instead, it represents a formalization of current structures and circumstances in the
program. For some time, the Honors Program has fulfilled almost all of the criteria listed among the best guidelines not only for an effective Honors Program, but also for an Honors College. This coming year, we plan to work toward formalizing this achievement by requesting a program change from Honors Program to Honors College. In order for the Honors College to be stable, it is essential that we have adequate base funding to cover our basic costs and so that we do not need to rely on one-time funding to close the gap between our base budget and actual costs, a gap which has been growing as the program increases in size.

**Status of 2010-11 Goals**

We have worked consistently toward achieving several multi-year goals which are currently on track, including:

- **Work in cooperation with units and departments on streamlining the honors program pre off campus courses in the disciplines, using the newly developed HON 494 (1-3 cr) template.**

  We are currently underway with this project. HON 494, the template course, is in the current catalog and several departments have instituted, or are in the process of instituting this change. This will be an ongoing endeavor, since program changes are subject to departmental agreement and approval, and must fulfill required paper work.

- **Work to continue program growth while at the same time working to maintain the quality and excellent outcomes of the program with one-on-one relationships with students and focused guiding of undergraduate research.**

  In the fall of 2011, with approximately 70 students in the incoming freshman and junior-senior transfer class, we will be increasing the size of the program by 42% to an all time high of between 215-220 students in the program. We have continued to strive for and achieve academic excellence. 90% of students have participated in two Honors Colloquia, while over 60 students have presented at undergraduate and professional conferences.

- **Continue to develop Alumni contacts (multi-year project).**

  This is an ongoing project. We have contacts with quite a few alumni, but we would like to formalize and regularize the contacts further in this coming year.

- **Continued updating and development of Honors Blackboard Communities including regular program updates sent to all Honors faculty (multi-year project).**

  We have updated the community membership and have incorporated new information into the blackboard site for both communities. The student community is in constant use as a key tool for information, communication, and teaching, including sample proposals, theses, conference information and other materials used by the students on a daily basis during the fall and winter semesters. We need to work further on updating of all honors faculty on key developments in the program.

- **Continue ongoing Assessment (multi-year project) in the areas of undergraduate research, conference presentations, and Honors theses.**

  We are working with Roy Barnes on this multi-year project. We have specifically focused on the core courses with general education attributes this year.

**Significant Achievements**

- **Scholarship Competition:** We planned, organized and carried out our fifth annual Scholarship Competition as a successful marketing strategy for UM-Flint and for the Honors Program.
  
  - Fifty-four students registered for the competition. We had 54 in attendance.
  - The event was extremely successful, drawing positive comments from all constituencies, including volunteers, students, and parents. We had learned from the previous competition and were able to address and eliminate problem areas, as well as to develop effective trouble-shooting strategies for the event itself.
  - By June, 2011, nearly 80% of the students attending the competition have decided to come to UM-Flint. This is up 10% over last year’s numbers at this time.
  - These results attest to the success of this group effort in attracting high achieving students, many of whom—based on self-report during the phone calls—had planned to go elsewhere.
• **Internal Fundraising:** Raised funding from the deans to cover the cost of 18 laptops and five $500 individual upgrades for SOM in the Scholarship Competition.

• **Undergraduate Research:** Fostered undergraduate research through colloquia, off-campus studies, and Honors independent study projects (Honors elections).
  - Over 60 honors students presented at undergraduate conferences including the Meeting of the Minds, the Michigan Academy, and the UM-Flint Undergraduate Research Conference.
  - Twenty students developed off-campus study projects across the disciplines.
  - Eighteen students will have completed their honors thesis by August 2011.

• **Student Success**
  - Five Maize and Blue winners (total of 36 over the past seven years).

• **Genesee Early College Agreement**
  - The Honors Program has an agreement with the GEC to accept high achieving students into the program. We have accepted four this year, and expect a similar high rate of success to previous GEC students accepted into the program.

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

**Development Activities and External Funding**
We have received small monetary gifts (under $1,000) from Honors alumni and other supporters of the program’s goals.

**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.
- 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, six students received the 1,000 hours service award, and numerous students received awards for 100 service hours, 200 hours and 400 hours during the annual Awards and Cords Reception.

**2010-11 Budget Summary**

<table>
<thead>
<tr>
<th>HONORS PROGRAM FISCAL YEAR 2011 BUDGET SUMMARY</th>
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<tbody>
<tr>
<td><strong>SUMMARY REVENUE AND EXPENSES</strong></td>
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<tr>
<td><strong>REVENUE</strong></td>
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<td>TOTAL REVENUE</td>
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<td><strong>EXPENSES</strong></td>
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<td>ACENR</td>
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<tr>
<td>ADMIN</td>
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<tr>
<td>SCHOLARSHIPS</td>
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<tr>
<td>TOTAL EXPENSES</td>
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<tr>
<td>TOTAL REVENUE MINUS TOTAL EXPENSES</td>
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</tbody>
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REVISED 6-28-11

- The budget report for FY 2011 shows an estimated $18,960 overdraft for fiscal year 2011.
  - The base budget for the Honors Program did not cover increased costs of the Administrative Assistant salary the Honors Director stipend, academic enrichment and student scholarships. With program growth these overdrafts are inevitable.
  - While one-time funds can cover the shortfall, it is essential that the Honors Program receive additional base funding to cover our actual program expenses, especially in the area of enrichment and administration.
  - With the growth of the program and increased numbers of students, we will also need an increase in the scholarship amounts for the coming fiscal year.

- The projected report for FY 2012 appears in two ways:
  - Budget if the deficit for this year is covered by one-time funding and the base funding remains at its current level.
  - Budget if the deficit for FY 2011 is carried forward.

NOTE: The ACENR (Academic Enrichment Account) projection for FY 2012 includes a total of $6,000 in approved costs for marketing and for the website:
1. $3,000 in costs for marketing to provide admissions with flyers and marketing materials. These materials are essential to attract new students into the Honors Program.
2. $3,000 to cover the cost of a webmaster for the honors program at $10 an hour to make necessary improvements to the honors web site for the purposes of marketing. The website is an important recruitment tool for the Honors Program and must represent an updated “look” that demonstrates the vitality of the program and the opportunities it offers students.

Goals for 2011/2012

- Develop and submit for approval to all required constituencies a Program Change request in order to form an Honors College. This would be part of a five-year plan for the expansion of the Honors College which will include focus external funding, enhanced recruitment, enhanced scholarship opportunities for Honors Students, and flexibility of course scheduling.
- Develop and implement an Honors Program Experiential Learning Project in cooperation with Outreach and GEC, and other constituencies in order to integrate experiential learning and volunteerism more fully into the structure of the Honors Program and thus to enhance the honors experience.
- Continue working to provide more transparent, clear and consistent individual catalog descriptions of the Honors Program in departmental and school catalog entries in order to facilitate advising and student understanding of program requirements.
- Stage a successful Scholarship Competition in order to recruit additional high achieving students into the Honors Program and thus to increase the numbers in the program while retaining and enhancing program quality.
- Apply for external funding with a focus on Michigan foundations such as the James Welch Foundation, and national foundations such as the National Science Foundation with its support for STEM programs. External funding will play an essential role in the development of the honors college over the next five years.
Institutional Analysis

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

Status of 2010-11 Goals

- **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). New Federal reports required immediate implementation with the new Higher Education Act, rather than traditional two-year phase-in. The office continues its work with Financial Services and the Registrar’s Office 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.

  The office completed State of Michigan Higher Education Boiler plate reports in addition to legislative requests as needed. The State of Michigan HEIDI system report contained six main surveys representing 146 screens of data on enrollment, costs and expenditures. The Federal IPEDS system was provided data in nine survey reports in three cycles representing approximately 238 screens of data.

  Additionally, new race categories requirements were implemented, verification for graduation cohorts back to 2000, and data verification for new cost accountability and net price for College Navigator system.

  While guidebooks and surveys for various groups are secondary to the mission of the Department, the office continues to take on additional guidebook and survey completions. When added to the routine reporting requirements timely submission challenges the department.

- **Increase the types of information available on the IA web site and the Self Study SharePoint Portal, to include Common Data Set, Registrars 10th day package, comparative data, and internal data.**

  Tremendous efforts were made again this year in this area. Blackboard Portal and the Institutional Snapshot had extensive information on various university topics in support of Strategic Planning. Data in support of Program Review was maintained on the IA Internal Resources web site, six years of course level data, and Registrars 10th day memos and credit hour comparison reports. Survey data on NSSE/FSSE and CIRP were all added to the web site this last year.

- **Revise Program Review Trend Data Recap after completion of two rounds of review.**

  While program review data processes were maintained, the data recap was not revised since process was interrupted during administrative turnovers.

Significant Achievements

The office continues to provide service to a growing constituent base. The organizational needs for analysis and data continue to grow. The department has managed to continue to take on more while maintaining required reporting functions. The office continues to expand the amount and types of data it provides to various internal and external constituent groups.

- IA assimilates new surveys for guidebooks each year. Information about our campus is more widely published for perspective students. Guidebook surveys are not included in data request counts. In FY 10-11 the office completed over 60 guidebook surveys.

- Data requests for FY 10-11 increased 38.6% from 329 in FY 09-10 to 456, its highest point since FY 05-06. While requests were steady in traditionally peak months of September, October, February, and April the number of requests in December, January, March and June all exceeded prior levels. December requests were 53% over prior year. February requests were 125% greater than prior year and March 150% over prior year. April is typically a busy time for data requests; this year requests were up 104% from prior year. May and June proved to also be exceptional months with increases in data
requests of 59% and 79%. Since December of 2010, the number of monthly data requests has surpassed highest points within last 4 years.

This year the number of data requests peaked during the Strategic Planning process during prime reporting periods. The office fulfilled over 50 requests on behalf of the planning process, most are not included in the data request log.

- The Strategic Planning data needs were a major emphasis this year. In addition to data on the Portal, the needs of Work Group Committees and the Steering Committee took a priority status. Institutional Snapshot was a major initiative completed on a very short timeline.

- Program Review process was maintained. Orientations continued, but were at the individual level. Data template was completed for sixteen major areas in six departments since last May.

- Supported numerous accreditation reports:
  - Higher Learning Commission, NCA Annual Update
  - American Chemical Society (ACS)
  - Association to Advance Collegiate Schools of Business (AACSB)
  - Commission of Collegiate Nursing Education (CCNE)
  - National Council for Accreditation of Teacher Education (NCATE)

- Methods for cohort reporting continued to be securitized and brought in line with IPEDS methodology, complete look back to 2000 of all data was completed and prior year IPEDS reports revised.

- Supported updates to various consultants and projects such as: Sasiki for the Campus Master Plan, Graduate Program consultant Eric Sickler for College of Arts and Sciences and the School of Education and Human Services unit data in addition to institutional data provided. Was also a member of the Mott 2 UMF transfer project team and generated Genesee Early College cohort data.

Grant Applications

The IA office provides data in support of grants submissions, supporting proposals for faculty in the School of Health Professions and Studies and the School of Education and Human Services.

- School of Health Professions and Studies - Health Careers Opportunity Program (HCOP), Health Resources Scholarship Award : HRSA Scholarships for Disadvantaged Students (SDS)

- Educational Opportunities Initiatives - GearUp, KCP: Bridges to Success, Transitions, ACCESS, Smart Teachers as Role Models (STAR)
• University Outreach – American Democracy Program grant report
• School of Education and Human Services – Community Foundation of Greater Flint
• Office of Undergraduate Admissions & Office of Research – Student Veterans Resource Center

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

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

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

2010-11 Budget Summary

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<th>FY 2010-2011 Budget</th>
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Goals for 2011/2012

- Maintain timely submission of mandated reporting within the varied cycles for web submission.
- Increase the types of information available on the IA web site to included student survey information, comparative data, and internal data.
- Revise Program Review Trend Data Recap after completion of two rounds of review.
- Update Institutional Survey Strategy.

Student Veterans Resource Center

The Student Veteran’s Resource Center experienced both achievement and frustration of our plans as described in the 3-5 Year plan we submitted. Our achievements center around getting our staff physically located in the Center, which has allowed us to concentrate our services there. Additionally, we have been recognized for our effort both by GI Jobs and Military Times Edge (see below). We have become charter members of Salute Veteran’s National Honor Society, and will be inducting our first class this September. We also had two Pat Tillman awards (see below).

Our frustrations include a lack of progress in implementing the Military Transfer Credit policy that was approved in 2010 and our lack of success bringing a speaker to campus. Our recruitment efforts were hindered over the course of the year, but we believe that issue has been resolved. We believe we have a speaker for the Fall whose talk will further advance our efforts on Military Transfer Credit. We believe we are in a good place to assess the needs of our student veterans and to develop programs for the resolution of those needs.

Significant Achievements

- Consolidated primary services within the SVRC - the Center is now staffed with staff rather than work study students
- Pat Tillman University Partnership - 2 Pat Tillman award recipients
- Charter member of Salute - Veteran’s National Honor Society - 9 inductees
- Military Times Edge named us in their “Top 100 Best for Vets”
- GI Jobs 2011 Military Friendly Schools
- 38% enrollment increase of veterans / dependents
- Some progress on implementing Military credit transfer policy

Grant Applications

- U.S. Department of Education Center of Excellence for Veterans, not funded

Community Engagement Activities

- Assisted Student Veteran’s Association with their Habitat for Humanity house
Goals for 2011/2012

- Robust recruiting: 35% increase of enrolled vets
- Bi-Annual Veteran Resource Fair for student and the public
- Increase applications for the Pat Tillman Scholarship
- Become a Vet Success Campus
- Track student satisfaction with services and experiences at UM-Flint throughout various stages of enrollment.

Thompson Center for Learning and Teaching

This year, the Thompson Center for Learning and Teaching (TCLT) grew out of a difficult transition year into a robust agenda to advance and acknowledge excellence in teaching throughout campus. As our mission states, the Center “assists faculty in their efforts to deepen knowledge of their current teaching practice, explore new methods for promoting active learning and incorporate new technologies into teaching.” This year provided dramatic examples of forward momentum on each of these charges.

Status of 2010-11 Goals

Because of the unsettled staffing situation of the TCLT in the first half of 2010 and the fact that the interim director did not arrive until Sept. 1, the only written goals for the year other than our mission statement were those provided by the Provost in the Interim Director’s appointment letter. They are listed below with brief status updates:

- Develop initiatives in experiential/project-based learning as related to our local community and beyond, working closely with University Outreach and other units to facilitate this goal.
  
  Status: Completed. The best example of this is the Catalyst Program, detailed below – especially note the Community Engagement section.

- Work directly with chairs, directors, deans, and executive committees to assist in their tasks of mentoring, developing, evaluating, and rewarding faculty as teachers in their units.
  
  Status: Completed. The TCLT executed this goal through three sets of services: the Catalyst program for new faculty detailed below; the availability of the TCLT for individual consultations and teaching observations; and funding for faculty development. We regard all these as service to the departments as well as service to individual faculty.

A particularly important activity this year was the TCLT’s contribution to development of the Strategic Plan. The TCLT Coordinator served on the Steering Committee, and the Interim Director, through the Learning, Scholarship and Professional Development Task Force, actively influenced and helped assure that action-oriented policies supporting teaching excellence were included.

- Work with individual faculty to achieve teaching excellence.

  Status: Ongoing. The TCLT Director worked one-to-one with 22 different faculty this year and conducted 11 classroom observations. Development of the Faculty Fellows program through the Catalyst program also provided opportunities for veteran faculty to work with the TCLT in supporting and advising new faculty in their teaching. We awarded 11 pedagogical grants and five summer course design/redesign fellowships.
• **Work with/assist the Faculty Mentoring Program (FMP) in helping new faculty to become successful teachers at the University of Michigan-Flint.**

**Status: Completed.** The TCLT Coordinator served at the FMP administrative assistant, and the Director participated in all planning meetings and events; funding for the FMP was recently assured and planning continues for 2011-2012.

• **Assist with using student outcomes assessment to improve our curriculum.**

**Status: Completed.** The whole basis of the Catalyst program is to lead new faculty into reflective and formative practice regarding students’ outcomes assessment. Further, the TCLT Coordinator is a 30 percent appointee to the General Education Coordinator, and worked intensively with him and the FYE faculty this year to move general education reform and assessment efforts forward. The TCLT Coordinator also participated as part of a team of faculty and attended the AACU’s conference, “General Education and Assessment 3.0: Next-Level Practices Now,” in order to deepen knowledge of national trends regarding assessment, as well as learn innovative ways that assessment can be addressed on our campus.

In addition, the TCLT collaborated, along with the Academic Assessment Committee and the GE Coordinator, to host a series of brown bag discussions, “Building Upon Our Strengths and Moving Forward: Assessment Rubrics for General Education Outcomes” that served as a forum for faculty to collectively develop and refine assessment tools; and, also featured assessment in both the December and February campus-wide conferences “Stewardship of Our General Education Program,” and “Diving into the Deep-End: Making Assessment Happen.”

• **Assist with the integration of appropriate technologies into the learning experience.**

**Status: Completed.** The most concrete implementation of this goal is the “Clickers” research project. The TCLT obtained funding from the Technology Fee Committee, the Research Office and the Academic Assessment Committee to purchase “clickers” and accompanying training and tech support. The research team is in place and the training and development of the methodology to measure the effectiveness of clickers in six courses across three units are underway.

• **Work with appropriate offices (e.g., Office of Research, Office of Extended Learning, and Office of Informational Technology Services) to hold an orientation for new faculty near the beginning of the Fall 2011 semester.**

**Status: Solidly underway.** A program agenda is in place, panelists and speakers selected, and letters sent out to all new faculty.

• **Make plans to develop a theme, select a keynote, etc. for the Pre-Convocation Workshop.**

**Status: Completed.** The 2011 Pre-Convocation workshop will feature AAC&U Engagement and Student Success expert Dr. Tia McNair; the theme is “Engagement for Significant Learning and Community Transformation.”
• Seek external funding to support TCLT activities.

**Status: Catalyzing steps undertaken.** The TCLT and its board reached out to originating funder Suzie Thompson, bringing her onto campus for a “thank-you” gathering featuring TCLT fund faculty recipients. In addition, the TCLT Director met for lunch with development officers and Marian Wright, supporter of the Teaching Circles; in follow-up, she was featured in the spring Celebration of Teaching Mini-Symposium and invited to submit an essay to the upcoming issue of The Scholarship of Teaching.

Finally, the TCLT Director met with Scott Bertschy and a development team to brainstorm external funding opportunities.

**Significant Achievements**

![Photo of faculty meeting]

**The Catalyst Course Design Program**

• To summarize, 15 out of 24 new fall faculty volunteered to participate in the project and followed through to completion. Each developed a “best practices” syllabus, a set of individualized learning outcomes, measurement strategies and active learning strategies. Each wrote a final report detailing their experiences, reflecting on their first year of teaching, and documenting their results.

• We launched a Faculty Fellows program by hiring five veteran teachers.

• Two departments – Nursing and Education -- were awarded grants for cross-course active learning strategy development.

![Photo of CCD participants and Faculty Fellows]

Eight of the fifteen CCD participants at our last meeting, with four of the five Faculty Fellows.

**Setting and Implementing a Tone: Positive Energy, Inclusiveness, Rigor, Relevance**

• The TCLT provides consistent leadership in advancing excellence in teaching at UM-Flint, and is privileged to provide many professional development opportunities for our faculty. Since its inception, the TCLT has moved from a department on the outskirts to one that plays an integral role within our campus culture. Many faculty, departments and units look to the TCLT for leadership in initiatives that not only support student success, but foster a community of learners at all levels – including students, faculty and staff.

• Among many elements here, we sent nine faculty to the Lilly Conference on Teaching in Traverse City in September, and another twelve to a Scholarship of Teaching and Learning conference at Eastern Michigan University in May. Our end-of-year “mini-summit,” on “How Teachers Learn” featured work done this year by the Teaching Circles and CCD participants, and acknowledged, in a spirit of celebration, the good teaching done by so many faculty.
Increasing TCLT Visibility

- Evidence of the TCLT’s rebound to vitality this year included a rich and varied calendar of events – from small-scale lunches to seminars to summits. Ten “cloth bags” focused on pedagogical topics; we sponsored or co-sponsored not just the pre-convocation workshop and new faculty orientation but also the December and February assessment summits; we rejuvenated and coordinated the spring Internationalization Summit. We offered a workshop for LEO members preparing for major reviews. With the bookstore management, we offered a luncheon reviewing federal regulations regarding book orders and other bookstore services. Significantly, we co-sponsored a seminar on campus safety issues. We bought a table at the Critical Issues Forum and made sure to fill it with a blend of teachers, students and community members. We requested to be included in relevant conversations wherever possible, and we communicated often via flyers, electronic and otherwise.

External Publications or Presentations

- Interim Director Worth-Nelson presented to the Lilly Conference on Teaching in Washington D.C. titled, “No Accident: Catalyzing Teaching Excellence from the Start.” She is actively submitting proposals, and has been accepted to present at the November, 2011, Lilly Conference at Miami U. of Ohio on “Active Learning in Post-Industrial Ashes: Lessons from Training New Faculty at Flint, Michigan.” An additional proposal is pending for the AAC&U national conference in January 2012.

- In addition, Sandy Alberto, TCLT Coordinator co-presented with Susan Gano-Phillips at the AACU General Education Conference – citation listed below:


Development Activities and External Funding

As noted above, a number of steps have been undertaken. The TCLT and its board reached out to originating funder Suzie Thompson, bringing her onto campus for a “thank-you” gathering featuring TCLT fund faculty recipients. In addition, the TCLT director met for lunch with development officers and Marian Wright, supporter of the Teaching Circles; in follow-up, she was featured in the spring Celebration of Teaching Mini-Symposium and invited to submit an essay to the upcoming issue of The Scholarship of Teaching. Further, we included founding director Lois Rosen to join us for our spring TCLT board retreat and also invited her to submit an essay to the Scholarship of Teaching; she also contributes $1,000 yearly for the Lois Rosen Junior Faculty Award. Finally, the TCLT director met with Scott Bertschy and a development team to brainstorm external funding opportunities.

Grant Applications

The TCLT staff understand the importance of this category of effort, and have begun doing our part. The Director keeps a close eye on external grant opportunities from the Research Office. We met with Peggy Roddy once to consider a possible D.O.E. application; that one turned out not to be a good match. We are alert and actively investigating. Also see below; fund-seeking activities invariably overlap with development work – sharing similar skills of finding appropriate matches and cultivating relationships.

Community Engagement Activities

As our mission statement makes clear, the TCLT is primarily charged with advancing and acknowledging teaching excellence. Thus, most of our work is with faculty, not so much directly with external communities. In
working with our faculty to inspire and instigate excellent teaching, however, we cannot help but lead them into community engagement. The best example, as noted earlier, is the Catalyst project. Because the Catalyst program required active learning strategies, about half of the CCD faculty created assignments that took their students into the community – for example, doing architectural histories of downtown buildings, creating a bike trail study, doing business plans and strategic analyses of Rolls ‘r Ready and The Farmers’ Market. Thus, at least for 15 faculty, the TCLT offered solid opportunities to practice the pedagogical skills required for these experiences and to systematically reflect on their results. Our job in relation to community engagement in the TCLT, as we see it, is two-fold: first, to offer powerful and convincing rationales for how to create significant learning experiences and second, to work with Outreach, the new faculty group and deans and departments to assure that community engagement elements are second nature in our teaching.

### 2010-11 Budget Summary

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*Operating expenses are allocated to the TCLT 30000 Fund.

**Pedagogical Grant Awards
Goals for 2011/2012

- **Continue and Improve New Faculty Orientation and the Catalyst Project**: As the CCD goes into year two, we plan to continue redesigning the program using what we've learned: we aim for more detailed and sequential training in learning outcomes, better use of the Faculty Fellows and better marketing of the departmental grants. We aim for at least 50 percent participation among new faculty and bringing in last year’s CCD participants as consultants, program alums, and perhaps even “sophomore” participants. Further, we aspire to better cooperation and communication with departments.

- **Organize and coordinate a better system for peer review**. As noted earlier, a demand for peer review of teaching continues with not enough time or staff to do it. In addition to the logistics involved, there are larger issues regarding peer review that should be addressed at an institutional level. To that end, we aim to lead a campus-wide conversation about what effective peer evaluation should be for our faculty. A crucial next step would be to define the role the TCLT should play in facilitating it. As a result we aim to address how to make this service more available, how to conduct it using best practices, and how to incorporate it into other efforts for enhancing teaching excellence.

- **Take the “Clickers” project through two semesters, complete with data collection about learning effectiveness**. This project is a microcosm of what the TCLT should be doing more of: researching what has been done before, posing a hypothesis, assembling a team and a methodology, paying attention to results, and following through on an innovation that might help improve student engagement and learning.

- **Increase TCLT online visibility and user-friendliness via social media and websites**. There are numerous models to emulate; if our budget allows for addition of a third staff person next year, we would choose an instructional technology assistant who could help propel work on this goal.

- **Initiate and increase efforts for external funding**. See Grant Applications and Development Activities and External Funding sections.

- **Produce another volume of The Scholarship of Teaching and issue at least three scholarly/research-based articles about teaching initiatives at UM – Flint to external sources**. These “scholarship of teaching” activities are a win-win all the way around for the campus and the TCLT.

University Outreach

University Outreach (UO) continues to bridge the campus and community with innovative programs to improve social, civic, educational, environmental and economic life in the local community. Through curricular and co-curricular programming, workshops, mentoring, and analytic evaluation, we promote mutually beneficial partnerships among faculty, students, staff and community.

**Status of 2010-11 Goals**

- **Develop, implement and refine mechanisms/tools to increase knowledge of UO programming and opportunities both on campus and in the community, and create an intra-university communication strategy**.
  - Presented to new faculty via TCLT’s Course Catalyst Program, resulting in experiential learning consultations for five (5) 2010-2011 or 2011-2012 courses, to date.
  - University Outreach contacted all faculty teaching FYE courses to offer experiential learning consultations and invitations to related professional development workshops. University Outreach supported 6 of 12 (50%) FYE courses, including 7 of the 22 (31%) UNV 100 course sections. This support is up from 0% in the 2009-2010 academic year.
  - Email notices offering consultations for experiential learning courses now have deadlines for requesting support, so that faculty and staff are ensured enough lead time for planning.
  - Materials detailing UO programming and opportunities were distributed at all 2011 new student orientation sessions.
  - UO Annual Report mailed to faculty/staff plus list of 1500 Outreach contacts.
  - University Outreach website was updated with better navigation and relevant, up to date content. Also includes a new form for campus or community individuals or groups to connect with UO services.
  - Marketing focus groups, with students:
    - Students were asked questions regarding UO’s presence on campus, UO’s services and programming, messaging, and the best format and locations to get UO’s message out to campus.
    - Results will be used to promote programs to students on campus.
  - Used Facebook/Twitter for promotion prior to events and follow-up after events.
- Worked with University Relations to post UO news and events on UM-Flint’s Facebook page to reach a larger audience.
- Several UO opportunities and events were featured in “sliders” on UM-Flint’s homepage.

- Implement a constituent relationship management system for evaluation and tracking of internal and external programs.
- CRM created; Outreach staff have received extensive training for use.

- Establish a service-learning course indicator for use in the course schedule and establish a community impact evaluation; develop a systematic use of service-learning course evaluation across campus.
- UM-Flint’s 2011-2016 Strategic Plan calls for a civic engagement course indicator, a symbol identifying courses that have one or more significant community engagement components, to be added to course schedules. Following this recommendation in the Strategic Plan, University Outreach began working with the Registrar's Office on the logistics of setting up and smoothly implementing the course indicator. Based on these conversations, University Outreach developed a draft plan and a diagram illustrating how the indicator will benefit our institution as a whole, academic departments, individual faculty, students, staff, and community partners. These documents and plans are currently being refined, based on feedback from AAAC and the University Outreach Faculty Advisory Committee.
- Integrated a unit on evaluation into a Community Exchange professional development workshop for faculty.
- University Outreach sent evaluation forms to or organized debrief meetings with all community partners for service-learning courses supported by University Outreach.
- A University Outreach staff member served on the General Education Learning Outcome #11 Committee, working with faculty to develop a rubric for assessing student comprehension and action regarding “the nature of citizenship.”

- Increase the number of self-identified faculty, students, and community advocates for civic engagement-based teaching, learning and research.

- Redesigned the Community Exchange Program to better meet faculty needs with two new workshops focused on designing experiential learning and service-learning courses. These workshops covered the benefits of offering such courses, as well as good practices and tools for successful design and implementation. Fourteen (14) UM-Flint faculty attended at least one of the sessions, resulting in 4 new service-learning courses supported by UO to date and 1 new partnership in development.
- University Outreach continued to significantly expand the reach its Experiential Learning Support Program to 16 additional courses offered by 17 faculty members with whom we had not worked previously. This expansion includes support for FYE courses, a capstone course, and course assistance to all of UM-Flint’s schools/college.

- Work with Development Officer to develop long and short term fundraising plans.
Development Officer has met with interim director and Outreach staff to determine external funding needs. Priorities include:

- Growing the Maynard faculty endowment for outreach and engagement to provide the full funding intended for the award. Development Officer, Rebecca Pettengill has identified the Highfield Foundation as a possible source. Outreach was invited and subsequently submitted a request to the Highfield Foundation for $5000 toward this goal.
- $30,000 for the Great Lakes Stewardship Initiative program will be needed to compensate for step-down funding from the Great Lakes Fishery Trust.
- University Outreach and Development staff devised a strategy for external funding sources for Student Incubator programming. Potential funder has been identified and Development officer will follow up.
- Identified the need for $40,000 to hold the Professional Skills Workshop in 2012. A possible source was identified for submission in their next grant cycle. Additional source(s) would be required since P&G grants are limited to a maximum of $10,000.
- The Development Officer has compiled a list of possible foundation matches for Outreach funding.
**Significant Achievements**

- UM-Flint was honored nationally by the Carnegie Classification for Civic Engagement, in recognition of its institutional commitment to and practice in community engagement across the disciplines. University Outreach was a key player in compiling data and composing the application itself, with nearly 40 pages of narrative and over 30 pages highlighting 15 featured partnerships.

- In May 2011, University Outreach and the Department of Theatre and Dance were jointly recognized in the community with the presentation of a Heritage Day Award by the Genesee County Historical Society for partnership development.

**External Publications or Presentations**

**Publications**

- “Anticipating & Identifying Obstacles” Encyclopedia of New Venture Management
- Shiawassee River Heritage Water Trail Map Brochure
- Cedar River Watershed Management Plan
- Interpretive signage for the Shiawassee River installed in Fenton, Linden and Argentine
- Interpretive signage for Gilkey Creek as part of the Reclaiming Gilkey Creek project
- The Coalition of Ohio Land Trusts Service Area Map
- The Coalition of Ohio Land Trusts Interactive Online Service Area
- City of Flint Park System: Parks Equity Assessment and Mapping Project
- City of Flint: Park Assessment & Amenity Inventory – 2010
- Land Conservancies of Southeast Michigan Collaboration – Phase I: Southeast Michigan Green Plan
- A Natural Network for Southeast Michigan Map
- Saginaw Basin Land Conservancy: Strategic Conservation Plan
- Discovering PLACE 2011 Communications Plan
- Flint “Currents” newsletter for place-based education, Fall 2010, Spring 2011
- “Our Water” newsletter, Summer 2011 for Drain Commission Phase II project

**Presentations**

- “Place-based Education: Connecting to land, connecting to youth” - Partnerships for Prosperity - Linking Conservation, Commerce and our Communities.
- “Visualizing Your Strategy Part I: Charting Your Competitive Factors” - Innovation Incubator workshop, Flint, MI.
- “Visualizing Your Strategy Part II: The Possibilities Cube and Positioning in Competitive Space” - Innovation Incubator workshop, Flint, MI.
- "Design Thinking Bootcamp: From Insights to Innovation" - Innovation Incubator workshop, Flint, MI.
- "Easy Steps to Produce Effective Ads" - Innovation Incubator workshop, Flint, MI.
- "Get Off Your Butt and Get to Work!" - Innovation Incubator workshop, Flint, MI.
- CARL and the National Conservation Easement Database. Heart of the Lakes Center for Land Conservation Policy, Lansing, MI.
- The National Conservation Easement Database. Land Trust Alliance. Hartford, CT.
• Planning Essentials for Effective Land Conservation. Land Trust Alliance, Hartford, CT.
• “The Culture of Engagement” – presented at Partnerships for Prosperity – Linking Conservation, Commerce and our Communities, September 18, 2010 – Chelsea, MI.
• Developed “City of Flint Parks: An Overview” presentation for Trust for Public Land.
• Four UNV100 presentations by UO staff to students on civic engagement and co-curricular opportunities.
• Provided 22 presentations on civic engagement and co-curricular opportunities at New Student Orientations sessions.
• UO staff held three Commitment to Service orientation sessions for students.
• UO staff presented civic engagement and co-curricular activity opportunities to students at EOI’s Student Leadership Conference.
• UO staff spoke to COM426 students about civic engagement and co-curricular opportunities.
• Presented to faculty at Community Exchange about civic engagement opportunities for students.

Grant Applications

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### Community Engagement Activities

**Noteworthy Community Engagement Activities**

- **On May 9, 2011,** University Outreach facilitated a partnership between the Flint River Corridor Alliance (FRCA) and the UM-Flint Frances Willson Thompson 2011 Critical Issues Forum to engage Bill McKibben, Author, Educator, Environmentalist and featured speaker at the UM-Flint 2011 Critical Issues Forum as a panelist with Dan Kildee, Center for Community Progress, and Joe Borgstrom, MSHDA, to discuss community investment strategies. This event attracted approximately 200 community and UM-Flint representatives.

- **Our Cities, Our Classroom,** regional urban place-based education conference, August 19, 2010, brought together educators from our region's urban centers to discuss and discover best practices for conducting place-based education. Turning our schoolyards, communities, and cities into classrooms provides students with hands-on, real-world experiences for learning while also allowing them to make a positive impact on the places they call home.

- **Discovering PLACE Summer Institute,** August 20, 2010, provided participating teachers and community partners the opportunity to explore nearby, exciting examples of build environment and connections of place to historically significant events. Teachers and community partners also had time to discuss and prepare for the implementation of their place-based education projects.

- "**Working Outdoors with Students**," September 15, 2010, provided participating teachers with practical tips for working with students in outdoor settings, including behavior management techniques. The workshop also provided strategies for engaging students in inquiry-based learning.

- "**Vacant Properties and Our Students: Dinner and Dialogue**," October 13, 2010, Attendees of this Dinner and Dialogue session identified vacant properties near their schools and discussed potential uses, by students, of those parcels.

- "**Students Growing Roots: Community Exchange**," May 9, 2011, Students, teachers, parents and community partners in Beecher Community and Westwood Heights School Districts learned about their communities through place-based education. Students Growing Roots provided an opportunity for community members to come together to learn about the great place-based work the students had accomplished.

- Outreach provided ongoing coaching and mentoring to teacher teams at Beecher High School, Tucker Elementary and McMonagle Elementary as they implemented place-based education projects on vegetable gardening, habitat restoration and biodiversity studies.

**Partnerships**

- Outreach partnered with Churchill’s, Rolls R Ready, Witherbee’s, Wize Guys Pizza, Hoffman’s Deco Deli, Jilly’s Pizza, Blendz, Oriental Express, Lunch Studio and Mike’s Triple Grille on the “My Flint” event for students.

- Outreach partnered with King’s Karate, Durant-Tuuri-Mott, Wellness/AIDS, YWCA, and Habitat for Humanity on Alternative Spring Break activities for students.
Outreach partnered with Max Brandon Park, North End Soup Kitchen, King’s Karate, Whaley Park, Flint Downtown Neighborhood Association, Central Park Neighborhood Association and Salvation Army on First Friday of Service activities for students.

Outreach partnered with the League of Women Voters on Constitution Day to promote voter registration.

Outreach partnered with Genesee County Parks, Edible Flint, Flint River Corridor Alliance, Grand Traverse District Neighborhood Association, The Flint chapter of the American Institute of Architects, Whaley Park, Salem Housing, and Wojo’s on the annual Parking Day celebration of Flint’s green spaces.

### 2010-11 Budget Summary

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### Goals for 2011/2012

- Actively recruit faculty and academic leaders to participate in existing and new engaged scholarship activities and initiatives.
- Establish faculty awards that honor outstanding engaged scholarship.
- Develop a public relations campaign that spotlights the range and depth of the University’s engagement initiatives through multi-media venues.
- Cultivate and garner support for more discipline-based service-learning courses.
- Continue dialogue and discussions with community partners to assess their needs and issues concerning the University’s partnerships.
Women’s Educational Center

During 2010-2011, the Women’s Educational Center (WEC) offered a variety of exciting programs and hosted several nationally-known speakers including filmmaker Byron Hurt, safe sex educators Dorian Solot and Marshall Miller, and sociologist Michael Kimmel. Likewise, we successfully implemented the first campus Sexual Responsibility Week in collaboration with Student Affairs, while also continuing to offer some of our annual signature programs including the Vagina Monologues and Take Back the Night. Furthermore, the WEC staff engaged with the University community in a variety of ways, most notably, by participating in the strategic planning process, serving on committees, and delivering presentations in the classroom. Through its programs and services, the WEC served close to 1200 students, faculty, staff and community members in 2010-2011.

Status of 2010-11 Goals

- **Goal 1: General Women’s Issues Programming**
  - Offer programs that focus on women’s issues such as feminism and misogyny, body image and self-esteem, Women’s History Month, health, and women’s global issues.

  **Progress:**
  - The Women’s Educational Center was successful in offering a variety of women’s issues programs that were inclusive of the themes listed in the goal statement. The (EM)Power Women, Eradicate Misogyny poster campaign was designed to educate on the definition of misogyny and to illustrate instances of misogyny in our society through the media, pay inequities, unattainable body images, etc. As part of the (EM)Power Women, Eradicate Misogyny campaign we invited filmmaker and anti-sexist activist Byron Hurt to screen his film Beyond Beats and Rhymes and led a discussion about the constructions of manhood and masculinity, misogyny and homophobia in the hip-hop industry.
  - We offered two major events as well as a book club during Women’s History Month in March. In collaboration with American Business Women’s Association Crossroad Connection Chapter, we hosted a presentation by Betty Mahmoody, author of *Not Without My Daughter*. Mahmoody shared her personal account of being held in Iran against her will by her then husband Dr. Bozorg Mahmoody. This event attracted a large audience of about 100, including many from the local community. The Vagina Monologues has become one of the WEC’s hallmark programs through which we raise awareness about the very important issue of violence against women. In its sixth year, the program attracted an audience of about 200, with monologues being read by a cast of 20 faculty, staff and students. This year’s program brought attention to the violence that women and girls in Haiti experienced after the earthquake.

- **Goal 2: Relationship Violence Education and Advocacy Program**
  - Offer workshops on healthy relationships, violence and sexual assault, sexual health,
  - Implement campus-wide Information campaign—relationship violence poster and brochure,
  - Develop and implement first annual Sexual Responsibility Week.

  **Progress:**
  - One of our key objectives this year was to implement the first annual sexual responsibility week with the goal of increasing students’ awareness about sexuality, sexual health and disease prevention, and relationship violence. The WEC collaborated with the Office of Student Activities, Greek Life, LGBT Center and Housing to offer a series of activities including an informational fair and a workshop by Dorian Solot and Marshall Miller, nationally known educators on safe sex and sexuality. This initiative attracted the participation of over 200 students and was developed in response to feedback we have received from Housing and our interactions with students.
  - We were very pleased to host sociologist Dr. Michael Kimmel who presented a lecture on his book *Guyland*, which explores a culture of masculinity that promotes sexual conquests, bullying, and violence. This program led into our third annual Take Back the Night rally and a march in recognition of Sexual Assault Awareness Month. About 120 faculty, staff, students and community members participated. The program included personal stories of survivors and
information to raise awareness about incidents of sexual assault on college campuses, in Flint and Genesee County, as well as the resources that are available in the community. Guest speakers included Judge Cathy Dowd, Sonya McLaurin -- Flint Victim Advocacy Program, and Laura Geist -- director of the Domestic Violence and Sexual Assault program at the YWCA. We partnered with several organizations including Theta Phi Alpha sorority, Voices for Women on Campus student organization, Criminal Justice Club, and Student Dance Organization.

- **Goal 3: Continue to offer Faculty Mentoring Program for tenure-track faculty in collaboration with the Center for Learning and Teaching, Office of Research, Office of the Provost, and faculty partners.**
  
  **Progress:**
  
  - The WEC continued to play a role in the planning and implementation of the Faculty Mentoring Program. The WEC assisted in the development of the various sessions, including a workshop on work life balance issues. The Coordinator from the UM Work/Life Resource Center in Ann Arbor was invited to discuss the services they offer and the University’s family-friendly policies.

- **Goal 4: Programs for non-traditional/re-entry students and students, faculty and staff with children.**
  
  - Continue to offer one-on-one support to students, faculty and staff,
  - Offer scholarship information sessions,
  - Design and implement orientation session especially for new non-traditional students in collaboration with the Advising and Career Center.

  **Progress:**

  - The WEC offered several workshops about preparing a scholarship application as well as information sessions about the Center for the Education of Women Scholarship for Returning Students. Five women from our campus were selected to receive this highly competitive and selective scholarship for 2011-2012. Additionally, the WEC continued to administer the Critical Difference Grant, an emergency grant for returning students. We awarded 10 emergency grants, totaling $3,000.00. Finally, the WEC worked with the Advising and Career Center to offer a special orientation session for non-traditional students entering in September 2010. Unfortunately, registration for this event was very low and the program was canceled.

- **Goal 5: Advocate for and participate in activities that promote a campus where individuals of all social identities are treated equitably, and continue to monitor the needs and status of women on our campus.**

  **Progress:**

  - Through its programming, one-on-one support of individuals, and involvement in committees and other University initiatives, the WEC continues to raise awareness about gender issues and inequities. The WEC staff continues to be involved in the following committees: Diversity Council, Division of Student Affairs Social Justice Team, LGBT Center Advisory Board, and Women’s and Gender Studies faculty group. Additionally, WEC staff served as guest speakers for the following courses:

  - In August 2010, the WEC conducted a training session for the Resident Assistants about the dynamics of relationship violence and sexual assault, as well as the services that are provided by the WEC and local community organizations.

  - The WEC Director chaired the Diversity Task Force for the University’s Strategic Planning process. The group gathered information about current campus offerings as they relate to diversity and social justice, and identified best practices and initiatives at other universities. This work resulted in a report that outlines several important recommendations including the creation of a social justice center that could serve as the campus hub for all diversity and social justice initiatives.
Significant Achievements

- Worked in collaboration with Dr. Heather Laube to host sociologist Michael Kimmel on campus in April. This event was made possible by financial contributions from the WEC, Voice for Women on Campus student organization, the CAS Dean’s office, the Department of Sociology, Anthropology and Criminal Justice, and the Department of English.

- Hosted Byron Hurt, filmmaker and anti-sexist advocate during the fall semester. Hurt screened his film Beyond Beats and Rhymes and led a discussion about the constructions of manhood and masculinity, misogyny and homophobia in the hip-hop industry.

- Implementation of Sexual Responsibility Week, a series of activities that provided information about sexual health and relationships. The week attracted over 200 students, and is a great example of a collaborative effort including the WEC, LGBT Center, and Student Affairs.

Community Engagement Activities

- The WEC staff presented during the following courses, conferences, etc.:
  
  - Sex, Sexuality and the Spirit Conference, March 2011
    - Sponsored by the YOUR Center, Flint, MI
    - Topic: Healthy Relationships
  
  - Health Careers Opportunity Program (HCOP) pre-college program, July 2011
    - School of Health Professions and Studies, UM-Flint
    - Topic: Body Image (2 sessions)

- In April 2011, the Director of the WEC presented at a session on the education of women and girls organized by the Community Foundation of Greater Flint in response to their recent 2011 report: The Status of Women and Girls in Genesee County. The presentation focused on the work of the WEC and issues that women students face as they complete their degrees.

- The WEC staff served on the following community groups/committees:
  
  - Genesee County Sexual Health Coalition
  - YWCA Sexual Assault Awareness Month planning committee
  - YWCA Board of Directors

2010-11 Budget Summary

Summary of Budget for 2010-2011

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Goals for 2011/2012

- **Goal 1:** Offer general women’s issues programming encompassing a variety of topics, such as feminism and misogyny, body image and self-esteem, Women’s History Month, health, and women’s global issues.

- **Goal 2:** Continue to implement relationship violence education and advocacy program, including:
  - Programs and information healthy relationships, violence and sexual assault, sexual health,
  - Information campaign—relationship violence poster and brochure,
  - Annual Sexual Responsibility Week, and
  - One-on-one support and advocacy for survivors.

- **Goal 3:** Enhance the visibility of WEC programs and services.
  - Disseminate information about upcoming events to select community organizations and local businesses,
  - Partner with local community organizations when applicable,
  - Continue to partner with the WGS program, and other University wide initiatives such as Common Read, Wallenberg lecture, etc. where appropriate, and
  - Communicate to the campus that the WEC offers confidential one-on-one support, particularly for faculty and staff who may be experiencing workplace and/or personal relationship issues.

- **Goal 4:** Continue to be involved in the planning and implementation of the Faculty Mentoring Program for tenure-track faculty in collaboration with the Center for Learning and Teaching, Office of Research, Office of the Provost, and faculty partners.

- **Goal 5:** Advocate for and participate in activities that promote a campus where individuals of all social identities are treated equitably, and continue to monitor the needs and status of women on our campus.
  - New initiative: identity week- a series of programs about the intersectionality of race, gender, sexual orientation, etc., and
  - Implement bystander campaign.
The University of Michigan-Flint (UM-Flint) units that report to the Associate Provost and Dean of Graduate Programs consist of the Office of Extended Learning (OEL), Graduate Programs, Information Technology Services (ITS), International Center (IC), International and Global Studies (IGS), the Office of Research and Sponsored Programs, and the Chair of the Flint Institutional Review Board (Flint-IRB). All of the units met most of their 2011-2012 goals and had numerous other accomplishments this year. This section provides a brief summary of each unit’s activities during 2011-2012. An edited (condensed) version of each unit’s annual report is presented in subsequent sections of this report.

The Office of Extended Learning managed the transition of the new campus-wide course evaluation system, provided support for Blackboard software (including nearly 100% uptime and gradebook integration between BB and SIS), emphasized support at extension sites at LCC, SC4, and WCCCD, assisted with adding a new program at Alpena Community College, continued to provide support for the Return to Learn initiative, and maintained revenue generation by non-credit program offerings. Total online enrollments (online and mixed mode course enrollments) increased by 12.6%. Enrollments at extension sites increased by 47.8% at LCC, by 56% at SC4 and there were enrollments of 330 credits at WCCCD. OEL generated $51,709 from professional development and continuing education programs.

Graduate student headcount exceeded 1,300 for the first time in UM-Flint history in fall 2011 with a 3.6% increase in headcount over the previous year. Online admission decision (e.g. paperless) processing has been implemented for some graduate programs. The Website was redesigned, and GRE and GMAT scores are automatically being loaded into Banner. Four new graduate programs were developed for deployment during the current or upcoming academic years. The biannual Graduate Student Survey was conducted in Winter 2012 with results being released in Fall 2012. The Graduate Student Research Assistantship program continued to be successful, awarding a total of approximately $187,000 in stipends to GSRAs.

Information Technology Services (ITS) migrated several computer labs to Virtual Desktop Infrastructure (VDI) providing for significant savings in hardware costs and energy usage; VDI technology and additional mediated equipment were installed at Riverfront for SOM move. Credit card payments have been shifted from TouchNet to NelNet in accordance with PCI compliance. Students can now apply for on-campus housing using the SIS website, and an online events-management application has been developed for Advising to help them manage their Career Fairs. A new campus trainer has been hired to assist with campus-wide software training needs. A new secure file sharing service called filelocker has also been implemented. ITS representatives provided extensive technical support to PT in establishing their DPT program in Lagos, Nigeria. Approximately $100,000 was generated through software sales and other fee-for-service activities.

During 2011-12, the International Center (IC) oversaw increases in international student enrollment of 38% (up from 224 international students in Fall 2010 to 309 international students in Fall 2011). In addition, the English Language Program (ELP) saw increases of 200% in overall enrollment greatly improving the fiscal viability of the program. The International Center played an integral role in ensuring that the University of Michigan – Flint be recertified as a SEVIS approved school. There was a successful implementation of the university’s second annual Intercultural Leadership Seminar, which afforded 30 UM-Flint domestic and international students a unique leadership experience during spring break. The International Center successfully completed year two of a three year CS Mott Foundation grant totaling $405,000 to help increase international student enrollment through strategic recruitment and retention efforts.

The International and Global Studies (IGS) program established a new set of criteria for Study Abroad courses. Five Study Abroad courses to Cambodia, Dominican Republic, India, German and the U.K. were sponsored. The new IGS website was launched, and two public lecture series were developed and promoted.

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. Seventy-nine (79) external grant applications, totaling over $17.9 million were submitted to various funding organizations of which 49 proposals were funded, totaling over $6.7 million. Seventy-nine (79) faculty proposals, totaling about $399,000 were submitted for internal funds of which 69 proposals were funded, totaling close to $293,000. There were 111 student researchers involved in the Undergraduate Research Opportunity Program (UROP) and 53 UM-Flint student presentations at the
Meetings of the Minds. 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 second annual UM-Flint Student Research Conference was implemented with 153 students participating.

The main focus of the UM-Flint Institutional Review Board (IRB) was to align processes and record keeping for the IRB meetings more closely with central campus procedures. The Committee processed 145 IRB applications, including 10 applications requiring a full-board review and 10 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, Mott 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 2011-12 Goals**

- *Increase online and mixed mode course enrollments a minimum of 2.5% at the undergraduate level.*
  Actual: Increased total online enrollments 12.6 percent.
- *Increase Lansing Community College enrollments by 12%.*
  Actual: Increased 47.8%.
- *Increase St. Clair County Community College enrollments by 15%.*
  Actual: Increased 56%.
- *Achieve Wayne County Community College enrollments of 200 credits.*
  Actual: Achieved 330 credits.
- *Achieve Return to Learn admissions of 85 students.*
  Actual: Enrolled 85 students.
- *Add at least one new program to satellite sites.*
  Did not achieve as a result of our efforts within OEL, but a new program has been started by the Department of Nursing at Alpena Community College, which OEL will support.
- *Finalize at least 10 transfer articulation agreements with community colleges for academic programs that can be packaged for online 2+2 degree completion.*
  Actual: Finalized four.
- *Reverse the downward trend in perception of online quality by at least two percentage points as measured in annual OEL survey.*
  Actual: Improved two percentage points.
- *Generate $80,000 from professional development, workshops, training and proctoring services.*
  Actual: $51,709 in revenue, 460 unique learners (down 2.6 percent from the previous year).
• Upgrade to BB 9.1 (between fall and winter semesters).
  Actual: Attempted in June 2012 but was not successful; will retry in August 2012.

• Transition the new campus-wide course evaluation system out of pilot/test phase and into full production during fall 2011.
  Actual: Successfully completed in fall 2011.

• Pilot newly developed gradebook integration with Blackboard and SIS for full implementation by winter 2012.
  Actual: Successfully completed in fall 2011.

Significant Achievements

• Managed the campus transition from paper evaluations to the online program CoursEval for faculty/course surveys.
• Became the lead on state authorization compliance for all three campuses.
• Maintained nearly 100% Blackboard uptime.
• Achieved very high level of satisfaction with OEL services as indicated in student and faculty surveys.

2011-2012 Budget Summary

Each year, OEL earmarks funds for satellite site/Return to Learn scholarships from the department balance.

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### Increase enrollments.
- As included in the University’s strategic plan, begin concentrated efforts to achieve 13% enrollment in fully online undergraduate programs by the end of 2016.
  - Establish mechanism and baseline for tracking fully online students.
  - Increase mixed-mode course enrollments 5%.
  - Increase number of online degree completion programs.
  - Finalize transfer articulation agreements with five new community colleges for academic programs that can be packaged for online 2+2 degree completion.
- Maintain 2011-12 enrollment level at all three sites (LCC, SC4, WCCCD).
- Recruit at least 15 students for Alpena Community College RN/BSN program.
- Recruit 100 Return-to-Learn students

### Online course quality
- The percentage of individuals satisfied with their online experience will improve by at least two percentage points, and dissatisfied students will decrease by at least two percentage points (comparison and satisfaction questions on annual OEL student survey).

### Noncredit offerings
- Generate $80,000 from professional development, workshops, training and proctoring services and increase learner participation by 10%.

### Technology goals.
- Upgrade to BB 9.1.
- Install and implement Adobe Connect.
- Install/upgrade VMWare and SAN servers.
- Upgrade multimedia capture equipment in WSW 1103 in partnership with Department of Nursing.
- Develop course archive/backup strategy to protect student data after graduation.

### Compliance
- Achieve 100 percent compliance in state authorization for all three campuses.

### Goals for 2012/2013

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### Office of Graduate Programs

The 2011-12 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 2010-11 Annual Report. Enrollment continued to expand to its highest levels in history, several new programs were developed and implemented, and efforts to improve and enhance existing processes and services were executed.

### Status of 2011-12 Goals

The Office of Graduate Programs set several goals for the 2011-12 academic year and was able to achieve most of them with success.

- **Online Admission Decision Processing:** Our goal was to have a plan in place by June 30, 2012 for moving our decision processing completely online, whether it is with ImageNow, another outside vendor, or a home-grown solution. Working with the AIMS unit, we developed a workflow solution using ImageNow. Program directors and faculty are notified of applications to review through an email message, click the link to review the documents, then write comments and check items on an electronic form to make decisions. Decisions are routed back through ImageNow to our office for processing.

- **Website Redesign:** In conjunction with ITS and University Relations, we plan to roll out the new website design and move to a new URL ([www.umflint.edu/graduateprograms](http://www.umflint.edu/graduateprograms)). Our newly designed website was launched in March 2012 to relatively positive acclaim by faculty and staff.

- **Tuition and Aid Presentation:** Our goal was to have our website updated to have a significantly better presentation of tuition and financial aid that is clear and easy to understand. One of the top navigation buttons on our new website is “Tuition & Financial Aid,” which takes the user to a summary page of all types of aid available to graduate students. The top link on the page, “Tuition,” takes the user to a
Staffing Plan: Our goal was to create a staffing plan for the office that considers application and enrollment growth as well as technological advancements that affect our work. Unexpectedly, Jon Davidson was named Interim Director of Undergraduate Admissions, resulting in shifts in existing duties for staff in Graduate Programs as well as the hiring of some temporary employees. With the uncertainty that existed with Jon’s departure, no permanent staffing plan was written.

Program Development and Recruitment/Admissions for New Programs: Our goal was to assist faculty with program development as requested and lead efforts in recruitment and admission for any new programs that arise. Faculty in the schools and college came through with four initiatives in which we were able to lend expertise in recruitment, marketing, and admissions. The four programs include the Secondary MAC program in Detroit, a new master’s degree in Accounting, a certificate program in Business, and expansion of our Ed.S. program in Utica Community Schools.

Significant Achievements

In addition to the progress made on our goals listed above, the Office of Graduate Programs had several other goals and achievements in 2011-12:

Enrollment Increases: Graduate student head count exceeded 1300 for the first fall semester in UM-Flint history with a 3.6% increase in headcount over the previous year. This upward enrollment trend builds upon the past seven years of significant increases:

The biannual Graduate Student Survey regarding satisfaction with program quality, program flexibility, campus services, and the admissions process was conducted in Winter 2012 with results to be released in Fall 2012. 612 responses were received for a 40% response rate, a healthy increase over the 2010 survey administration when the rate was 30%.

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 2011-12, 60 graduate students were appointed as GSRAs with stipends totaling approximately $187,000.

The Office of Graduate Programs qualifies and monitors the distribution of four scholarships, a fellowship, and graduate student grants made available to all UM-Flint graduate students regardless
of the program that they are enrolled in. In 2004 the UM-Flint Dean’s Graduate Student Scholarship was established providing financial assistance to students with outstanding academic qualifications. In just over eight years, 279 students have been awarded a Dean’s Graduate Student Scholarship worth a total of $344,355. Overall, in 2009-10, 334 graduate students were awarded a total of $273,150 in funds, in 2010-11, 239 graduate students were awarded a total of $241,390 in funds and in 2011-12, 236 graduate students were awarded at total of $267,470 in funds.

- **Implemented automatic load of GRE and GMAT scores into Banner:** After manually entering entrance exam scores for years, which was a tedious and time-consuming process for our administrative staff, we decided to do the work necessary to load the scores directly into Banner in order to reduce staff time spent on data processing. Working with a programmer from ITS, we were able to successfully load the files directly reduce the processing time of test scores by over 90% during times of heavy volume.

**Grant Applications**

The Veit Memorial Youth Trust provided $5,000 in support of the Super Science Friday project. Vahid Lotfi is the Principal Investigator.

**Community Engagement Activities**

- **Super Science Friday.** With the assistance of Karen Stong, the Graduate Programs Office implemented for the second time the 2012 Super Science Friday event which was attended by 650+ Genesee County middle school students who took part in 31 high-interest activities conducted by University faculty, staff, and students.

- **Extension of DEEP Program to Livingston County.** As a result several months of collaboration with the high school principals of the five Livingston County public school district, and the advice and cooperation provided by CAS and SOM leadership and faculty, two Dual Enrollment Enrichment Program (DEEP) course sequences were offered in February to qualified Livingston County high school students. More than forty students have enrolled in these programs which will begin in the Fall 2012 semester and focus on the disciplines of (1) Business & Economics, and (2) Law & Criminal Justice. When combined with the existing, ongoing DEEP programs in Lapeer County, nearly 90 high-ability mid-Michigan high school seniors will be enrolled this Fall in 12- or 13-credit year-long UM-Flint course sequences, involving 8 UM-Flint faculty providing instruction at these remote sites.

- **Utica Schools Initiative.** In January 2012 the University was approached by a Utica Community Schools (UCS) official seeking a university partner to provide professional development courses/programs for UCS employees. Bob Hahn followed up on the initial inquiry by meeting several times with Utica officials and involving SEHS leadership. Ultimately, an agreement was developed between the school district and SEHS to offer an array of graduate level coursework to be provided by UM-Flint faculty at a Utica facility.

- **Coordination of GISP Programs for 15 High-Needs Schools with SEHS.** In February 2012, Bob Hahn was contacted by James Yake, a Genesee Intermediate School District supervisor, requesting advice about the feasibility of identifying UM-Flint student teachers with the skills and interest in working in high-needs public school in Genesee County. Shortly thereafter, a meeting was convened in order for Mr. Yake and his GISP supervisor to meet with the SEHS Interim Dean and the Education Department chair. A follow-up meeting is anticipated in the near future.

- **Carman-Ainsworth Collaboration.** In July 2012, Bob Hahn and Karen Stong met with Steve Tunnicliff, newly-named superintendent of the Carman-Ainsworth Community Schools, for the purpose of rekindling previous discussions about collaborative activities between UM-Flint and Carman-Ainsworth High School. Several high-priority projects were identified in this meeting, and follow-up activities are planned.
2011-2012 Budget Summary

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<tr>
<th>FY 2011-2012 Budget</th>
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<td>Balance</td>
<td>$133,487</td>
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</table>

Goals for 2012/2013

- **Roll out Paperless Admissions to all Programs**: By December 2012, our goal is to have all graduate programs using ImageNow to process their admission decisions and for the Office of Graduate Programs to cease creating and keeping paper files for applicants.
- **Distribute 2012 Graduate Survey Results**: By the end of October 2012, our goal is to compile survey results, disaggregate them by program, and meet with faculty in each program to discuss results.
- **Office Staffing Plan**: By the end of August 2012, we plan to complete a staffing plan which will include recommendations for reclassifications and new positions to better position our office to meet enrollment goals as defined in the UM-Flint Strategic Plan.
- **Website Development**: By June 2013, our goal is to revise the tuition page of our website to be as clear and inclusive of all information sought by prospective students. In addition, we plan to implement the recommendations of Stamats in their 2011 development study.
- **Program Development and Recruitment/Admissions for New Programs**: Movement is afoot in at least three departments to develop, implement, and/or launch new programs in the next 1-2 years. These include the Doctor of Education (Ed.D.), Ph.D. in Physical Therapy, and Physician Assistant. Others could be developed over the next year as well. Our goal is to assist with development needs as requested and to lead efforts in recruitment and admission for all new programs that are scheduled to launch.
Information Technology Services

The Information Technology Services (ITS) department worked diligently to supply UM-Flint with the most advanced, efficient technology throughout the 2011-2012 academic year. New solutions were introduced while several other technologies were upgraded and even more investigated.

Status of 2011-12 Goals

• Seek central funding to implement an off-site disaster recovery solution for critical systems for our students and employees, these include Banner/Student Information System, Imagenow/Webnow, student and employee email, and I and H drives for employees and students. In addition, we will work with OEL to include Blackboard in an off-site solution.

This will be funded by the Technology Fee, and we will start implementation this Fall.

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

The committee has had difficulty in selecting a vendor, however we are nearing completion of the analysis of vendors, and the committee hopes to create a request for funding in the first few months of FY2013.

• Move our credit card payment processing system, Touchnet, to an off-site, vendor hosted solution. As the Data Security Standards (DSS) requirements of the Payment Card Industry (PCI) have become increasingly complex the entire University of Michigan has moved away from hosting any credit card processing on any campus. In order to maintain a certain level of customer satisfaction, this campus has continued to process credit cards internally. Unfortunately we can no longer meet the requirements and must move the processing of credit cards to an external vendor.

ITS has made the migration from TouchNet to NelNet for all of ITS managed sites. OEL has not completed their migration but should be done soon.

• Complete testing and implement mobile device access for Student Information System so that students can access registration, grades, and other information from anywhere on their handheld devices.

This application has been partially developed and is currently being tested. Our goal is to have this complete by the end of the Winter semester.

• Fully commit to a virtual desktop infrastructure (VDI) to lower CAPEX and OPEX for not only computer labs but for campus departments as well. We have begun piloting VDI in the French Hall 205 lab with just 40 machines. This goal should allow the University to spend less money at the time of purchase when purchasing new computers and in addition these machines use significantly less energy than a traditional desktop. Based on our calculations by switching from traditional desktops to VDI in the FH205 lab should annually save the University $1,700 just in reduced energy consumption and reduced cooling.

ITS has migrated all except two of our open computer labs to VDI. One of them will be completed this summer and the last lab will be completed next fiscal year.

Significant Achievements

• ITS migrated several computer labs to Virtual Desktop Infrastructure (VDI) starting in the summer of 2011. This allows us to provide lab machines with significant savings in hardware costs and energy usage. The thin clients placed in the labs use 15.5 watts of power at peak usage (and generally use less) whereas the typical desktop PC uses around 80 watts of power on average. The environment is currently powered by multiple servers and a solid state drive (SSD) based storage area network (SAN). With this powerful hardware behind the scenes, the virtual labs are able to provide performance comparable (and in some cases better) than the previous physical PC’s. We started with a pilot in French Hall 205 in the summer of 2011. In the winter of 2012, we upgraded the White building 3174/3175 open lab and added an open lab and 2 instructional labs in the Riverfront Center. Over the spring of 2012 we also upgraded machines in an instructional lab in the Library. This amounts to approximately 200 stations. In the near future, we will be
migrating the open lab and another instructional lab in the Library. This will bring the count to just above 300 stations running VDI.

- Students can now apply for on-campus housing using the SIS website. Once they are approved for campus housing they will be notified and must sign an online housing contract using the SIS website.

- As part of our efforts to become PCI compliant for credit card processing, ITS changed all credit card payments to use a remote authority to authorize transactions. All customers previously using TouchNet are now using NelNet. This will save the University $30,000.00 per year in licensing costs.

- ITS has hired a campus trainer. The trainer works from 5pm-9pm several nights a week. Our trainer is a Microsoft Certified Professional and has over 20 years experience in professional training and customer service. This has also allowed the ITS HelpDesk to have a full time helpdesk technician in the helpdesk after hours a few times a week which means we can assist employees with their password and PIN changes.

- ITS Security Services rolled out a secure file sharing service called filelocker. This service is available to employees and students and can be found at http://files.umflint.edu. This allows users to securely share files within the University and to others outside the University. There are plans to expand this service even further and implement single-sign-on in the coming year.

- ITS Web Services Developed an events-management application for AAAC to help them manage their Career Fairs. This allows vendors to sign up and pay for attending the UM-Flint Career Fair.

- Jason Gooding from ITS along with UM-Flint PT faculty members traveled to Nigeria late August 2011. ITS and PT combined their services in an effort to establish the DPT program in Lagos, Nigeria. By having an ITS technician on location, they were able to establish HelpDesk services on-site and via Skype to the UM-Flint Campus.

- ITS worked together with School of Management to complete the Riverfront Project. This project grew to be 6 standard Single Projection Crestron Classrooms, 1 Dual Purpose Classroom, a Finance Lab, 1 Video Capture Classroom, 8 Breakout TV Rooms, and 3 Conference Rooms for the School of Management.

**External Publications or Presentations**

Scott Arnst and Adam Robinson performed a presentation at the Annual Merit Member Conference held in Ann Arbor in May 2012. The presentation was titled “The Adventures of VDI in Student Computer Labs: A Case Study” and highlighted how we have implemented VDI in our computer labs. The presentation was very well received by the attendees.

**Development Activities**

Sales of various technology related products and services provided ITS an additional $100,400 this year. Our primary source of this additional funding comes from software sales, which includes products such as Microsoft Office 2010 for Windows and Microsoft Office 2011 for MAC’s, Microsoft Windows 7 32 & 64 bit, and Adobe Creative Suite that are up to eighty percent off retail prices. For example, Microsoft Windows 7 sells in stores for $200 and ITS sells it for only twenty dollars! Another large portion of ITS revenue comes from printing. After depleting the allotted 320 pages per semester, students and departments are able to purchase additional pages. This year additional printing revenue totaled $20,236 which helped to cover some of the expenses related to the printers, such as paper and toner.
Other revenue for 2011-2012 included $2,205 for Dell Warranty work and $1,330 for Alumni accounts. ITS also receives funds from some departments to maintain specialized servers or host some specialized web sites, which this year ended with a total of approximately $10,565.

**Community Engagement Activities**

*Martin Luther King Jr. Day of Service - January 16, 2012*

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.

**2011-2012 Budget Summary**

<table>
<thead>
<tr>
<th>FY 2011-2012 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Goals for 2012/2013

- Complete the purchase and implementation of a Customer Relationship Management system in direct support of the campus strategic plan. With this product the campus should be better able to coordinate communications with its constituents and make a more personal connection with prospective and current students. In addition, this product should better enable retention of students that are academically at risk by allowing advisors and faculty advisors to intervene in a timelier manner.
- Implement mobile device access for the Student Information System so that students can access registration, grades, and other information in SIS from anywhere on their handheld devices.
- Implement a lecture capture system in five general classrooms on campus. This will allow faculty to record their lectures so that students can review the materials presented in class at a later date from Blackboard.
- Complete a campus wide wireless network upgrade. This will allow the campus to use the latest wireless technologies to get faster access to campus computing resources and the Internet from their laptops and mobile devices.
- Work with the Ann Arbor campus to implement Google Apps for the Flint campus. This will create a Google account for all Flint users so that they can access applications like Google Docs, Sites and Hangout.

International and Global Studies Program

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

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

Status of 2011-2012 Goals

- One of our key goals for the past year was to establish a new set of criteria for Study Abroad courses. This past year, IGS worked closely with Senior Vice Provost Lotfi to produce a new set of guidelines, which was approved by all four Deans and has taken effect since January 1, 2012.
- The new IGS website is up and running.
- IGS faculty held multiple meetings to discuss the feasibility of an IGS major and to be a more active presence on campus.

Significant Achievements

- Sponsored five Study Abroad courses to Cambodia, Dominican Republic, India, Germany, and the U.K. Twenty-eight students received scholarships that covered close to 80% of Program costs.
- Main Sponsor for the public lecture by Zeina Awad, international correspondent for Al-Jazeera, “Arab Spring: New Media and Social Change.”
- Public lecture series – “Changing Urban Landscapes: Conflicts, Hopes, and Nightmares”.

Community Engagement Activities

- The visit and talk by Zeina Awad was organized in close collaboration with the Arab-American Heritage Council and Mott Community College.
2011-2012 Budget Summary

<table>
<thead>
<tr>
<th>FY 2011-2012 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Authority</td>
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Expenditures

a. Salaries

   Faculty                                    $0
   Staff                                      $3,333
   Benefits                                   $871
   Temporaries                                $35

Sub-total Salaries                  $4,239

b. Operating

   Supplies and other                       $2,127

Sub-total Operating                  $2,127

Total Salaries and Operating         $6,366

Contingency                            $0

**Total Expenditures with Contingency** $6,366

**Balance**                            $25,896

Goals for 2012/2013

- Recruit more students for the minor and conduct a survey to assess the extent of interest and support for an International and Global Studies major.
- Engage faculty across the 4 units to work closely with all aspects of the Program.
- Sponsor a speaker/film series focused on relevant International and Global Issues.
- Restructure the IGS minor and work towards the creation of a major.
- Continue updating the website.

International Center

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

The mission of the International Center at the University of Michigan-Flint is to provide services and educational opportunities that promote international perspectives and experiences for the campus and surrounding community.
Status of 2011-12 Goals

- **Increase English Language Program full time enrollment to an average of 40 students per term.**
  
  Fall Term 2011 and Winter Term 2012 ELP enrollment both averaged over 60 students. This represents a 200% increase in overall enrollment.

- **Increase overall international student enrollment by 25%.**
  
  In Fall 2011, 309 international students enrolled in our undergraduate, graduate, and English language programs. This represents a 38% increase from the 224 international students that enrolled in Fall 2010.

- **Establish an International Center advisory board consisting of faculty, staff, student, and community stakeholders.**
  
  This goal was put on hold after the first six months of the fiscal as work was prioritized to adjust to the increased workload and the changing roles of the department. We intend to move forward in the coming year to put into place an advisory committee of faculty, staff, and students that will help the International Center to better serve the university community.

- **Ensure health, safety and liability compliance for all participants of university-related travel abroad programs, including students, faculty, and staff.**
  
  Improved university-wide support services and policies related to study abroad and international travel health and safety compliance through the re-organization of the International Travel Advisory Committee (ITAC).

Significant Achievements

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

- Further developed the English Language Program through increased enrollment efforts, resulting from in-classroom experience/word of mouth and overall recruitment.

- In Fall 2011, 309 international students enrolled in our undergraduate, graduate, and English language programs. This represents a 38% increase from the 224 international students that enrolled in Fall 2010.

- The University of Michigan-Flint has been recertified as a SEVIS approved school, allowing us to continue to enroll international students.

- Greatly improved the fiscal viability of the English Language Program through increased enrollment efforts, resulting from in-classroom experience/word of mouth and overall recruitment.

Grant Applications

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

Community Engagement Activities

- Daniel Adams currently serves as a Board of Directors member of Flint Sister Cities, Inc. representing UM-Flint to institutions located in Flint sister cities.

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

- Malin Clark facilitates a number of student speaking engagements with area K-12 schools, including Lake Fenton Middle School and Fenton High School. Ms. Clark also serves on the board of the Swedish School of Michigan.

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

- International Center staff coordinated volunteer efforts for a large multicultural fundraising event hosted by Jewish Community Services and Flint Jewish Federation.
- International Center staff coordinated volunteer efforts for UM-Flint Worldfest, a community outreach program targeting school aged children.

### 2011-2012 Budget Summary

<table>
<thead>
<tr>
<th>FY 2011-2012 Budget</th>
<th>Amount</th>
</tr>
</thead>
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<td>Balance</td>
<td><strong>$32,820</strong></td>
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</table>

### Goals for 2012/2013

- Successfully manage more permanent physical space while securing fiscal viability of the English Language Program.
- Increase overall international student enrollment by 25%.
- Establish an International Center advisory board consisting of faculty, staff, student, and community stakeholders.
- Increase the number of incoming and outgoing students participating in student exchange with our partner schools abroad.
Office of Research and Sponsored Programs

2011-2012 has been a successful year in all areas for the Office of Research – research administration, research compliance, undergraduate research and faculty project support. Activities include grants and contracts administration, external and internal funding opportunities for faculty and students, program development for research ethics, research spotlight events for faculty research, and webinars and workshops, along with many other university activities.

Status of 2011-12 Goals

- Successfully administered all external and internal proposals for high level competitiveness and quality, including assisting faculty 24/7 during days, evenings, and weekends.
- Successfully administered the budgeting requirements for all externally and internally funded awards for faculty and students.
- Successfully completed the national Reaccreditation and Audit for Human Subjects Research and IRB in coordination with Ann Arbor.
- Successfully conducted Workshops in Qualtrics and SPSS, and Human Subjects Research, for faculty, staff, and students.
- Successfully implemented Research Ethics training for students funded by NIH and NSF grants to fulfill federal requirements.
- Successfully trained new staff members for continuing a high quality operation in the office by functioning as a well-oiled machine in completing tasks in meeting urgent deadlines.
- Successfully participated in the 20th Annual Meeting of Minds (MOM) regional conference for undergraduate student research projects where 53 students from UM-Flint gave oral or poster presentations at the UM-Dearborn campus.
- Successfully co-sponsored the second annual Student Research Conference in coordination with the Senior-Vice-Provost and the Office of Graduate Programs, where 153 students (137 undergraduate students and 16 graduate students) were co-authors on oral or poster presentations under faculty mentors. The event was hosted at the Riverfront UM-Flint.
- Successfully provided support to University Relations and Alumni Relations, with outreach (information and updates) on Undergraduate Research at special campus events.
- Successfully renamed the office to “Office of Research and Sponsored Programs” effective July 1, 2012.

Significant Achievements

- Undergraduate Research

<table>
<thead>
<tr>
<th>Undergraduate Research Opportunity Program</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Research Opportunity Program</td>
<td>62 student researchers; 62 funded by UROP; 38 faculty sponsors for UROP; $39,828.95 awarded</td>
<td>111 student researchers; 102 funded by UROP (9 students also received work-study, and another 3 students earned service credit hours from University Outreach.) $65,939 in UROP funds awarded; $19,491 in work-study spent; and 163 service hours earned. There were 52 faculty sponsors for UROP in FY2012.</td>
</tr>
<tr>
<td>Meetings of Minds (student research forum involving UM-Flint, UM-Dearborn and Oakland University)</td>
<td>Hosted at Oakland University; 64 UM-Flint signed up as presenters. Figures from the partnering campuses are</td>
<td>Hosted at UM-Dearborn; 53 UM-Flint signed up as presenters.</td>
</tr>
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</table>
UM-Flint Student Research Conference (student research forum involving UM-Flint undergraduate and graduate students)  
56 students (39 undergraduates and 17 graduate students) gave oral or poster presentations.  
153 students (137 undergraduates and 16 graduate students) were co-authors for oral or poster presentations.

<table>
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<th>UROP Faculty Sponsors by Department</th>
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<tbody>
<tr>
<td>Ann Arbor Campus</td>
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<tr>
<td>College of Arts and Sciences</td>
<td>42</td>
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<tr>
<td>School of Education and Human Services</td>
<td>4</td>
</tr>
<tr>
<td>School of Health Professions and Studies</td>
<td>4</td>
</tr>
<tr>
<td>School of Management</td>
<td>1</td>
</tr>
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</table>

- Sponsored Activity  
  - External
    - 2010-2011
      - 97 proposals were submitted totaling $26,742,845
      - 35 proposals were funded totaling $3,856,531
      - 32 proposals are pending totaling $11,840,446
      - 30 proposals were declined totaling $11,045,868
      - Recovered F&A (IDC) $134,115
    - 2011-2012
      - 79 proposals were submitted totaling $17,965,975
      - 49 proposals were funded totaling $6,779,370
      - 21 proposals are pending totaling $8,655,963
      - 9 proposals were declined totaling $2,530,643
      - Recovered F&A (IDC) $132,800
  - Internal
    - 2010-2011
      - 76 faculty proposals were submitted totaling $473,421
      - 62 faculty proposals were funded totaling $292,882
      - 126 student proposals were submitted totaling $51,800
      - 126 student proposals were funded totaling $46,907
    - 2011-2012
      - 79 faculty proposals were submitted totaling $399,781
      - 69 faculty proposals were funded totaling $293,179
      - 126 student proposals were submitted and funded totaling $76,466

- Research Administration  
  - 300 funding opportunity announcements disseminated to faculty along with 16 individual notes to faculty and 45 meetings with faculty regarding research plans.
  - 43 events and workshops were held serving 254 individuals.
    - 12 UROP Orientations (21 attendees)
    - 8 scheduled UROP Orientations (23 attendees), 14 one-on-one orientations (18 attendees)
    - 6 Introduction to Qualtrics workshops (87 attendees)
    - 1 Introduction to Qualtrics classroom presentation (26 students)
    - 2 Student Research Opportunities workshops (15 attendees)
    - 1 ABCs of Research workshop (3 attendees)
- 2 Effective Presentations workshops (16 attendees)
- 7 Informational Webinars (24 attendees)
- 2 Faculty Research Spotlights highlighting the work of 3 faculty members (42 attendees)
  o Faculty research interests database representing 122 faculty members.
  o Research poster printings for 74 faculty and students.

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

<table>
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<tr>
<th>Fiscal Year</th>
<th>Total # of clients served</th>
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</thead>
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<td>237</td>
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<tr>
<td>2010</td>
<td>139</td>
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<td>2011</td>
<td>179</td>
</tr>
<tr>
<td>2012</td>
<td>134</td>
</tr>
</tbody>
</table>

- The SPSS quantitative statistical workshops provided training for 74 students and faculty, including 27 high school students participating in the Genesee Early College program.

**Grant Applications/Research Support**

![2012 Total Sponsored Program Activity by Source of Funding (Grants Submitted)](image)

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Federal</td>
<td>$12,677,921</td>
<td>70%</td>
</tr>
<tr>
<td>External Non-Federal</td>
<td>$5,066,836</td>
<td>28%</td>
</tr>
<tr>
<td>Internal</td>
<td>$408,808</td>
<td>2%</td>
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</table>
2011-2012 Budget Summary

<table>
<thead>
<tr>
<th>FY 2011-2012 Budget</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Authority</td>
<td></td>
</tr>
<tr>
<td>Carry Forward from FY11</td>
<td>$64,695</td>
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<tr>
<td>Base Budget</td>
<td>$613,937</td>
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<tr>
<td>Adjustments &amp; Transfers</td>
<td>$127,655</td>
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<tr>
<td><strong>Total Spending Authority</strong></td>
<td><strong>$806,287</strong></td>
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<tr>
<td>Expenditures</td>
<td></td>
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<tr>
<td>a. Salaries</td>
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<tr>
<td>Staff</td>
<td>$287,287</td>
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<td>Benefits</td>
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<td><strong>Sub-total Salaries</strong></td>
<td><strong>$379,488</strong></td>
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<tr>
<td>b. Operating</td>
<td></td>
</tr>
<tr>
<td>Office Operations</td>
<td>$16,766</td>
</tr>
<tr>
<td>Faculty Support</td>
<td>$293,179</td>
</tr>
<tr>
<td>Student Support – General Funds</td>
<td>$70,766</td>
</tr>
<tr>
<td>Student Support – Endowed Funds</td>
<td>$5,700</td>
</tr>
<tr>
<td>IRB</td>
<td>$4,353</td>
</tr>
<tr>
<td><strong>Sub-total Operating</strong></td>
<td><strong>$390,764</strong></td>
</tr>
<tr>
<td><strong>Total Salaries and Operating</strong></td>
<td><strong>$770,252</strong></td>
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<tr>
<td>Contingency (encumbrances)</td>
<td>$22,235</td>
</tr>
<tr>
<td><strong>Total Expenditures with Contingency</strong></td>
<td><strong>$792,487</strong></td>
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<tr>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>*Faculty Incentive Funds, MOM expenses, and GRC membership has already been obligated out of remaining balance.</td>
<td>*$19,500</td>
</tr>
</tbody>
</table>

Goals for 2012/2013

- Successfully provide high quality services to all faculty, staff, and students for all research-related activities measured by new and active awards (external and internal awards) and by a customer service survey to faculty, staff, and students.
- Successfully assist faculty and staff in all research-related processes involving Ann Arbor measured by submitted proposals and by a customer service survey to faculty and staff.
- Successfully sponsor the 21st annual Meeting of Minds conference for undergraduate students and research projects in coordination with Oakland University and UM-Dearborn.
- Successfully co-sponsor the 3rd annual Student Research Conference in coordination with the Office of Graduate Programs.
- Successfully provide Webinars and Workshops on grant-writing and/or research-related activities.
- Successfully support faculty who are involved in Faculty Orientation and/or the Faculty Mentor-Mentee program.
- Successfully implement staff-to-staff meetings where appropriate with academic units regarding grants and contracts (administrative and financial) management issues.
- Successfully implement the new Conflict of Interest requirement by DHHS-PHS (federal agency).
Institutional Review Board

A main focus for the Flint IRB this fiscal year was aligning processes and record keeping for the IRB meetings more closely with central campus procedures. The core staff member for the IRB attends weekly meetings on the main campus to collaborate with Ann Arbor IRB staff. The IRB Chair, or core staff, attend the monthly IRB Council to provide input from the Flint campus faculty on issues of policy or new initiatives.

IRB Activities FY 2012

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Full Board Application</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>10</td>
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<tr>
<td>Expedited</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>10</td>
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<tr>
<td>Continuing Review</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>30</td>
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<tr>
<td>Amendment</td>
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<td>4</td>
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<td>14</td>
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<tr>
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<td>12</td>
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<td>12</td>
<td>5</td>
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<tr>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
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<tr>
<td>AE/ORIO</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

IRB Submissions by Academic Unit for FY 2012

<table>
<thead>
<tr>
<th>CAS</th>
<th>Institutional</th>
<th>SEHS</th>
<th>SHPS</th>
<th>SOM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>5</td>
<td>8</td>
<td>90</td>
<td>1</td>
<td>145</td>
</tr>
</tbody>
</table>

Summary of Selected IRB Chair Activities

1. Chair, ongoing (re-appointed in 2009 to second five year term; Suzanne Selig served as Interim Chair during my sabbatical this past winter; I resumed Chair duties in May 2011).
2. Chair, ongoing (re-appointed in 2009 to second five year term).
3. Ongoing in-person, phone, and email consultation with directors of IRBs in Ann Arbor (Judy Birk, Cindy Shindlediecker, and their staff).
4. Attended New Faculty Orientation Aug 30, 2011: introductions and brief overview of IRB.
5. Guest Lecture for Robert Houbeck’s American Culture (ENG 500) class, November 8th; Ethical Issues in Human Subjects Research.
6. Scheduled year-round IRB ‘full board’ meetings so that UM-Flint researchers’ projects are not delayed—in addition, I called for an additional ‘emergency’ IRB meeting June 28, 2012 to accommodate a researcher’s international research travel plans.
10. Met with Terry VandenBosch, Ph.D., RN, Senior Research Compliance Associate, Office of Human Research Compliance and Review, June 23, 2012 about IRB functioning on the UM-Flint campus.
11. Met with Diane Wilson, JD, MPP, Regulatory Specialist, UM Medical School, and Mary Mandeville about Clinical Trial reporting, July 17, 2012.

12. In addition to Chair duties (monthly full board meetings), reviewed, commented, and made determinations on the following protocols: (May to May tally—the following list does not include an additional half-dozen or so protocols (including at least two full board reviews) I reviewed during the summer months June-August):

Primary Reviewer on Expedited Studies: 8  
Primary Reviewer on Expedited Amendments: 4  
Primary Reviewer on Expedited Scheduled Continuing Reviews: 10  
Primary Reviewer on ORIO: 5  
Primary Reviewer on Exempt Studies: 2  
Full Board Reviews: 10

13. Available on virtually a daily basis to respond to emails from the UM-Flint community (and occasionally from local institutions such as Kettering) about IRB matters (selected examples include: Laura LoVasco, Physical Therapy; Marilyn McFarland, Nursing; Julie Broadbent, Psychology; several students in the graduate program in Physical Therapy and more).

14. Prepare annual evaluation of Mary Mandeville, UM-Flint Research Compliance Specialist (Core IRB support staff), as required by the UM-Flint IRB Standard Operating Procedures.

15. Email contact with Mary Mandeville, UM-Flint Research Compliance Associate (Core IRB support staff), almost every day (including weekends), phone conversations about twice a week; in-person meetings at least twice a month or as needed—we determine whether projects qualify as human subjects research; discuss the ‘risk level’ of projects, confidentiality issues, the psychology department subject pool, what topics to cover in continuing education forum for our IRB, when a waiver of consent is permissible, and the list goes on!

16. Prepare a variety of appreciation/thank-you letters to IRB members for their efforts and expertise—without them, UM-Flint research could not be reviewed or approved on our campus and would have to go through Ann Arbor—and the review time would be significantly increased; perhaps most importantly, as documentation of members’ significant service to UM-Flint, these letters are valued because members can include them in their portfolios for tenure and promotion, salary increases (our board includes three non-UMF faculty), etc.

17. Attend IRB council meetings in Ann Arbor when issues are relevant to the UM-Flint campus and when Mary Mandeville is unable to attend.

18. Observed and took notes on IRB functioning at the UM Ann Arbor Health Sciences/Behavioral Sciences meetings, summer 2012.
OFFICE OF THE ASSOCIATE PROVOST AND DEAN OF UNDERGRADUATE STUDIES

Executive Summary

The position of Associate Provost and Dean of Undergraduate Studies is one new to the University of Michigan-Flint and was established at the beginning of the 2011-12 academic year. Chris Waters, as the first holder of this post, worked with Provost Voland to configure this new position. In the end, the University of Michigan-Flint (UM-Flint) units that reported to the Associate Provost during the 2011-12 academic year included the Faculty Mentoring Program, General Education (GE), the Honors Program (HP), Institutional Analysis (IA), the Student Veterans Resource Center (SVRC), Thompson Center for Learning and Teaching (TCLT), Undergraduate Admissions (UA), and the Women’s Educational Center (WEC). An abbreviated version of each unit’s annual report follows this section. For the first year, budgets for these units were not centralized under an Associate Provost grouping but remained as part of the Provost’s budget. Therefore you will find budgetary information presented in a decentralized manner with in appearing in some of the unit annual reports.

The Faculty Mentoring Program

In its third year, the Faculty Mentoring Program moved from an ad hoc effort to 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). The Program assists pre-tenure faculty in their academic career development through the guidance and support of experienced tenured faculty members who serve as role models, advisors and mentors. The Faculty Mentoring Program Work Group met regularly to work to expand the scope of this program. For the first time the mentoring program was opened to all junior faculty and not just those in their first or second year. Discussions are now underway to explore the best ways to expand the program to the mentoring of new associate professors.

General Education

Following the university’s inauguration of the new General Education curriculum in 2010-2011, the 2011-2012 Academic Year marked the first year of implementing the plan to assess student learning outcomes within our curriculum. With the support of the Chancellor, Provost and, College of Arts and Sciences, the university secured the licensing of a campus-wide system to collect individual student assessment data on a course by course basis. The first year’s efforts were a success with broad support and participation from faculty in their course level assessment of student learning in the areas of competent writing and/or reflection on one’s own learning processes. The year also saw publication of a bi-annual Newsletter and the beginnings of efforts to work with First Year Experience faculty members to establish greater consistency across sections of UNV 100.

The Honors Scholar Program

Over the past ten years the Honors Scholar Program has grown from 64 participants in 2002 to more than triple that figure in 2012 resulting in 2.8% of UM-Flint students participation in the program. That is a high percentage when compared to honors programs in other Michigan public universities with enrollment under 11,000. Our Honors Students continued to perform at a high level of achievement. In the fall of 2011, with 62 in the entering freshmen class, 80% of the honors freshmen achieved a university GPA of 3.7 and above. We have continued to feature attributes that constitute the greatest strengths of the Honors Program. In doing so, the Honors Scholar has incurred a budgetary loss in each of the past two years. In order to strategically increase our percentage of honors students to 5% of the total undergraduate enrollment at UM-Flint, we will need to proactively work on how this program is funded as it grows.

Institutional Analysis

The Office of Institutional Analysis (IA) is responsible for collecting, analyzing, and distributing data and information related to the institution. The office works with data from various areas related to students, faculty, programs, personnel, facilities and finance. It is a very busy place. This past year there has been timely submission of all mandated reports, and an increase the types of information available on the IA web site and the Self Study SharePoint Portal all as the office continues to provide service to a growing constituent base. The department has managed to take on more while maintaining required reporting functions, administer surveys and support accreditation reports and program review. Special thanks go to Institutional Analysis for their continued support of Strategic Plan efforts, Student Success Center efforts and other special projects.
The Student Veterans Resource Center

The Student Veterans Resource Center (SVRC) has experienced significant momentum over the past year. The SVRC has strengthened current collaborative relationships and initiated new ones. UM-Flint remains one of 14 universities in the United States that has been designated as a university partner with the Pat Tillman Foundation. We have started outreach with the Mott Community College Veterans Center to provide Mott Community College veterans with opportunities to explore their options of a 4-year degree after the completion of their studies at Mott Community College. Recruitment travel and professional development opportunities for the SVRC have greatly increased with positive results, and we have resolved military transfer credit issues. Resulting from a true need, a compelling request from center staff, and financial support from the Chancellor, the footprint of the SVRC is currently undergoing expansion.

The Thompson Center for Learning and Teaching

This was a year of consolidation for the TCLT. The work anchored the center to its mission of supporting teaching excellence, and did so on several fronts: providing funds to innovative teachers, supporting incoming and continuing faculty, exploring systems for peer review, and creating occasions for pedagogical professional development, celebration and inspiration. In addition to the 40 events the center awarded three course design fellowships at $3,000 each and gave a total of $10,170 to five faculty members for teaching innovation and development, supported eight Teaching Circles at $500 each, sent 12 faculty and one student to the Lilly Conference on Teaching, awarded five Catalyst Departmental project grants at $3,000 each, and coordinated 15 new faculty through individual Catalyst Course Design projects at $2,000 each. The effects of these many influences, while comparatively humble in scale, are likely to be felt throughout many corners of the institution for years to come.

Undergraduate Admissions

The Office of Undergraduate Admissions experienced a year of rebuilding. During the entire 2011-12 academic year, the office operated under the direction of an interim, Jon Davidson, who has recently agreed to serve as Director of Undergraduate Admissions. During the past year, in spite of having an interim director, Undergraduate Admissions began rebuilding a staff that had experienced dramatic turnover during the 12 prior months. They also revamping the admissions merit scholarship process, resulting in ~1,000% increase in initial scholarship offers over previous years, revised the strategy to diversify our geographic recruitment range beyond Genesee and surrounding counties, designing and implementing a significantly augmented campus visit and event program and starting preparations to offset the effect of a shrinking market of FTIAC students in Genesee and surrounding counties. It has been a year of positive restructuring and solidification of the office and its processes.

The Women’s Educational Center

The Women’s Educational Center (WEC) marked its 10th anniversary in 2011-2012. Through a variety of programs and one-on-one support, the WEC served approximately 1,100 students, faculty and staff in 2011-2012. One of the objectives this year was to offer programs that highlight the intersection of social identities, and the impact of multiple forms of discrimination and oppression. These initiatives included a program entitled the Miscigenations Project, which explored the intersection of race, sexuality and gender identity, as well as a workshop highlighting how students on a college campus may work towards dismantling the oppression that is experienced by individuals in marginalized groups. This workshop was coupled with a bystander poster campaign around issues of sexism, racism, etc. that encouraged the campus community to speak out when they witness forms of discrimination on campus. Additionally, the WEC staff engaged with the University and local community in a variety of ways, including participation on several committees throughout the year.
Faculty Mentoring Program

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

The Faculty Mentoring Program is a collaborative effort with financial and administrative support from the Office of the Provost, the Office of Research, the Thompson Center for Learning & Teaching (TCLT) and the Women’s Educational Center (WEC). The Program assists pre-tenure faculty in their academic career development through the guidance and support of experienced tenured faculty members who serve as role models, advisors and mentors.

Specific goals of the Faculty Mentoring include:

1. actively assist pre-tenure faculty in understanding and becoming a part of academia, balancing their professional and personal lives, and succeeding in their scholarly activity and teaching;
2. help pre-tenure faculty set realistic goals for their professional, scholarly, and creative development, and balancing their time and energy among teaching, research and service;
3. assist pre-tenure faculty with their pedagogical skills and assess their effectiveness in teaching and learning;
4. create a support system for pre-tenure faculty through networking and encourage collegiality by sharing knowledge and expertise; and,
5. inform pre-tenure faculty of campus-wide resources to support their efforts and to facilitate the development of their professional networks.

To facilitate these goals, the Program is organized with a two-tiered structure: one-on-one teams of tenured and pre-tenure faculty and group events for all mentors and mentees, and the specific events are detailed in subsequent sections of the report. In addition the Program holds an orientation for mentors, prints a handbook on mentoring, maintains a web site for the Program, and updates the Mentor Network (a list of mentors’ interests for mentees to seek out the kind of information they need most).

This year marked a transition from an ad-hoc program (begun in 2009-2010) to a more formalized Program with a paid Faculty Coordinator and a Work Group of faculty from UMFlint’s 4 units and leaders from the partnering offices (Office of the Provost, Office of Research, TCLT and WEC) to advise, support, and actively help the Faculty Coordinator run the Program. Sandy Alberto, TCLT Coordinator, continued to provide vital administrative support for the program. The Program also tries to continually improve to better meet the needs of pre-tenure faculty and fulfilling its mission of supporting effective mentoring of faculty by faculty. In addition to a meeting at the end of the year with mentors to reflect on the future direction of the Program, the Program conducts annual online surveys of mentees and of mentors to gain feedback about the Program, its structure, and its events, to assist in planning for the future.

In response to suggestions received during the initial two years of the Program, modifications were implemented this year in hopes of better serving and supporting our Program participants. A few improvements that were instituted this past year include:

(i) for the first time, the Program was not limited to first- through third-year faculty, but rather open to all pre-tenure faculty.
(ii) past Program mentees were invited to attend all group events and the end-of-year celebration.

These changes increased the participation rates in all the events and allowed all interested pretenure faculty to continue improving their skills through Program participation and building their professional networks.

The Faculty Mentoring Program activities are organized by the Faculty Mentoring Program Work Group, with the leadership of the Program Faculty Coordinator. The members of the Work Group are provided in the table below.
Faculty Mentoring Program Work Group

<table>
<thead>
<tr>
<th>Member</th>
<th>Title/Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Waters</td>
<td>Associate Provost and Dean of Undergraduate Studies</td>
</tr>
<tr>
<td>Terry Van Allen</td>
<td>Director, Office of Research</td>
</tr>
<tr>
<td>Jan Worth-Nelson</td>
<td>Director, Thompson Center for Learning and Teaching</td>
</tr>
<tr>
<td>Michelle O. Rosynsky</td>
<td>Director, Women’s Educational Center</td>
</tr>
<tr>
<td>Mike Farmer</td>
<td>Associate Professor of Computer Science, College of Arts and Sciences</td>
</tr>
<tr>
<td>Alicia Kent</td>
<td>Associate Professor of English, College of Arts and Sciences</td>
</tr>
<tr>
<td>Thomas Hemphill</td>
<td>Associate Professor of Strategy, Innovation and Public Policy, School of Management</td>
</tr>
<tr>
<td>Huey-Ming Tzeng</td>
<td>Professor of Nursing, School of Health Professions and Services</td>
</tr>
<tr>
<td>Sandy Alberto</td>
<td>Coordinator, Thompson Center for Learning and Teaching</td>
</tr>
</tbody>
</table>

Lists of Participants

The Program had 21 mentees (pre-tenure faculty) from all 4 units that comprise the University.

<table>
<thead>
<tr>
<th>Mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Alsup, Assistant Professor Physics</td>
</tr>
<tr>
<td>Erica Britt, Assistant Professor English/Linguistics</td>
</tr>
<tr>
<td>Elizabeth Collardey, Assistant Professor Social Work</td>
</tr>
<tr>
<td>Danielle De La Mare, Assistant Professor Communication &amp; Visual Art</td>
</tr>
<tr>
<td>Stephanie Dean, Assistant Professor Theatre &amp; Dance</td>
</tr>
<tr>
<td>Hannah Furrow, Assistant Professor Social Work</td>
</tr>
<tr>
<td>Amy Gresock, Assistant Professor School of Management</td>
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<tr>
<td>Judy Haefner, Clinical Assistant Professor Nursing</td>
</tr>
<tr>
<td>Janet Haley, Assistant Professor Theatre &amp; Dance</td>
</tr>
<tr>
<td>Min Huang, Assistant Professor Physical Therapy</td>
</tr>
<tr>
<td>Sunny Kang, Assistant Professor Public Health &amp; Health Sciences</td>
</tr>
</tbody>
</table>

Likewise the mentors for the Program were from three of the four schools, CAS, SHPS, and SOM. The faculty mentor participants also represented a broad mix of seniority from recently tenured Associate Professors to full Professors.
Mentors

<table>
<thead>
<tr>
<th>Lois Alexander, Professor</th>
<th>Adam Lutzker, Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Economics</td>
</tr>
<tr>
<td>Everett Blakely, Associate Professor Emeritus</td>
<td>Juan Mestas, Professor Emeritus</td>
</tr>
<tr>
<td>Social Work</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Eric Freedman, Professor</td>
<td>Keith Moreland, Professor</td>
</tr>
<tr>
<td>Psychology</td>
<td>School of Management</td>
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<tr>
<td>Guluma Gemeda, Associate Professor</td>
<td>Cindy Pfalzer, Professor</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Lixing Han, Associate Professor</td>
<td>Jie Song, Associate Professor</td>
</tr>
<tr>
<td>Math</td>
<td>Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>Alicia Kent, Associate Professor</td>
<td>Shu-Yi Tu, Associate Professor</td>
</tr>
<tr>
<td>English/Women’s &amp; Gender Studies</td>
<td>Math</td>
</tr>
<tr>
<td>Ken Litwin, Associate Professor</td>
<td>Huey-Ming Tzeng, Professor</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Nursing</td>
</tr>
<tr>
<td>Matt Wyneken, Associate Professor</td>
<td>Education</td>
</tr>
</tbody>
</table>

To facilitate meetings between the mentors and mentees, five (5) meal coupons per mentee were provided to each mentor via campus mail. These coupons are good at any Pavilion or University Center vendor. Note: the Program budget is only charged for coupons that are redeemed.

The Program has experienced modest growth in the numbers of participants:

<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>21</td>
<td>15</td>
</tr>
</tbody>
</table>

Events Provided

The Program offered 8 scheduled events through the year from September to late April, which represents 2 additional events from the previous year. These well-attended events are listed in the table below.

**Faculty Mentoring Program Events Held in 2011-2012**

**Mentor Orientation** – September 22, 2011 - Mike Farmer and Alicia Kent co-facilitated the Mentor Orientation meeting. Ten mentors attended the orientation, which covered best practices for effective mentoring, tips for the first meeting, parameters of the relationship and the importance of confidentiality, ideas for sustaining the relationship, and what to do if the mentoring relationship is not working, as well as discussion of mentors experiences and ideas about mentoring. The Faculty Mentoring Program handbook has been updated and was provided to each mentor, as was a calendar of Program events. Handbooks and calendars were also provided via campus mail to those who could not attend the meeting.

**Introductory Reception** – October 6, 2012 - To facilitate the introduction of Program participants to one another, the Chancellor hosted an Introductory Reception at Ross House. Twenty-eight people attended the event, including ten mentees and seven mentors (additional guests included the Provost, Deans and members of the FMP Work Group).

**Panel Presentation - “What I Wish I Had Known My First Years”** – Wednesday, November 2, 2011 - The dinner, panel presentation and discussion, drew 33 participants. The panel featured Connie Creech, Assistant Professor, Nursing (SHPS); Chris Douglas, Assistant Professor, Economics, (CAS); Jeff Kupperman, Associate Professor, Education (SEHS); and Heather Seipke, Associate Professor, Communication (CAS), and was very well-received. We received many requests for Professor Creech’s list of tips; with her gracious agreement, her remarks were shared via email with the Program participants.

**Panel Presentation - “Balancing It All”** - Friday, January 20, 2012 - Thirty-three faculty attended the luncheon and presentation. Panelists included Jacob Blumner, Associate Professor, English (CAS); Greg Laurence, Assistant Professor, SOM; Sarah Rosaen, Assistant Professor, Communication (CAS); Suzanne Selig, Professor, Public Health and Health Studies (SHPS); and Karen Arthur, Benefit Specialist, University Human Resources. Each of the faculty presenters reflected on their efforts to balance personal and professional commitments and
offered suggestions as to what has worked best for them and what they have learned. Karen Arthur informed attendees about a variety of University policies, such as modified duties and sick-leave options.

**Presentation - “Challenging Faculty Situations”** - Wednesday, February 22, 2012 – This event featured performances by the CRLT Players, an acting troupe from the University of Michigan-Ann Arbor’s Center for Research on Learning and Teaching. The troupe performed a series of vignettes, each custom-designed to portray the complexities and challenges of classroom and department situations specific to UM-Flint. Jeffrey Steiger, CRLT Artistic Director, facilitated a discussion amongst attendees following each vignette. This event was open to all UM-Flint faculty and drew a total of 34 participants.

**Workshop - “Getting Your Scholarly Activity Done”** – Wednesday, March 14, 2012 – Rena I. Seltzer, Academic Coach and Trainer, led a series of exercises designed to assist participants in identifying strategies and techniques that will help guide their scholarly activity and its documentation. Twenty-five faculty attended.

**Mentor Meeting - Wrap-up and Reflections** – March 30, 2012 – All mentors were invited to attend this meeting in order to debrief about their experience this year, as well as provide feedback and suggestions about the Program’s structure and operation. A summary of the comments is attached.

**Faculty Mentoring Program Celebration** – Wednesday, April 25, 2012 – This event was held at Cork on Saginaw, on Wednesday, April 25, 2012. Current and former Program participants were invited to attend as were key administrators including the Chancellor, Vice-Chancellors, Provost, and Deans.

**Mentor Network**

In addition to the events listed above and the one-on-one pairings, the Program provides mentees with another means to network with mentors in the Program and seek out additional advice through the Mentor Network. A core philosophy behind the Program is that one mentor cannot provide all the guidance that pre-tenure faculty member might need, needs; rather a variety of different kinds of mentors can more effectively help faculty achieve their career goals. In this spirit, a list of mentors with their specific mentoring interests was provided on the Faculty Mentoring Program web site, and mentees were encouraged to contact mentors with expertise in the specific areas where they had particular questions. In all 12 mentors and their contact information were listed in the Mentor Network, and this list will be updated annually.

**Challenges and Future Directions**

**Challenges**

**Mentor Availability** – Due to the increasing number of pre-tenure faculty in relation to existing tenured faculty, availability of mentors continues to be a problem and results in faculty serving as the mentor for more than one junior faculty member. This year five faculty served as a mentor for more than one mentee.

**Unit Schedule Conflicts** - Although the calendar of activities for the Faculty Mentoring Program is completed before the beginning of the academic year and shared with the campus community, units invariably schedule events that conflict with our Program offerings. This occurred on numerous occasions this year. The Mentoring Program may request to meet at a Council of Deans’ meeting early in the academic year to remind them of the calendar and ask for greater cooperation.

**Participation of Mentees at Events** - Mentee participation at some events was lower than the Work Group desires. Because most mentees are in their first year and feel overwhelmed with new responsibilities, several have indicated that they cannot participate as much as they would like to at events. The Mentoring Program has worked with the TCLT but will continue to work to reduce overlap with TCLT events. The challenge of finding the right time of the semester, day of the week, and time of day for events, and the right number and kind of events is an issue the Mentoring Program continues to face.

**Improving mentoring** - The one-on-one mentor-mentee pairings for many are quite effective, according to annual surveys of mentors and mentees, but for a few pairings this relationship does not cover needed areas. The Program will explore other possibilities for mentor/mentee interactions, in addition to the mentor-mentee pairs. Additionally further resources and training for mentors need to be developed, such as explicit discussion of how to mentor individuals not in one’s unit or discipline, a topic that was raised in the end-of-year mentor meeting. Reminders from the Faculty Coordinator throughout the year to mentors to set up meetings and to mentees about issues they should be considering was also a suggestion.

**Role of the Work Group** - After the first year with a Work Group, review of the Work Group’s role, particularly the scheduling of Work Group meetings, is needed. Relatedly improved communication among the Work Group, Faculty Coordinator, and Program's administrative coordinator is needed.
**Future Directions**

**Leadership:** Mike Farmer provided leadership as the Program’s first Faculty Coordinator but has decided not to continue in this role next year. After a campus-wide search open to all tenured faculty, Alicia Kent, who served as a member of the Work Group in 2011-2012, has been appointed the Faculty Coordinator for 2012-2013.

**Mentoring for associate professors:** The Program is now considering additional ways to extend the Mentoring Program to include associate professors who are working towards promotion to full professor. One possible mechanism is the development of Learning Communities, which would be small faculty-led groups similar to Teaching Circles, but focused on broader issues of scholarship and service as well as teaching.

**Budget versus Actual Spending**

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<thead>
<tr>
<th>Item</th>
<th>Estimated</th>
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<tr>
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<td>Cost of course release for Coordinator: not included</td>
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**Honors Program**

In a climate of reduced state funding University of Michigan-Flint, the Honors Program has continued to grow by 10% each year over the past two years during a time when our student enrollment was flat (2011) and down by a projected 8% (2012).

With 2.8% of UM-Flint students enrolled in the Honors Program, we now have the highest percentage of students in an honors program or honors college among the Michigan Public Universities with 11,000 students or fewer. Only universities with over 18,000 students have a higher percentage. Most of these universities were founded much earlier than UM-Flint and have a long tradition of funding, buildings, and alumni to provide a support structure and funding for their larger honors programs/colleges.
We have also continued to enhance or maintain the high level of achievement of students in the Honors Program. In the fall of 2011, with 62 in the entering freshmen class, 80% of the honors freshmen achieved a university GPA of 3.7 and above. The median was 3.7 with a high of 4.00 and a low of 3.00. Ten years ago, in 2002, when the program was 25% of its current size, the freshman university class of 27, had a median university GPA of 3.5 with 4 as the highest and 2.00 as the lowest. Only 38% of the 2002 class scored a 3.7 GPA and above. Enhancing our student level of achievement means enhancing the profile of student success across the disciplines, not just in an isolated program.

We have continued to feature attributes that constitute the greatest strengths of the Honors Program including:

- experiential learning during the annual Stratford Festival trip, which is the source for numerous conference presentations;
- two annual Honors Colloquia or mini conferences, during which all honors students in freshman and sophomore year present papers in a conference setting;
- the Off Campus Study experience and thesis for all students who continue to meet the program requirements and maintain a 3.5 GPA.
- an excellent and continued record of community engagement, with from 5 to 8 students each year winning the 1,000 hour service award and all students completing a service component in the program.

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

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

**Status of 2011-12 Goals**

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

  **Status:** Currently in progress. We still need to have a specifically designated visible space and adequate funding in order to make a good case for an Honors College which requires the approval not only of UM-Flint campus but also of the Regents of the University of Michigan.
• Develop and implement an Honors Program Experiential Learning Project in cooperation with Outreach and GEC, and other constituencies in order to integrate experiential learning and volunteerism more fully into the structure of the Honors Program and thus to enhance the honors experience.

Status: Have developed two courses, HON 38 (Honors Internship) and HON 399 (Community Engagement) to provide venues for Honors Experiential Learning. Pilot is in progress.

• Continue working to provide more transparent, clear and consistent individual catalog descriptions of the Honors Program in departmental and school catalog entries in order to facilitate advising and student understanding of program requirements.

Status: Currently 6 additional departments on board with revised curriculum descriptions in the 2013 catalog. This is a multi-year project requiring many hours of work with each individual department and school. It is an essential project in our development of an Honors College.

• Stage a successful Scholarship Competition in order to recruit additional high achieving students into the Honors Program and thus to increase the numbers in the program while retaining and enhancing program quality.

Status: Attendees: 56, with 80% enrolled at UM-Flint for the fall 2012. Nine out of ten of the attendees indicated that UM-Flint was their second or third choice, but 8 out of ten opted for UM-Flint demonstrating the success of the one day event. They constitute 60% of the entering freshman class.

• Apply for external funding with a focus on Michigan foundations such as the James Welch Foundation, and national foundations such as the National Science Foundation with its support for STEM programs. External funding will play an essential role in the development of the honors college over the next five years.

Status: Successfully applied for Welch Foundation Grant of $10,000 designated for marketing purposes in Genesee County. Worked with Office of Development in order to find possible donors including the program founder, Frank Richardson. The latter project is on hold because of the health of Dr. Richardson.

Significant Achievements

• Scholarship Competition: We planned, organized and carried out our sixth annual Scholarship Competition as a successful marketing strategy for UM-Flint and for the Honors Program.
  ➢ Fifty-four students registered and attended the competition.
  ➢ The event was extremely successful, drawing positive comments from all constituencies, including volunteers, students, and parents. We had learned from the previous competition and were able to address and eliminate problem areas, as well as to develop effective trouble-shooting strategies for the event itself.
  ➢ By August 2012, nearly 80% of the students attending the competition have decided to come to UM-Flint. This is up 10% over last year’s numbers at this time.
  ➢ These results attest to the success of this group effort in attracting high achieving students, many of whom—based on self-report during the phone calls—had planned to go elsewhere.

• Internal Fundraising: Raised funding from the deans to cover the cost of 36 laptops as effective supplementary awards in the Scholarship Competition.
  ➢ According to our records, 90% of students who receive a laptop enroll at UM-Flint (compared to 70% average yield from the competition).
  ➢ And 90% of those who receive a laptop remain in the program for at least two years.

• Undergraduate Research: Fostered undergraduate research through colloquia, off-campus studies, and Honors independent study projects (Honors elections).
  ➢ Over 60 honors students presented at undergraduate conferences including the Meeting of the Minds, the Michigan Academy, and the UM-Flint Undergraduate Research Conference.
  ➢ Twenty-five students developed off-campus study projects across the disciplines.
  ➢ Eighteen students will have completed their honors thesis by August 2012.

• Student Success
  ➢ Five Maize and Blue winners in FY 2012 (total of 41 over the past eight years).
• **Genesee Early College Agreement**
  
  - The Honors Program has an agreement with the GEC to accept high achieving students into the program. We have had a high rate of success to previous GEC students accepted into the program. One GEC student was among the first to be accepted in the UM-Ann Arbor medical school, which accepts fewer than 20% of its applicants.

**Research and Creative Activities**

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

- However, the director presents 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 (8 sessions, 35 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.
- Numerous students have papers accepted at the Michigan Academy Annual Conference where the director is chair of language and literature and a member at large of the Michigan Academy Executive Committee as well as the institutional representative for UM-Flint.

**Development Activities and External Funding**

We have received small monetary gifts (under $1,000) from Honors alumni and other supporters of the program’s goals. We raised $10,000 from the Welch Foundation for marketing.

**Grant Applications**

Successful application for Welch Foundation grant of $10,000.

**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, five students received the 1,000 hours service award, and numerous students received awards for 100 service hours, 200 hours and 400 hours during the annual Awards and Cords Reception.

**2011-12 Budget Summary**

a. **The budget report for FY 2012 shows an estimated $31,993 projected overdraft for fiscal year 2012.**
  - The base budget for the Honors Program did not cover increased costs of the Administrative Assistant salary the Honors Director stipend, academic enrichment and student scholarships. With program growth these overdrafts are inevitable.
  - While one-time funds can cover the shortfall, it is essential that the Honors Program receive additional base funding to cover our actual program expenses, especially in the area of enrichment and administration.
  - With the growth of the program and increased numbers of students, we will also need an increase in the scholarship amounts for the coming fiscal year.

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

c. The 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 juniors and seniors who have no scholarship competition funding.

d. The projected report for FY 2013 shows inevitable increases with current program growth.
- The projected budget is based on current base funding with the deficit covered by one time funds, as has been the case in previous years.
- The budget deficit will be a projected $41,345. This deficit does not including the hiring of a half-time administrative assistant. It does include the reclassification of Laura Staudacher.
- Budget if the deficit for FY 2011 is carried forward.

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

Goals for 2012/2013

- 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.
  - Any 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 and funding sources.
- Stage a successful Scholarship Competition
- Expand undergraduate research opportunities by adding an Honors Research Forum (mini conference) to be held in the fall of the year
  - This will be a student organized mini conference held in October
  - It will not reduce participation in MOM, Michigan Academy, or the UM-Flint Research Conference.
  - Instead, it will increase the number of venues for increasing numbers of honors students in a growing program.
- Hire a half-time administrative assistant to assist Laura Staudacher
- Join the National Student Exchange program
  - This will provide venues for exchange with numerous universities in the U.S., Canada, Guam, Puerto Rico, and the U.S. Virgin Islands
  - Students pay the same tuition as at UM-Flint
  - Costs for start up about $3,000, annual membership after start up is $500 per year
  - This will increase numbers of venues for off campus studies radically and will provide venues for all students at UM-Flint
  - The campus coordinator would be Laura Staudacher

Institutional Analysis

The Office of Institutional Analysis (IA) is responsible for collecting, analyzing, and distributing data and information related to the institution. The office works with data from various areas related to students, faculty, programs, personnel, facilities and finance. It serves as the primary contact with state and federal agencies, guidebooks, and higher education organizations for information reporting. The Institutional Analysis Office serves as a reliable source for comprehensive and authoritative information about the University.
Status of 2011-12 Goals

- **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). New Federal reports required immediate implementation as a result of new Higher Education Act, rather than traditional two-year phase-in. The office continues its work with Financial Services, Registrar’s Office, and Financial Aid on process and methods used for the State HEIDI reports. Director serves on the Presidents Council Analytical Studies Committee, which oversees the enhancements and clarifications to the HEIDI system used by the 15 public universities in Michigan. Methods for cohort reporting continues to be securitized and brought in line with IPEDS methodology and prior year IPEDS reports revised. Reporting was especially challenging this year with new IR specialist starting in the midst of the fall reporting cycle.

  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. New surveys were PEDS for Education, GSS part I & II, IIE Open Doors and CHERI Differential Tuition Survey. When added to the routine reporting requirements timely submission challenges the department.

- **Increase the types of information available on the IA web site and the Self Study SharePoint Portal, to include Common Data Set, Registrars 10th day package, comparative data, and internal data.**

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

- **Revise Program Review Trend Data Recap after completion of two rounds of review.**

  Program review data processes were maintained, the data recap was revised and outstanding discipline data all updated and launched on portal. Orientations were not held so consulting has continued at the individual level. Data template was completed for sixteen major areas in five departments since last May.

- **Update Institutional Survey Strategy.**

  While a long term institutional survey strategy has yet to be fully developed, conceptual agreement has been reached between Student Affairs and Academic Affairs on a three year cycle for the Noel-Levitz’s Student Satisfaction Survey (SSI), National Survey of Student Engagement (NSSE), and the College Senior Survey (CSS). The Freshman Survey (CIRP) will continue on its annual cycle. Funding is secure for the SSI, NSSE and CIRP surveys in addition to funding for the CIRP and SSI incentives. The funding source for the CSS is still not confirmed. There is consensus for addition of an Alumni Survey, funding is partially secured and vendors are under review. Hope is that the Vice Chancellors will agree to the survey cycle and support the moratorium on smaller departmental surveys during the administration of institutional surveys.

Significant Achievements

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

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

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

   **Special studies**

   - Cohort Studies – Twelve disciplines: Biology, Molecular Biology, Wildlife Biology, Engineering, Mechanical Engineering, Computer Information Sciences, Computer Science, Physics, Mathematics, Actuarial Mathematics, Biochemistry, Chemistry
- FTIAC Retention Study – Completed using complex statistical modeling and since expanded data set to include four incoming classes of freshman. Data and methods continue to be used by the Admissions Committees.
- SSI Report
- Mott Study – Request by Mott Community College

Support of Faculty Committees
- Annually support the varying needs of the Committee on the Economic Status of the Faculty.
- Budget Priorities and Strategic Planning Retreat – Developed and presented.
- New this year is support of both the CAS Admissions Committee and the Institutional Admission Committee in their review of freshman characteristics. Extensive data on performance indicators has been provided to the groups to support decision making in admissions criteria.
- Student Success Center Initiative – Presented at second Town Hall, supported work groups and continue support of Steering Committee.

Faculty, Staff and Student Development
- Lead – have provided 50% of groups with information
- Faculty research – Bike Study,
- Student Research – Numerous students both internal and external contact office for information related to various topics.

2) 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)
- American Association of College of Nursing (CCNE)

3) Supported updates to Sasiki for the Campus Master Plan and Marketing Brand study

4) Supported numerous accreditation reports:
- Higher Learning Commission, NCA Annual Update
- American Chemical Society (ACS)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission of Collegiate Nursing Education (CCNE)
- National Council for Accreditation of Teacher Education (NCATE)

5) Data requests for FY 11-12 decreased approximately 20% from 456 in FY 10-11 to 363. Much of the decrease can be attributed to the unusually high number of requests in 2010-11 in support of the Strategic Planning process. The remainder of the decrease is due to the combination of an increase in the amount of data available of IA’s web page and internal communication regarding such. As the chart below shows, following the Student Success Town Hall in February, data requests dropped. This is due to the increased awareness of IA web resources that were highlighted during the Town Hall meeting.

While requests were steady in traditionally peak months of September, October, February, and April, August was particularly busy with an increase of 68% in data requests, and November was up 36%.
Grant Applications

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

- SHPS - Health Careers Opportunity Program (HCOP), Health Resources Scholarship Award: HRSA Scholarships for Disadvantaged Students (SDS)
- SHES – CFGF Grant
- Educational Opportunities Initiatives - GearUp, KCP: Bridges to Success, Transitions, ACCESS, Smart Teachers as Role Models (STAR)
- Development – Osher Reentry Program and others
- University Outreach – American Democracy Program grant report

Community Engagement Activities

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

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

Support was provided to university planning committees, the Committee on the Economic Status of the Faculty, Governing Faculty Chair, the College of Arts & Sciences Admissions Standards Committee, the University Admissions Standards Committee, and the Student Success Steering Committee.
2011-12 Budget Summary

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<th>FY 2011-2012 Budget</th>
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Goals for 2012/2013

- Maintain timely submission of mandated reporting within the varied cycles for web submission.
- Increase the types of information available on the IA web site to included student survey information, comparative data, and internal data.
- Revise Program Review Trend Data Recap with orientation to the data sessions.
- Update Institutional Survey Strategy.

Student Veterans Resource Center

The Student Veterans Resource Center (SVRC) has experienced significant momentum over the past year. The issues experienced with the military transfer credit have been since resolved. The SVRC has also strengthened current collaborative relationships and initiated new ones. UM-Flint remains one of 14 universities in the United States that has been designated as a university partner with the Pat Tillman Foundation. We have started outreach with the Mott Community College Veterans Center to provide Mott Community College veterans with...
opportunities to explore their options of a 4-year degree after the completion of their studies at Mott Community College. Recruitment travel and professional development opportunities for the SVRC have greatly increased with very positive results. Out of state events included monthly visits to Norfolk, Virginia to participate in an education panel during the Transition Assistance Program (TAP) with the United States Navy. The University of Michigan-Flint was also represented at the Department of Defense Worldwide Education Event. The event is held every three years to discuss topics of voluntary education with active duty service members.

One concern for the SVRC has been the topic of safety in the center from individuals who are not students of the university. Precautionary measures were taken as a temporary solution to some issues staff had experienced. The staff is hopeful that the renovation of the SVRC will help to alleviate some of the non-student traffic that has been a concern for safety and disruption over the past year. Another concern is the workload of current staff members. As the outreach and collaborative initiatives increases in parallel with the enrollment growth, the staffing of the center will need to be assessed. Keeping student satisfaction and attention to student needs at the forefront, the SVRC needs to be staffed with enough individuals to manage both the student services and project coordination within the center.

Status of 2011-12 Goals

- Exact increase in enrollment cannot be accurately assessed until 10th date counts have been collected. The SVRC is projecting an increase in enrollment based upon the increase in both applications and admitted students for the fall 2012 semester.
- The Veterans Resource Fair was held on November 29th of last year. Plans to hold the event on a biannual level have been cancelled. Deciding factors included an increase in other community and veteran service organizations holding similar events.
- The applications for the Tillman Military Scholarship increased by 38%. Of the applications submitted, two University of Michigan-Flint students were selected as new Tillman Military Scholars. A third student had the scholarship renewed.
- The development of student satisfaction and enrollment tracking is in progress.

Significant Achievements

- The SVRC was given approval to expand the existing space. The expansion will increase office space. The offices will be occupied by the Veterans Service Coordinator, the Veterans Recruitment Coordinator, a VA employee, and a conference center. The office will now have a formal reception area as well. Students will still have access to the lounge area for their use.
- University of Michigan-Flint was invited to participate in the Transition Assistance Program with the United States Navy. The event gave an opportunity to speak with transitioning service members not only from Michigan, but throughout the United States on the educational opportunities at UM-Flint. Plans to continue attending the events are in place. Outreach to the TAP program for other branches of the military is also planned.
- The Pat Tillman Foundation named two UM-Flint students as Tillman Military Scholars. The two new scholarship recipients are in addition to another UM-Flint Tillman Military Scholar who received a renewal of the scholarship.
- The Pat Tillman Foundation has also asked UM-Flint to host the 2012 Tillman Military Scholar Regional Conference. Tillman Military Scholars from throughout the region will attend the conference on our campus this fall. Many events and engagement activities are being planned for the event.
- Outreach to community colleges is also in place. Currently, efforts to collaborate with the Mott Community College Veterans Service Office are in place. Plans are also in place to put in place similar collaboration with other community colleges in the region.
- Staff of the SVRC have both taken committee positions with the Consortium of Michigan Veteran Educators (CMVE). The CMVE, formed from the President’s Council of State Universities of Michigan (PCSUM), is made up of the public universities and community colleges in the state of
Michigan. The purpose of the group is to aid service members and veterans in the state of Michigan, or returning to Michigan, to explore their educational opportunities, develop best practices among veterans services, and engage other service organizations in the educational opportunities for veterans.

**External Publications or Presentations**

- Michelle Virden presented at this year’s MACRAO Conference on the topic of veteran benefits.

**Grant Applications**

- Provided support to Mott Community college for the Veterans Upward Bound Grant through the U.S. Department of Education TRIO program. The grant decision has not yet been made.

**Community Engagement Activities**

- The Student Veterans of America-Flint Chapter held many community engagement events throughout the year.
- Operation Serve was recently approved as a student organization at UM-Flint.

**Goals for 2012/2013**

- Address staffing needs and assignments of the SVRC
- Increase enrollment of student veterans by 25%
- Implement student satisfaction inventory to provide the SVRC with an assessment tool and tracking methods to increase retention of student veterans
- Reassess the communication process for new and current students regarding application, enrollment, orientation, benefits, etc.
- Increase collaboration with community colleges and veteran service organizations

**Thompson Center for Learning and Teaching**

This was a year of consolidation for the TCLT. Our work anchored us to our mission of supporting teaching excellence, and did so on several fronts: providing funds to innovative teachers, supporting incoming and continuing faculty, exploring systems for peer review, and creating occasions for pedagogical professional development, celebration and inspiration.

A few specifics: In addition to the 40 events – New Faculty Orientation, Mentoring Program meetings, pedagogical “Cloth Bags,” Assessment Summit, Celebration of Teaching, Internationalization Summit and so on – that we sponsored or co-sponsored in 2011-12, we awarded three course design fellowships at $3,000 each and gave a total of $10,170 to five faculty members for teaching innovation and development, supported eight Teaching Circles at $500 each, sent 12 faculty and one student to the Lilly Conference on Teaching, awarded five Catalyst Departmental project grants at $3,000 each, and coordinated 15 new faculty through individual Catalyst Course Design projects at $2,000 each. The effects of these many influences, while comparatively humble in scale, are sure to be felt throughout all corners of the institution for years to come.

**Status of 2011-12 Goals**

- Continue and Improve New Faculty Orientation and the Catalyst Project

As the CCD went into year two, we continued redesigning the program using what we had learned: we offered more detailed and sequential training in learning outcomes, reduced Faculty Fellows from five to two and used them more, and conducted better marketing of the departmental grants. We aimed for at least 50 percent participation among new faculty and actually achieved 75% -- 15 out of 20 new full-timers. All 15 completed
the program, each of them adding active learning strategies or best-practices pedagogical methods to selected winter courses.

- **Organize and coordinate a better system for peer review.**

  We hired an official peer reviewer to observe the Catalyst Course Design faculty. She conducted eight Mid-Semester Student Feedback sessions and provided reports to all. Faculty Fellows and Director Worth-Nelson did the rest, using a range of templates and methods.

- **Take the “Clickers” project through two semesters, complete with data collection about learning effectiveness.**

  We completed this project. We see it as a microcosm of what the TCLT should be doing more of: researching what has been done before, posing a hypothesis, assembling a team and a methodology, paying attention to results, and following through on an innovation that might help improve student engagement and learning. The team of four faculty and three support staff presented our data at a poster session at the February assessment summit, and again at the Lilly Conference on Teaching in Bethesda MD. We have received funds through the Assessment Committee for a second year of the project and are including several new faculty participants and a new brand of clicker.

- **Increase TCLT online visibility and user-friendliness via social media and websites.**

  While we set up a Facebook page this year and the director posted regularly to it, at year’s end we had only 20 followers, and we think our potential is not yet even close to being tapped. Our website remains boring, old-fashioned and unwelcoming, and our efforts to remedy this and create a lively portal still are being met with numerous frustrations.

- **Initiate and increase efforts for external funding.**

  See Development Activities and External Funding and Grant Applications sections below.

- ** Produce another volume of The Scholarship of Teaching and issue at least three scholarly/research-based articles about teaching initiatives at UM – Flint to external sources.**

  Our next issue, including seven lively papers submitted in response to our call for ruminations on engagement, will be out by Aug. 29. The director did not achieve the goal of producing three scholarly research-based articles. Her four conference presentations, all well-regarded by significant audiences, got her off to a promising start, but the actual writing and submission process has been deferred into next year.

### Significant Achievements

- **Planning, delivery and analysis of faculty peer review.** As a new part of the Catalyst project, we created a system by which 15 faculty were peer reviewed. This included pre-meetings, course observations, a one-to-one post meeting, and a written report. In addition, this achievement led to a conference presentation, a paper in process, and plans to further develop and recommend peer review processes in 2012-13.

- **Continually and faithfully provided activities and events that support and advance teaching and learning across campus.** To name just a few, our various series included the new faculty orientation, the Pre-Convocation Workshop, eight “Cloth Bags,” eight ongoing new faculty orientation sessions, the assessment summit featuring Dr. Randall Bass, seven Faculty Mentorship events, a collaborative session on ACE military matters, a co-sponsoring of the Internationalization Summit, and a year-end Celebration of Teaching.

- **Active and significant participation in institutional conversations** and efforts relevant to a campus culture of not just teaching excellence but student success. These include the director’s contributions to the Student Success Center initiative, the Common Read project, the Critical Issues Forum, the Winegarden Professorship projects, the CAS “clicker” meetings on the Chair Advisory Task Force findings.

- **Implemented and assessed the “Clickers” project.** As described elsewhere, this year-long effort included assembling funding, acquiring necessary tools and equipment, obtaining IRB approvals, training interested faculty, developing a research protocol, convening research team meetings, overseeing project implementation, assembling data, and presenting results. The impetus, asking the question, “Are Clickers an Effective Tool for Learning?” led the TCLT into significant and
relevant territory, conducting an actual assessment of the effectiveness of a teaching tool for the first time in our history.

- **Strengthening the TCLT Board.** In part to position the TCLT best for its upcoming search for a new director, this year we significantly strengthened and enhanced the TCLT Board, adding several new faculty members, and, with the addition of a representative of the OEL, increasing the likelihood of needed and logical collaboration. **Further, together the board and TCLT staff created a survey to assess faculty perception of the TCLT and of teaching in general on campus, and as of this writing we have received 80 responses – results will be analyzed as a project of the new year.**

- **Took UM – Flint actively into national conversations about teaching and learning.** We brought to campus two significant national voices: Dr. Tia McNair from the AACU for the Pre-Convocation Workshop and Dr. Randall Bass from the Center for New Designs in Learning at Georgetown University for the Assessment Summit. In addition, not only did the TCLT director present on our work and projects at four conferences, but also, we supported conference presentations by at least eight other UM – Flint faculty. Our “clickers” work has drawn some national attention and we have been invited to submit a paper about the interdisciplinary nature of our project to a national teaching journal.

### External Publications or Presentations


- Clickers in the Creative Writing Classroom: Surprises and Serendipities. Presented by Jan Worth-Nelson at the Scholarship of Teaching and Learning Academy, Grand Valley State University, Grand Rapids MI, May, 2012.

- Shut the Door and Don’t Tell My Chair: Lessons Learned from a New Faculty Peer Review Project. Presented by Jan Worth-Nelson at the Sixth Annual Conference on Teaching and Learning, Oakland University, Rochester, MI, May, 2012.


### Development Activities and External Funding

See Grant Applications section below, with the following as a caveat and addition:

- In this category, 2011-2012 was a maintenance year. However, there were several events of note.

- For the first time, Dr. Lois Rosen, the TCLT’s founding director, endowed her Lois Matz Rosen Junior Faculty Excellence in Teaching Award. After no one was nominated for the 2012-2013 cycle, we engaged in several substantial phone and email conversations with Dr. Rosen and with the TCLT Board about how to increase visibility for the award and to assure that candidates will be nominated next year. Based on these conversations, we’ve adjusted the wording in the application and transferred control of the nomination and selection process to the TCLT board. In addition, we invited Dr. Rosen to join the search committee for the next TCLT director, and she has agreed. Also, we invited one of our donors, Marian Wright, to participate in the year-end Celebration of Teaching.

### Grant Applications

While understanding the importance of this element of institutional work, we have not seen it as central to our mission and have regarded our contribution in this category to helping faculty create the work that might attract external support for them.

### Community Engagement Activities

We co-sponsored the Internationalization Summit, which at our urging included community participation. Further, the director participated actively in the meetings of the “Quad-Pod,” a quartet of directors of teaching...
and learning centers at Mott, Kettering, and Baker Colleges, and together this group is sponsoring a major event for October, 2012 featuring teaching excellence guru Ken Bain. The Quad-Pod meetings have ignited many collaborative efforts among us toward stimulating and sustaining teaching excellence.

The TCLT also works indirectly toward community initiatives through its support of faculty. Three sterling examples this year were the Community Consortium organized with TCLT funds by Prof. Elizabeth Collardey and Prof Erica Britt’s work with the Vehicle City Voices Database, and Lecturer Elizabeth Kattner’s Dance in Schools project, a recipient of a TCLT CCD departmental Grant.

2011-12 Budget Summary

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<thead>
<tr>
<th>FY2011-2012 Budget</th>
<th>Amount</th>
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*Operating expenses are allocated to the TCLT 30000 Fund.

Goals for 2012/2013

1. Keep the TCLT humming and as grounded as possible in its operations as the search for the new director is conducted, including our usual activities to support excellent teaching: “Cloth Bags,” the pre-Convocation Workshop, miniseminars and the Celebration of Teaching.
2. Assist the TCLT board and search committee in finding the best possible new TCLT director, and facilitate the new director’s transition to campus.
3. Take the Catalyst Course Design Program through its next iteration, opening it up to all except new faculty, and further develop its accompanying peer review opportunities.
4. Continue new faculty orientation, including initial events, ongoing events and individual consultations.
5. Implement a successful “Ken Bain” event, including lead-up promotion and discussion, the on-campus visit itself, and relevant follow-up.
6. Move the TCLT into a more accessible space.
7. Continue coordination of the Clickers Project.
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, as well as students classified as transfer, guest, readmit, dual-enrollment, and non-candidate-for-degree (NCFD).

Like 2010-11, the 2011-12 year was an extremely challenging one for the operation of the department, having previously witnessed the departure of 75% of its managers (two associate directors, and later the director), and approximately 70% of the recruitment staff the preceding year. That incredible turnover leaves a continuity and experience gap which remains of primary concern. The strategy for 2012-13 continues to focus on operational competency, long-term recruitment vision, and construction of collaborative relationships with academic and student service departments.

Status of 2011-12 Goals

1. Recover from recent large staff turnover and rebuild operational competency, including:
   - Filling vacant positions and/or functions [PARTIALLY MET]
     Filled four permanent positions during 2011-12, two additional searches were ongoing at the start of 2012-13. An additional four positions remain to be filled. Once complete, 50% of the staff will have been hired over approximately 15 months.
   - Undertaking aggressive staff development [MET]
     Intensive staff development was undertaken during 2011-12 to help hasten the preparation of the relatively inexperienced staff (particularly recruiters). For example, counseling staff participated in seven development events (4 conferences, 2 intensive internal workshops, 1 consultant training) over approximately 8 months.
   - Streamlining operations with a focus on improvement of student experience [ONGOING]
     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 operational changes undertaken in 2011/12 include:
       - Elimination of “Rush” applications – allows shorter average processing time for all applications and reduced errors from task-switching among processing staff.
       - Enforcement of application deadline – ensures new students have adequate time to prepare for entry into the university and provides opportunity for greater responsiveness to punctual applicants
       - Revision of document retention policy – revised document retention policy, allowing the elimination of over 50% of paper files within the office. Significantly improved file retrieval times and reduced lost-file searches.
       - Elimination of unnecessary GPA recalculations – engaged the Admissions Standards Committees and conducted a year-long study on predictors of student success to revise admissions decision matrix to be better informed, and eliminating GPA recalculations in unnecessary cases (e.g. among high GPA earners).
       - Identified dozens of additional operational opportunities to be implemented in 2012-13 and beyond.

2. Achieve specific enrollment goals for Fall 2012:
   Many of the significant enrollment goals for Fall 2012 were not met due to declining market and operational challenges within the department. Following is a snapshot of Fall 2012 undergraduate enrollment and exploration of sub-goals:
Enroll 795 FTIAC students, including 5% more from Livingston county, and 10% more from outside Michigan [NOT MET]

FTIAC enrollment for Fall 2012 was 626, significantly less than the ambitious target. The 795 FTIAC goal was based on the aspirations of the 2011-16 Strategic Plan, rather than current recruitment realities. The subsequent realization of the dramatic contraction of the FTIAC market (shrinking high school graduating class sizes) made such a goal nearly unattainable considering the operational challenges of the department. Students from Genesee county make up approximately 60% of our FTIAC cohort each fall, and graduating class sizes within the county are shrinking at a rapid pace (nearly 20% from 2010 to 2015 when it is expected to begin to plateau):

Not only is our primary FTIAC market contracting, but the loss of experienced staff has dramatically reduced our ability to maintain market share (down to 7.4% of Genesee county 12th graders, from an average 8.2% since 2003).

FTIAC enrollment from Livingston county was flat (25 each in Fall 2011 and 2012). Out of state FTIAC enrollment was also flat.

920 transfer students [NOT MET]

New transfer enrollment for Fall 2012 was 857. The missed goal is not as disappointing as it first seems due to the effect of two policy changes:

- A modification in the definition of readmit students had inflated Fall 2011 numbers by ~45 students (also resulting in an inflated goal). If the definition had remained consistent, the 857
transfer students this fall would instead have been approximately 902. This is also the reason for the significant (35%) increase in readmit students.

- Enforcement of the new degree-seeking student application deadline (August 20, 2012) resulted in the deferral of many transfer applicants to Winter 2013. Consequently, transfer student enrollment for Winter 2013 is expected to be exceptional. As of 9-10-12 transfer student admits for Winter 2013 were up 99% (88 students) over Winter 2012.

- 35% growth in new veteran students [NOT MET]
  New veteran enrollment increased approximately 22%, and overall veteran enrollment of 8.3%. While excellent, it falls short of the 35% goal for new veteran students.

- 2% growth in new minority students [MET]
  Despite an overall decline in FTIAC enrollment, we far exceeded our minority recruitment goal, raising minority FTIAC headcount by 11.3% over Fall 2011 (from 124 to 138). Minority enrollment as a percentage of total FTIACs increased from 18% to 22%, a dramatic shift.

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

Student-centeredness (as demonstrated through small class sizes, accessible faculty, personal connections, etc.) is a key differentiator for the university and an excellent tool in attracting students to the institution for more than locational convenience. Admissions has engaged academic departments and individual faculty more than any time in recent memory. This began in relatively modest ways in 2011-12:

- 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.
- Commencing 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.).

4. Modify recruitment strategy and activity to focus on long-term results:

- Develop early recruitment plan which targets high school sophomores and juniors [PARTIALLY MET]
  Relationship building with prospective students early in their college search is critical to generation of top-of-mind awareness for the University, and recruitment overall. Historically, admissions did not engage prospecting or standard communications with potential FTIACs until the summer preceding their senior year of high school. In 2012 we were successful in beginning prospecting approximately 5 months earlier – in February of the Junior year, as well as developing standard communications for younger inquiries. Prospecting to sophomores is planned for 2012-13.

- Improve inbound marketing and communication with prospective transfer students to grow transfer student pipeline [ONGOING]
  One of the primary challenges of recruiting transfer students (as compared to FTIACs) is that there are not comprehensive sources of prospective student names for traditional marketing activities such as direct mail. Instead, many are unknown to the University until they apply. Transfer students are far more likely to shop around for an institution silently and online. This makes inbound marketing (making yourself easily found by drawing prospective students to your website) a critical activity for transfer recruitment. Admissions prepared the largest and most critical prerequisite to this – a website redesign – in 2011/12. This continues into 2012-13 with plans for further website content revision, and additional online marketing meant to drive online traffic.

5. Continue to develop and employ metrics and analytics for strategic planning, measurement of marketing ROI, and continuous operational improvement. [ONGOING]

Key to strategic enrollment management is measurement of activities to evaluate efficacy of initiatives and gauge progress. Admissions has not historically done a sufficient job of measuring the impact of its
activities and was more apt to chase the novel, rather than developing fundamentals. Much progress toward this goal was made in 2011/12, including:

- Measurement and forecasting of market trends. For example, the figure above which demonstrates the significant contraction in the FTIAC market currently occurring (and which will continue for the next decade).
- More comprehensive recording of prospective student interactions, especially event registration and attendance to measure engagement and better understand the impact of campus visit initiatives. Initial measures indicate an increase of over 300% in recruitment event attendance among prospective FTIACs in the past 2 years.
- Use of additional prospect student names sources and complete measurement of their yields to gauge the relative value of each, and to direct future buys and market growth opportunities.
- Development of a culture of analysis among the staff, resulting in recruitment staff who are more in-tune with the effect of their efforts and motivated by their results.
- Redesign of the Admissions Merit Scholarship process to become dramatically more analytical and aggressive. By evaluating the historical yield of our scholarships we effectively predicted the percentage of scholarship awardees who would ultimately enroll. This allowed us to make offers earlier and at a far higher volume than ever before. For example, initial offers out of one pool were valued at $1,400,000 but the available budget was just $420,000. Through forecasting of yield, we were able to award within 1% of the $420,000 budget. This was far more effective at recruiting top-students, and saved countless hours of staff time to administer.

**Significant Achievements**

Included above within review of 2011-12 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.

**2011-12 Budget Summary**

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### Goals for 2012/2013

As indicated in the introduction, the 2011-12 year was an extremely challenging one for the operation of the department due to an incredible level of staff turnover in the preceding year, and the resulting lack of continuity. Goals for 2012-13 therefore continue to focus on operational competency, long-term recruitment vision, and construction of collaborative relationships with academic and student service departments.

1. **Continue recovery from recent large staff turnover and rebuild operational competency**, including:
   - Fill remaining vacant positions and/or functions
   - Continue aggressive staff development
   - Map/document procedures and processes to improve consistency and for training of new staff

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

3. **Achieve specific enrollment goals for Fall 2013**:
   - 720 FTIAC students (15% growth), including 20% growth outside Genesee county
   - 920 transfer students (7.4% growth)
   - 35% growth in new veteran students
   - 2% growth in new minority students

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

5. **Modify recruitment strategy and activity to focus on long-term results**:
   - Augment FTIAC prospecting to entire state of Michigan to diversify market geography outside Genesee County.
   - Develop early recruitment plan which targets high school sophomores and juniors
   - Improve inbound marketing and communication with prospective transfer students to grow transfer student pipeline
   - Establish expanded Mott Community College recruitment office

### Women’s Educational Center

The Women’s Educational Center (WEC) marked its 10th anniversary in 2011-2012. Through a variety of programs and one-on-one support, the WEC served approximately 1,100 students, faculty and staff in 2011-2012. One of the objectives this year was to offer programs that highlight the intersection of social identities, and the impact of multiple forms of discrimination and oppression. These initiatives included a program entitled the Miscegenations Project which explored the intersection of race, sexuality and gender identity, as well as a workshop highlighting how students on a college campus may work towards dismantling the oppression that is experienced by individuals in marginalized groups. This workshop was coupled with a bystander poster campaign around issues of sexism, racism, etc. that encouraged the campus community to speak out when they witness forms of discrimination on campus. Additionally, the WEC staff engaged with the University and local community in a variety of ways, including participation on several committees throughout the year.
Status of 2011-12 Goals

- **Goal 1:** Offer general women’s issues programming encompassing a variety of topics, such as feminism and misogyny, body image and self-esteem, Women’s History Month, health, and women’s global issues. Implement a new initiative, a series of programs about the intersections of race, gender, sexual orientation, etc.

  Progress:
  - The Women’s Educational Center successfully implemented a variety of programs, including a series that highlighted the intersections of identity. In partnership with the Ellen Bommarito LGBT Center, we hosted the Miscegenations Project, a performance by Lea Robinson & Elizabeth Whitney that explored the intersections of identity with specific focus on race, sexuality, and gender identity. In November, we offered a series of programs entitled Identity Week. This included the Gender Bender Extravaganza which featured keynote speaker Denise Brogam-Kator, Executive Director of Equality Michigan, as well as a drag show and party, and a book discussion about the novel *Middlesex*. The feature presentation was a workshop entitled *Social Justice: When Diversity Isn’t Enough*, facilitated by Jessica Pettitt, an award winning consultant who works to promote social justice issues and the dismantling of social oppression.

- **Goal 2:** Continue to implement relationship violence education and advocacy programs, including:
  - Programs and information about healthy relationships, violence and sexual assault, sexual health;
  - Information campaign – relationship violence poster and brochure;
  - One-on-one support and advocacy for survivors.

  Progress:
  - The Women’s Educational Center offered several programs that were designed to educate the campus and raise awareness about healthy relationships, sexual health and sexual violence. An interactive workshop entitled “Sexpectancies” was offered in the fall semester, and featured guest presenter Laura Rahman. Rahman, a documentary filmmaker and activist examined the interconnectedness between media, language and sexual violence in our culture. In the winter semester, the WEC sponsored two popular annual programs dealing with violence against women, including the Vagina Monologues by Eve Ensler, and a Take Back the Night rally and march.
  - The second annual “Sex is Fun Fair” was offered in the winter semester, and attracted close to 200 students. Through interactive games and demonstrations, this program offered participants the opportunity to learn important sexual health and relationship facts. Finally, poster and brochures meant to raise awareness about the dynamics of relationship violence were distributed across campus and posted in the residence hall.

- **Goal 3:** Enhance the visibility of WEC programs and services
  - Disseminate information about upcoming events to select community organizations and local businesses,
  - Partner with local community organizations when applicable,
  - Continue to partner with the WGS program, and other University wide initiatives such as Common Read, Wallenberg lecture, etc. where appropriate, and
  - Communicate to the campus that the WEC offers confidential one-on-one support, particularly for faculty and staff who may be experiencing workplace and/or personal relationship issues.

  Progress:
  - The WEC worked towards fulfilling this goal by updating its mailing list to include some key community organizations, including Big Brothers/Big Sisters, The Urban League, Hispanic Tech Center, local libraries, neighboring colleges, among others.
  - In the fall semester, WEC partnered with UM-Ann Arbor’s Institute for Research on Women and Gender to host a lecture by Professor Deborah Dash Moore entitled "Our Passionate Girls" Jewish Women and Social Justice that was held on our campus and attracted close to 80 students, faculty and community members. This lecture was part of the Joan Schafer Visionary Lecture Series honoring the memory of Joan Schafer (1937-2007) a community activist, advocate and Flint resident who, though legally blind, lived a full life and contributed greatly to the Jewish community.
- **Goal 4:** Continue to be involved in the planning and implementation of the Faculty Mentoring Program for tenure-track faculty in collaboration with the Center for Learning and Teaching, Office of Research, Office of the Provost, and faculty partners.

**Progress:**

- The WEC continued to play a role in the planning and implementation of the Faculty Mentoring Program by serving on the Working Group. In collaboration with the other partners, several programs were offered to complement the one-on-one mentor relationships. These programs included a panel discussion about balancing the responsibilities of teaching, service, research, and personal life. The feature event this year was the presentation by Ann Arbor’s Center for Research, Learning and Teaching Players, that included was classroom scenarios that a faculty may encounter such as a student bring children to class, etc.

- **Goal 5:** Advocate for and participate in activities that promote a campus where individuals of all social identities are treated equitably, and continue to monitor the needs and status of women on our campus. In 2011-2012, we plan to implement bystander poster campaign.

**Progress:**

- Through its programming, one-on-one support of individuals, and involvement in committees and other University initiatives, the WEC continues to raise awareness about gender issues and inequities. The WEC staff continues to be involved in the following committees: Diversity Council, LGBT Center Advisory Board, and Women’s and Gender Studies faculty group. Additionally, WEC staff facilitated the following presentations and trainings:
  - Presentation for Intergroup Dialogue first-year experience course, fall 2011/winter 2012
    - UM-Flint
    - Topic: sexism and the feminist movement
  - Presentation for Let’s Talk about Sex and HIV first-year experience course
    - UM-Flint
    - Topic: presentation about safe sex and sexually transmitted infections.
  - In August 2011, the WEC conducted a training session for the Resident Assistants about the dynamics of relationship violence and sexual assault, as well as the services that are provided by the WEC and local community organizations.
  - Sexual harassment training for tutoring program offered through the Student Development Center.

### Significant Achievements

- The WEC marked its 10th anniversary in 2011-2012. The celebration, held in March during Women’s History Month, featured a lecture by well-known author and Professor of Communications at UM-Ann Arbor, Susan Douglas, who spoke about the portrayal of women in the media. An anniversary program book was also created that featured the history and accomplishments of the WEC since its opening in 2001.

- Girls SOAR (Self, Others, Achieve Respect) Program—completed 8 week pilot program at Scott Elementary School in Flint. Program focused on topics of self-esteem, healthy relationships, choices and consequences, and respect (as described above).

### Community Engagement Activities

- In January 2012, the WEC partnered with Scott Elementary School in Flint to offer an 8 week pilot program entitled Girls SOAR (Self, Others, Achieve Respect) Program. During the program the WEC Director, an undergraduate education student and a graduate student in the Social Sciences program facilitated activities and discussions around the topics of self-esteem, healthy relationships, choices and consequences, and respect. About ten girls in the Scott Elementary School After-school Program participated.

- The WEC staff served on the following community groups/committees:
  - Genesee County Sexual Health Coalition
  - YWCA Domestic Violence and Sexual Assault Awareness Month planning committees
2011-12 Budget Summary

Summary of Budget for 2011-2012

Salaries $153,040.00
(Director, 2 full-time Program Coordinators)

Fringe Benefits $59,754.00

Programming Costs $33,857.00
(includes honoraria, hosting costs, program and office supplies)

Total: $246,858.00

Goals for 2012/2013

1. Offer general women’s issues programming encompassing a variety of topics, such as feminism and misogyny, body image and self-esteem, Women’s History Month, health, and women’s global issues.

2. Continue to implement relationship violence education and advocacy programs, including:
   - Programs and information about healthy relationships, violence and sexual assault, sexual health;
   - Information campaign—relationship violence poster and brochure;
   - One-on-one support and advocacy for survivors.

3. Serve on the Working Group for the Faculty Mentoring Program for tenure-track faculty in collaboration with the Center for Learning and Teaching, Office of Research, Office of the Provost, and faculty partners.

4. Advocate for and participate in activities that promote a campus where individuals of all social identities are treated equitably, and continue to monitor the needs and status of women on our campus.

5. Engage in a planning process during the fall semester with the WEC Advisory with the goal of developing a list of initiatives for the next three years on which the WEC staff will focus on implementing.
COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences completed a productive year for faculty and staff in 2011-12. We saw significant levels of faculty scholarly productivity, exciting engagement initiatives, and committed and thoughtful participation in conversations regarding implementation of Strategic Plan priorities. Hiring of new faculty continued, while record numbers of faculty reviews took place. These efforts were ultimately overshadowed by an unanticipated enrollment (and tuition revenue) decline that reshaped the College’s agenda and priorities beginning in the Winter 2012 semester. I trust that this report will demonstrate the College’s positive contributions to the University and the communities we serve. Goals for 2012-13 will reflect the College’s desire, and the institutional need, to stabilize and improve College enrollment.

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<td>115,397*</td>
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*Includes FYE enrollments

Status of 2011-12 Goals

- **Develop enrollment plans for select undergraduate programs:** Turn-over within our Admissions Office contributed to this being a priority that went unaddressed, even as concerns over CAS enrollment heightened the need for rational and meaningful collaborations between the College and Admissions. We will maintain this goal for 2012-13.

- **Develop and implement in Fiscal 2013 a pilot program for limited decentralization of the CAS budget to the Department level:** Once again, circumstances overtook this goal, but significant essential groundwork was laid in an intensive and much needed budgetary review that took place for all Departments and programs having budgetary authority during the winter and spring semesters. This review was launched with a two-fold intent: a) gain an accurate accounting of Department and program budgets as a basis for making necessary adjustments, b) identify unspent carry-forwards in order to address the College’s tuition revenue shortfall. During the review process the College was able to identify approximately $1 million to put towards its revenue shortfall. We are also grateful for the Chancellor’s assistance in the amount of $441,000—a figure based on the revenue production of the ninety-five fewer freshmen enrolled as of Fall 2011 compared with Fall 2010. In the budgetary review the Deans and CAS staff identified under-funded supply lines in the majority of Departments as well as modest amounts of unspent funds that could be reallocated to other purposes. For programs with substantial carry forward dollars, available funds were taxed at a rate of 50% to assist with deficit reduction. Additional progress was made on closing out unneeded budget lines that will help simplify and clarify budgets. To provide a limited number of examples: Longstanding policy in the College had been to transfer travel funds to supply lines. This doesn’t make a great deal of sense as it distorts spending patterns on actual supplies. We will be creating new budget lines to which travel funds will be transferred. In a number of other cases we found supply lines of approximately $5,500 that have not been adjusted in more than a decade. We now have the historical data to justify adding dollars to these lines, but temporarily lack the money. We further learned that Departments or programs that tended to be better-funded frequently gained that stability as a result of special revenue agreements deriving from new academic programs. This at least suggests part of a strategy that the College and its Departments should consider in future years. In retrospect, I believe this budgetary review and its findings to be necessary pre-conditions to budgetary changes that could result in some form of decentralized budgetary authority. I also believe it presents a demonstrable pattern of under-funding that can only be addressed by institutional action.

- **Review compensation policies for spring/summer semesters and fall/winter overloads:** This study was completed in the Fall 2011 semester. Relatively modest changes were put in place.

- **Study and implement relevant recommendations for the task force report on the Roles and Responsibilities of Chairs:** Discussions continued mostly at the Chair and Dean and Executive Committee levels. Conversations resulted in a “Consensus” document devised by the Executive Committee and Dean, and two open faculty meetings at which the document was discussed and various questions posed to those in
attendance. Recommendations that have been implemented provide modest changes in Chair compensation and adjustments in reassigned time based on an algorithm approved by the CAS Dean and Executive Committee after extended consultation with faculty and the Council of Chairs.

- **Identify College priorities in light of the University strategic plan:** Progress was made in a number of areas: At minimal cost, the College hosted a support group for Associate Professors interested in making progress on research and creative projects. The group, spearheaded by Dr. Kazuko Hiramatsu, met monthly during the academic year and will continue in 2012-13. This helps address the need to provide additional support to mid-career faculty. In addition, several CAS faculty (Robert Barnett, Jacob Blumner, Jan Furman, D. J. Trela and Chris Waters) participated in the task force on Student Success. The report’s main recommendations have been accepted by the Provost and Chancellor and initial seed money for a Student Success Center has been secured. Finally, in the area of engagement, the ERS Department continued to plan for the renovation of the Urban Alternatives House, an innovative, off-campus teaching and learning site that will better connect our students and faculty to the Flint community in meaningful and beneficial ways. This project involved successful solicitation of multiple grants amounting to several hundred thousand dollars by Associate Professor Richard Hill-Rowley. Further attention will be given to this same goal in 2012-13.

- **Identify appropriate space for studio art courses:** We are fortunate that this goal has been partially realized. Art program faculty are actively involved in renovating one of the former TV studios on the fourth floor of WSW, and the 11th floor of the Northbank Center, for studio art space. Renovations and modifications here will require a modest outlay of funds (approx. $40,000, based on current estimates), but this is far less than the $250,000 price tag attached to a plan for renovation of basement space in Northbank. (However, should these one-time dollars become available, Art program faculty could easily fully occupy this additional space as well.)

**Significant Achievements**

- Compared to other academic units on campus the size and scope of routine College work can appear staggering in scope and extent. During Academic Year 2011-12 the College conducted eleven promotion and tenure reviews, ten of which resulted in faculty promotions: nine from assistant to associate professor with tenure, and one from associate professor to professor, with tenure. The Dean and Executive Committee also conducted eighteen two and four-year reviews, and nine Post-Promotion reviews. On the LEO front, there were twenty-seven Major and Continuing reviews, and twenty Interim Reviews.

- The College conducted a major budgetary review of all Department and programs with independent budgetary authority.

- All review and reports forms for LEO faculty were revised and updated during the winter 2012 semester in a process coordinated by Interim Associate Dean Alfaro in cooperation with Stevens Wandmacher and Beth Manning. Improvements include establishing principles and clarifying guidelines for lecturers, chairs and review committees to perform their work, as well as a clarification of the review process. Guidelines regarding teaching and service are now more similar to those established for tenure-track faculty.

- The College finalized its studies of position classifications for all our support staff: clerical (in 2011) and non-clerical (in 2012). In 2012 three positions were reclassified (and equity adjustments provided). The reclassifications will provide significant, upgraded support in undergraduate and graduate programs in music, political science and public administration.

- Dean Trela served on the Student Success Center Task Force and served as primary author of the final report.

**Student-Outcome Assessment**

In addition to fulfilling program responsibilities to assess student learning and use these results to improve program quality, the College of Arts and Sciences has made two significant contributions to the assessment of student learning during the 2011-1012 academic year. First, faculty members within the college have worked collaboratively with the faculty within the School of Education and Human Services to formalize the assessment system for the university’s Education Unit. Faculty members across CAS and SEHS worked to organize and collect data on the performance of our teacher candidates within each teacher preparation program and to develop and adopt unit-wide key assessments for student teacher evaluations, impact on student learning and professional dispositions. The second noteworthy assessment activity pertains to the assessment of learning within the General Education program. The 2011-2012 academic year was the first year in which the university
implemented the faculty approved assessment plan calling for the assessment of General Education learning outcomes at the course level. The college is proud to say that our faculty met the challenge. Between the Fall of 2011 and Spring of 2012, over ten thousand pieces of student work were assessed in terms of competent writing and/or reflection of one’s own learning processes. Of these assessments, over 83 percent were completed by faculty affiliated with the college and of the 181 faculty who submitted assessment data, over 80 percent were teaching courses housed in the College of Arts and Sciences. Given that the majority of the courses within the General Education curriculum that fall within the college, these levels of participation are to be expected. Nonetheless, the college is pleased to know that our faculty members have participated in this university initiative at such high levels.

**External Accreditation**

- College faculty continued their partnership with Education Department colleagues in the Education Unit in seeking NCATE accreditation. The campus site visit will take place in winter/spring 2013.
- The Chemistry Department maintained its American Chemical Society accreditation.
- National Association of Schools of Music (NASM) responded to the institution in early July deferring reaccreditation and requesting additional information regarding acoustical problems, approval and implementation of a revised Bachelor of Music Education program, institutional compliance with NASM standards regarding credit and time requirements, and documentation of the music unit’s compliance with NASM health and safety standards.

**Research and Creative Activities**

**Biology**


**Chemistry and Biochemistry**


**Communication and Visual Arts**


**Computer Science, Engineering and Physics**


Earth and Resource Science


English


Foreign Languages


Music

Heidenreich, Chris. New edition of Vasil Kalinnikov's Finale to Symphony No. 1 in G minor was published by the Boosey and Hawkes Company for wind band. The new edition includes a full score for the conductor, and the parts have been edited to clarify the articulations, dynamics, wrong notes and orchestration. November 2011.

Political Science


Psychology


Rogers, J. and Juliao, Tracy. “Innovation and Creativity in Education Curricula for the Medical Home.” Family Medicine, 43(10), 693-695. 2011.


Stein, J.M. and Shore, W. “What do we know when we claim to know nothing?” Partial knowledge of word meanings may be ontological, but not hierarchical. Language & Cognition, 4:3, 141-166. (2012).

Sociology, Anthropology and Criminal Justice


Theatre and Dance


Friesen, Lauren But Stones Can’t Speak, a translation of Carlo Ross’s Aber Steine reden nicht. Xlibris, 2011.

## Grant Applications

### CAS External Grants

<table>
<thead>
<tr>
<th>Last Name</th>
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<th>Department</th>
<th>Proposal Title</th>
<th>Direct Sponsor Name</th>
<th>Proposed Total Dollars</th>
<th>Current Status of Proposal</th>
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<td>Alexander</td>
<td>Lois</td>
<td>Music</td>
<td>Instruments for Summer Instrumental Music Academy (SIMA)</td>
<td>Welch, James A., Foundation</td>
<td>$7,962</td>
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<td>Anderson</td>
<td>Jami</td>
<td>Philosophy</td>
<td>Bioethics and Autism Spectrum Disorder</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>Ganguly</td>
<td>Rajib</td>
<td>CSEP</td>
<td>A Multivariate, Panchromatic Investigation of Outflows as a Function of Quasar Property</td>
<td>National Aeronautics and Space Administration</td>
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<td>Guluma</td>
<td>Africana Studies</td>
<td>MCACA Travelling Production of &quot;Rising&quot;</td>
<td>Michigan, State of, Michigan Council for Arts and Cultural Affairs</td>
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<td>Hill-Rowley</td>
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<td>Creating a Learning Environment at the Urban Alternatives House - Eddy Street</td>
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<td>Kingsley</td>
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<td>Development of Indoly-Based Ligands for Group 13 Hydroamination Pre-Catalysts</td>
<td>American Chemical Society</td>
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<td>Omoike</td>
<td>Anselm</td>
<td>Chem/Biochem</td>
<td>Aquatic Hyphomycete Fungi as Biocatalyst for Clean-up of Select Endocrine Disrupters in Aqueous Systems</td>
<td>Health and Human Services, Department of National Institutes of Health</td>
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<td>Sanders</td>
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<td>Biology</td>
<td>Evaluation of the Awfuchs Community Associated with Water Celery Populations in Lake Ogemaw, Ogemaw County, MI</td>
<td>Aquest Corporation</td>
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<td>Omoike</td>
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<td>Vittorio</td>
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<td>Person Last Name</td>
<td>Person First Name</td>
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<td>Type of Award</td>
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<td>RCAC</td>
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</table>

**Efforts to Increase Enrollment**

- Various CAS Departments and Programs will participate fully in the campus’ Livingston County pre-law and pre-business initiative. We will be offering courses in economics, criminal justice, communications, and philosophy during the 2012-13 academic year.

- A new faculty hire (McKibbin) has contributed to the SC4 2+2 initiative sponsored by the Psychology Department by annually teaching about half his prescribed course load in Port Huron.

- The College has not received the cooperation that it believes is essential for the development of enrollment plans for select undergraduate programs offered by the College. Until these links are established and fostered, we believe it will be difficult to appropriately engage faculty and staff in necessary efforts. Now that a permanent Director of Admissions is in place, we are more optimistic for the future.

- Understanding that curriculum revision that keeps our academic programs current and competitive, the College views all program revisions as efforts to maintain enrollment and attract additional students. The following programs underwent significant revision, and were approved by the CAS Governing Faculty during AY 2011-12:
  - Biochemistry BS, Biochemistry BS/MS, and Chemistry majors
  - Chemistry minor
  - Chemistry General Program (BA)
  - Honors programs in Computer Science, Engineering, Physics, French and Spanish
  - The Social Studies Teacher Certification Program (TCP)
  - Music Theatre minor

- The following program underwent revisions that did not result in changes in credit hours:
  - Middle Eastern Studies
  - Environmental Science minor
  - Honors Program in Chemistry or Biochemistry
  - Psychology TCP minor
  - Applied Psychology (BS)
  - Research Psychology (BS)

- The following are new academic programs:
  - Mandarin Chinese minor
  - Philosophy of Neuroethics minor
  - Integrated Science TCP

- **Program Development Anticipated during Academic Year 2012-13:**
  - Intended development of a Masters Degree in Integrated Science
  - Study of development of a Masters Degree in Psychology
  - Exploration with Mott Community College and SEHS of a possible endorsement in American Sign Language (ASL)
In addition to program development the College will focus on the High Impact Practices it believes it could begin to enact during AY 2012-13 and beyond in order to positively impact student persistence at a variety of levels.

Community Engagement Activities

CAS Dean’s Office

Trela, D. J. Continued to serve as Board Chair of the Flint Cultural Center Corporation, a $5+ million non-profit overseeing the Cultural Center campus, the Sloan Museum, Longway Planetarium and The Whiting. Served also on numerous committees of the FCCC, oversaw reorganization plan for the FCCC.

Trela, D. J., Trustee, Flint Institute of Arts, including service on the FIA’s Education Committee.

Trela, D. J., Kearnsley Park Players production of As You Like It, June, 2012. Performed the role of Jacques.

The College also provided sponsorship funds for the FIA’s 5th Annual Community Gala for the African – American Heritage Month’s exhibition, Witness: The Art of Jerry Pinkney, January 21, 2012.

Biology


Myers, Steve. Anatomy & Physiology Interactive Presentation and discussion of biology careers to Durant High School Students in Sue Bentley’s class visiting the UMF campus. March 15, 2012.


Chemistry and Biochemistry

Song, Jie. Served on the Physical Chemistry Exam Committee, Exam Institute of American Chemical Society (ACS). Wrote questions and prepared exams for the ACS Physical Chemistry examination.


Wilhelm, Monique. Super Science Friday, Chemistry: Designing Materials for the Future workshops. Engaged students with demonstrations and hands on activities that illustrated how the properties of matter are explored to develop new materials and use old materials in new ways to achieve desired results. The workshop highlighted how the many areas of science are weaved together to make life easier, more comfortable, and fun. Hands on activities included high-impact items such as Liquid Crystals, Dry Ice, Counting Green Energy with Light Bulbs, and Hydrophilic Polymers. April 27, 2012.


Communication and Visual Arts

DeLaMare, Danielle. UM-Flint students in “Introduction to Public Speaking” course delivered their final speeches to students at the Beecher Ninth Grade Academy. Ninth graders listened to speeches about the water crisis, how to best navigate job interviews, the dangers of distracted driving, etc. This partnership was mutually beneficial, giving UM-Flint students the chance to speak to an audience outside of their own classroom, which not only provided them with experience in public speaking, but also gave them an opportunity to engage the Flint community. Additionally, the partnership gave ninth graders an opportunity to learn from speeches prepared just for them and the opportunity to talk to UM-Flint students about college life. Winter 2012 Semester.

McGill, Anthony. Received the 2012 Community Leadership Award presented by Richfield Public School Academy (RPSA) and the City of Flint as a result of his service-learning classes. June 2012.

Foreign Languages


History

Havrilesak, Gregory. Keynote speaker at the 123rd Department of Michigan Encampment of the Sons of Union Veterans of the Civil War. Talk was entitled: Michigan in the Civil War. April 2012.

Havrilesak, Gregory. History representative to the education union and serving on the Standard 5 committee for accreditation and the ad hoc committee to revise the Dispositions Assessment and Student Teacher.

Music

DiBlassio, Brian. Contributed to the performances for: University of Michigan Hospital, July 2011 and St. Joseph Mercy Hospital, September, 2011.


Heidenreich, Christopher. Conducted concerts with the Washtenaw Community Concert Band in June, July, October and December, 2011.

Heidenreich, Christopher. Initiated and conducted UM-Flint Honor Band involving 14 high schools from surrounding Flint area. December 4, 2011.

Heidenreich, Christopher. Organized and conducted Merry Tuba Christmas involving 48 members of the community playing euphonium and tuba at Genesee Valley Center. December 10, 2011.

Heidenreich, Christopher. Adjudicated for the Michigan Competing Band Association four times, including State Finals at Ford Field.

Heidenreich, Christopher. Facilitated student performances at the Hurley Medical Center every second Friday of Fall and Winter Semesters during the previous year.

Heidenreich, Christopher. Perform each week with the church orchestra at Central Church of the Nazarene, Flint.

Heidenreich, Christopher. Serve for Big Brother for two children as a part of Big Brothers, Big Sisters of Flint.


Salvador, Karen. Serving as Chair for Retirees and Outreach on the board of the Michigan Music Education Association.

Salvador, Karen. Reviews grant applications for the Michigan Youth Arts “Culture Trek” program.
Salvador, Karen. Teaches a 45 minutes music class to a class of students at the UM-Flint ECDC as a practicum experience for MUS 185/ECE 120 course.

Political Science


Dyson, Dana and Schellenberg, Kathryn (Sociology/Anthropology/Criminal Justice). “Comprehensive Civil Legal Needs Study Low-Income Residents in the Counties of Eastern Michigan.” Study and report for Legal Services of Eastern Michigan, Flint MI.

Sociology, Anthropology and Criminal Justice

Laube, Heather. Organized and led workshops for New Hope Unitarian Universalist Congregation, New Hudson, Michigan, as part of their process of becoming a "Welcoming Congregation.” The Unitarian Universalist Association's "Welcoming Congregation Program is a completely volunteer program for Unitarian Universalist congregations that want to take intentional steps to become more welcoming and inclusive of people of all sexual orientations and gender identities.” Workshops held Monthly February through May and will be ongoing in the fall.

Spivack, Shelley. Board Member, Buckham Fine Arts Project.

Spivack, Shelley. Director, Buckham Fine Arts Project/Genesee Valley Regional Center Share Art Program.


2011-12 Budget Summary

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<td>General Fund Balance at June 30, 2012</td>
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Goals for 2012/2013

- Devise, by late October, a comprehensive, multi-year enrollment and student persistence plan for the College of Arts and Sciences.
  - Establish appropriate links with Admissions and with their assistance devise enrollment plans for CAS programs.
  - Establish similar links between the College and the newly-established Student Success Center.
  - Intensify efforts to provide intentional, thoughtful advising for all undergraduates and graduate students in the College.
  - Identify student persistence/retention rates in individual programs. Use data collected to devise further strategies.
  - Recruit more actively at area high schools.
  - Devise new programs with strong potential for additional enrollment; revise existing programs as needed to keep the curriculum current.
  - The College Marketing Director’s responsibilities will be partially shifted from audience growth for Music and Theatre to devising and coordinating high school visit (and other activities) by College faculty to area high schools in select programs offered by the College. Initial focus will be in psychology, computer science, engineering and physics.
- Study the benefits and work toward implementation of budgetary strategies that will incentivize Departments.
- Work to improve both staff skill-sets and morale.
- Identify (preferably permanent) space for the Department of Psychology’s office, classroom and laboratory needs. Revisit renovation of the Northbank basement for additional art space.
The 2011-2012 academic year began with great challenges facing the School of Education and Human Services. The school was operating with a deficit in excess of 1.3 million dollars, NCATE accreditation efforts had failed to secure its candidacy by passing the requisite pre-conditions, a mass exodus of faculty had begun to occur, and relations between Social Work and Education were less than productive. In short, the school was in need of radical change. Through coordinated efforts to boost enrollment, expand the curriculum with new and revised academic programs, address the budget deficit, and aggressively approach accreditation work, the School is now in a far better position to grow, expand, and succeed than it was one year ago.

SEHS finished the 2012 fiscal year by eliminating its debt and accruing a surplus of approximately $300,000. Through expanded programming and new K-12 partnerships, enrollments have increased by 10% over the previous year. The NCATE preconditions were passed, making the Education Unit an official candidate for accreditation. The required Institutional Report has been completed in draft form and will be formally submitted in October. An April 2013 site visit has already been scheduled.

All of these achievements and accomplishments point to a School of Education and Human Services that is committed to upholding its mission and the mission of the University of Michigan-Flint. More significant, perhaps, is that the faculty and staff of the school have begun to take ownership of their school and to build educational experiences for our students that transform the school in ways that we always knew were possible. We begin the new academic year in SEHS with the realization that the possible has now become the real, and we look forward with great excitement to the new opportunities and challenges that lie ahead.

Status of 2011-12 Goals

- **Bring the School out of deficit through continued enrollment increases and reduced spending.**
  Met and exceeded. SEHS begins the new fiscal year with a $300,000 surplus. Budget has undergone major restructuring, and departments have more control over their spending lines.

- **Make continued progress toward NCATE accreditation: Acceptance of Preconditions, revision of all SPA reports, writing of the Institutional Report.**
  Preconditions for candidacy have been formally approved by NCATE. UM-Flint’s Institutional Report has been written in draft form and will be submitted to NCATE in October. Revisions of SPA reports have been successfully completed.

- **Develop additional opportunities for extending offerings of curriculum: Design and seek approval for a Doctor of Education degree (Ed.D); design and offer additional FYE courses; create an Early Childhood Articulation Agreement with Mott Community College; begin work on a comprehensive major in Early Childhood.**
  Ed.D. is going through the UM-Flint approval process and will be sent in September to Presidents Council. A fall 2013 start date is anticipated. Policies on planning and teaching FYE courses, including incentives for faculty, have been approved by Governing Faculty and endorsed by Executive Committee. ECDC is currently undergoing a comprehensive review of operations, staffing, and budget. Results of the review will guide us in a Plan of Action for the ECDC.

Significant Achievements

- Creation of comprehensive K-12 Partnership with the Utica School District
- Implementation of the MAC2 program in Detroit
- Governing Faculty/Executive Committee/Dean’s Office collaborated to create/revised eight school-wide policy documents
- Restructuring of Budget to ensure long-term fiscal responsibility and viability. (Hiring a unit Budget Director).
- Eliminating a 1.3 million dollar debt.
- Honoring our commitment to diversity by hiring four minority faculty and staff.
Student-Outcomes Assessment

Social Work

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

Education

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

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

External Accreditation

Social Work

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

Education

NCATE accreditation took two big steps forward this year: the preconditions, which were rejected four times, were accepted early this spring, making us official candidates for accreditation; and the requisite Institutional Report has been written in draft form. The final draft will be submitted to NCATE in October. The site visit will take place at the end of the winter 2013 semester.
Research and Creative Activities

External Scholarly Publications by Faculty

Social Work


Education


Development Activities and External Funding

Summary of Funds Raised from External Sources

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$85,306</td>
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<tr>
<td>Faculty Awards</td>
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<tr>
<td>Student Awards</td>
<td>$500</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

Grant Applications

7 grant applications totaling $1,558,318

Efforts to Increase Enrollment

The School adopted and implemented two major strategies this year for increasing enrollments: expand existing programs (including creating new ones) and aggressively pursuing partnerships with our K-12 colleagues. This two-part strategy helped us increase the School’s enrollment by 10%.

Community Engagement Activities

The two major activities this year have been 1) establishing a partnership with the Utica School District and 2) contributing to the Beecher Initiative. Both engagement activities will expand our reach into the local and regional community, and it will establish a pathway for long term enrollment growth.

Goals for 2012/2013

- Achieve NCATE accreditation
- Increase enrollment by 7%
- Expand k-12 partnerships
- Launch the Summer Research Institute for Faculty
- Create additional community engagement opportunities
- Establish strategic plan for raising Development funds
SCHOOL OF HEALTH PROFESSIONS AND STUDIES

SHPS has again gone through a year of transition with permanent Dean, David Gordon, replacing Interim Dean, Donna Fry, who became the Special Assistant to the Dean, and subsequently the Associate Dean for SHPS. Orienting the new Dean, reestablishing and strengthening key community relationships, continued strategic planning for SHPS, plus continuing to make strategic changes in the Urban Health and Wellness Center (UHWC), and acquiring more space for SHPS within the WSW building were key initiatives this year.

SHPS continued to grow its student enrollment, and continued to expand student’s opportunities for international experiences, service learning experiences, and collaborations with local health facilities. SHPS programs significantly expanded to other campuses (including a newly created nursing RN-to-BSN program with Alpena Community College) with increased online components as a means to increase overall student enrollment.

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

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

The PHHS Department has B.S. programs in Clinical Laboratory Science/Medical Technology, Health Administration, Health Education, Health Sciences, and Radiation Therapy. Our B.S. in Health Administration is also offered on the Lansing Community College campus and will soon be offered on the Wayne County Community College campus. We have four graduate programs: M.S. in Anesthesia (our Certified Registered Nurse Anesthetist Program with Hurley Hospital), Doctor of Anesthesia Practice, M.S. in Health Education, and a Masters in Public Health (in conjunction with the Ann Arbor campus’ School of Public Health) with tracks in Health Administration and Health Education. We contribute to the Health Administration tracks of both the MPA program and the NetPlus! MBA program. Our full-time instructional faculty is supplemented with well-qualified community based professionals as adjunct faculty and lecturers who bring a wealth of professional experience into the classroom.

**Nursing**

According to the Bureau of Labor Statistics’ Employment Projections (2012), the Registered Nursing workforce is the top occupation in terms of job growth through 2020 with a projected 26% increase in the number of RNs necessary to keep pace with employer demand. The need for nurses with DNP degrees is projected to double between now and 2030 (Institute of Medicine, 2010), and growing numbers of nurses with graduate preparation will be needed as the population ages and the Affordable Care Act is implemented nationally. The Department of Nursing is positioned strategically to prepare undergraduate and graduate students in nursing with the knowledge and clinical skills to meet society’s growing demands for affordable, safe, and cost-effective nursing and health care. The Department of Nursing offers the following programs: basic and accelerated second degree BSN programs to prepare graduates for the RN licensure examination; an online RN/BSN program (with mixed-mode options at extension sites on the campuses of Alpena Community College, Lansing Community College, Saint Clair County Community College, and Wayne County Community College-District (Harper Woods); an accelerated 16-month mixed-mode Master of Science in Nursing (MSN) program to prepare Adult Nurse Practitioners; and a mixed mode Doctor of Nursing Practice (DNP) program to prepare adult, family, and psychiatric/mental health nurse practitioners. The Department of Nursing has >550 clinical affiliation agreements which provide the foundation for students’ clinical decision-making, problem-solving, and skills development. The key curricular concepts include evidence-based practice, cultural competence, and leadership as they are applied to health care systems.

**Physical Therapy**

The Physical Therapy Department (PTD) completed implementation of expansion of the professional Doctor of PT (DPT) class cohort size from 40 to 60 students which began in fall 2010. The third cohort of 60 students was admitted for fall 2012. Memorandums and Letters of Agreement for guaranteed admission to the Professional DPT program were signed with Albion College, Saginaw Valley State University and the School of Kinesiology at UM-Ann Arbor at the end of July 2012. The PTD continues to increase the number of clinical instructors supported for APTA credentialing to improve the quality of clinical education provided to the DPT students during their internships. A student led interdisciplinary pro bono clinic involving PT and health education students developed in 2011 began to provide health education and wellness services in 2012 and will begin to provide PT services in the fall of 2012 at the site of Flint’s North End Soup Kitchen. A DPT/PhD proposal was approved by the Board of Regents in July 2012 and will continue through the President’s Council and Higher Learning Commission (HLC) approval process in the fall 2012. The PT
Department enrolled a second cohort of Nigerian physical therapists in the t-DPT for fall 2012. In fall 2012, a traditional orthopedic PT residency in partnership with MedSport at UM-Ann Arbor begins as does a cardiovascular and pulmonary PT residency in partnership with the Ann Arbor VA Hospital. The PTD currently enrolls approximately 177 DPT students and approximately 60 post-professional students. The PT Department plans to expand its lifelong learning / continuing education offerings as the State of Michigan PT Board implements mandatory continuing professional development for PT re-licensure. The PTD and DPT club hosted several special events and service activities with more than 60 DPT students attending the APTA National Student Conclave, about 20 DPT students attended the APTA Combined Section Meeting, and more than 40 students attended the MPTA Student Conclave and Spring meeting. In August 2011 the PTD hosted the APTA President Scott Ward for a community lecture and keynote address at the Hooding Ceremony, and in August of 2012 the new APTA President Paul Rockar will be providing the same community event and keynote. The PTD received $129,600 from HRSA for scholarships for disadvantaged students and four other endowed funds were created in 2011-12: the Bradley Roth Scholarship, William B. Smith Scholarship, the Fry Scholarship, and the Beverly J. Schmoll Student Travel Fund. In 2013 we will be seeking approval of DPT/MPH and DPT/MBA programs to provide our DPT graduate students more options in the health fields and we continue to expand the certificate and residency programs to provide educational ladders for practicing PTs to advance their careers. The PTD continues to expand student’s opportunities for service learning experiences in PT Heart and the UHWC, and we have increased the number of clinical education contracts for student internships with health care facilities and potential international clinical education experiences in Geneva, Switzerland, India and Italy. The PTD celebrates its 60th anniversary in October of 2012 homecoming weekend with the past 30th years at UM-Flint. The Professional DPT and post-professional programs submitted their graduate program self-studies in December of 2011. The PT Department implemented a new organizational structure in 2012 to accommodate the enlarged faculty and staff as the department has grown with a new Associate Director for Research hired with a start date of July 2012, and a new Financial Planner and Manager hired with a start date of August 20, 2012. The PTD has grown to 23 faculty and staff (17 faculty FTE and 6 staff, and one additional incremental faculty post to be implemented in 2013 per the previously approved DPT/PhD proposal).

Status of 2011-12 Goals

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

1. Finalize SHPS strategic plan.

Several faculty meetings and focus group discussions on the SHPS strategic plan occurred in 2011-12 and the plan will be acted on in Fall 2012. The plan aligns with the UM-Flint strategic plan. In particular extensive time was spent discussing the goal regarding new program development. We have developed and continue to modify a new electronic polling system to efficiently display SHPS faculty and staff sentiments on elements of our strategic planning, and to promote further discussion.

2. Develop proposals and obtain space to accommodate:

SHPS dean’s office developed a proposal for space that became available in the William S. White Building and submitted this to the Provost’s Office. Based on this proposal, SHPS was allocated incremental office space on the third floor (formerly 3rd floor SOM office space), plus permission to remodel classrooms 2117 and 2203 into office space and classroom/teaching laboratory space on the second floor. This allocation of space will allow SHPS to adequately accommodate the faculty who have been hired in recent years to meet the demands of our programs which have doubled enrollment within the past five years. The original SHPS dean’s office space will be remodeled to provide space for the on-campus simulation laboratory described below. SHPS also obtained a limited amount of used office furniture from SOM. SHPS dean’s office and departments will be funding all renovations and most furnishings for the new space. Renovations have begun and will continue throughout 2012-2013.

a. At least one new academic program in a new field within SHPS.

Significant time was invested to determine the viability of implementing a physician assistant (PA) master degree program without having a negative impact on clinical internships for the existing nurse practitioner (NP) masters/docotoral program. The outcome of this investigation is that with effort to seek out new clinical internship sites, it is possible to find sufficient numbers of internships to accommodate all SHPS NP and PA students. A tentative date for PA program accreditation site visit has been scheduled for June 2014. A proposal for the program will be developed in FY2013.

In addition to the work on a PA program, the dean’s office coordinated a teaching circle to study the possibility of creating a health navigation educational program. The outcome of this discussion is a
plan to propose an interdisciplinary health navigation certificate program in Fall 2012 with faculty involvement from Nursing, Health Education, and Social Work.

b. **Additional graduate and undergraduate programs within existing departments in SHPS.**

With help from the Dean’s Office, some new programs are being added to SHPS as follows: the Nursing Department expanded its undergraduate RN-to-BSN degree program to Alpena Community College (ACC) in Winter 2012. This addition to other existing RN/BSN efforts provides an opportunity for students at ACC to continue their nursing education at UM-Flint and will increase Nursing Department enrollment.

The Physical Therapy Department proposed a joint DPT/PhD program which has received approval through all offices up to the Regents. The proposal will progress to the President’s Council and the Higher Learning Commission in Fall 2012.

The Nursing Department is developing a proposal to add a concentration in the existing Doctor of Nursing Practice program to prepare Adult-Gerontology Acute Care Nurse Practitioners (ANPs). The proposal will be placed on the SHPS faculty meeting agenda in early Fall 2012.

c. **An interdisciplinary simulation laboratory.**

Development of simulation laboratory space is progressing with two specific avenues for implementation. In the redistribution of space in the WSW building, SHPS was awarded sufficient space to allocate space for a simulation laboratory which will be primarily designed and used by the Nursing Department with other SHPS departments able to use space on an occasional basis. The Nursing Department has hired a consultant for this project and is in process with making architectural and design plans for renovation of the space.

In a parallel process, the SHPS dean’s office has been participating in joint planning for a proposed high technology simulation lab to be developed at Hurley Hospital which will be operated by Mott Community College. UM-Flint will be able to rent space for simulation to accommodate the needs of the Nurse Anesthesiology and Physical Therapy programs as well as developing new programs. The Hurley simulation laboratory will offer the opportunity for additional inter-professional education that would not be possible in the UM-Flint laboratory.

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

Three faculty members applied for tenure and promotion and the Dean’s Office arranged for and staffed the respective tenure and promotion committees. Of these, two faculty members were approved for promotion to associate professor with tenure. SHPS Associate Dean, Donna Fry, was appointed with the responsibility of providing programming and mentorship to SHPS faculty. Monthly meetings were scheduled for pre-tenure, mid-career, and LEO faculty. Sessions on how to prepare a tenure and promotion portfolio were well received. Dr. Fry also met with individual faculty as requested.

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

Significant progress was made in revising the tenure and promotion guidelines though progress was slowed by conflicts in scheduling meeting times for the SHPS management team to address the topic. The document will be presented to the SHPS faculty in Fall 2012 for review.

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

The inter-professional health navigation teaching circle was a prime example of fostering interdisciplinary efforts both within SHPS and with outreach to both the Social Work Department in SEHS and to the community. Several interdisciplinary research projects were developed as a result of this collaboration and plans to prepare an interdisciplinary certificate program in health navigation emerged from these teaching circle discussions.

SHPS faculty participated jointly in several meetings to discuss possible interdisciplinary research projects to conduct in the future. Based on these initial discussions, further more specific discussions are planned for Fall 2012 with the goal of developing research projects and grant applications.

SHPS students in the Physical Therapy and Health Education programs collaborated to open a student run pro-bono clinic that offers health education and physical therapy services. The health education services began in Spring 2012 and the physical therapy services will begin in Fall 2012. The clinic is offered at the North End Soup Kitchen and serves the northern Flint community.

6. **Foster participation of SHPS faculty through scholarship and service to support community efforts to improve the health of our region.**
The SHPS dean’s office became more involved in health organizations in the Flint community in an effort to explore possible linkages for SHPS faculty and staff. Dean’s office staff, UHWC staff, and some SHPS faculty serve on various committees in the Greater Flint Health Coalition, Genesee Health Plan, and a variety of health care settings throughout the community. There are plans, as part of the faculty mentoring program for Fall 2012, to invite a few leaders of health organizations to speak with faculty about opportunities for service and possible research projects to support the health of our community.

7. **Expand plans to increase diversity in SHPS student population.**

The UM-FIND and HCOP programs received continued funding to work with disadvantaged K-12 students in the Genesee County region. Enrollment in these programs has increased in the past year. A HRSA grant was received to provide tuition support for disadvantaged students enrolled in Nursing, Physical Therapy, and Medical Technology. An assessment of program/department efforts to increase student diversity within SHPS was begun and is still underway to provide guidance for future recruitment and program efforts.

8. **Propose new structure for SHPS.**

Informal discussion of possible new academic structures within SHPS has occurred though no formal discussion has taken place, nor has a proposal been developed. Further discussions will occur in the coming year.

9. **Advance efforts to expand clientele in UHWC.**

   a. **Adopt an electronic medical record system**

   UHWC reviewed various electronic medical record systems this year and determined the specific criteria that they desire in a system. An RFP has been drafted and will be disseminated in Fall, 2012.

   b. **Move toward acceptance of third party payments**

   Information has been gathered to determine the steps necessary to move forward with third party payments (e.g. Medicare, Medicaid). Internal policies and procedures have been improved to enhance the clinic’s ability to move forward with work with third party payers. Discussion is ensuing with a few outside institutions regarding contractual arrangements for services as well (both our providing services for them, and exploring specialty consultation for us).

   c. **Propose student health fee**

   Due to campus climate regarding this issue a re-submission of a student health fee proposal was not pursued. However, different opportunities to expand student services were explored including renting space to the Genesee County Health Department to provide some women’s health services (implementation of this is planned in Fall 2012). Blood/urine tests and immunizations required for student internships were also expanded to meet SHPS program needs.

**Public Health & Health Sciences**

1. **Develop and obtain approval for a Health Informatics track for the MPH program/Obtain approval for Health Informatics track for the Master’s program in Computer Information Systems.**

   a. A new Health Administration track for the CIS/MIS program will be considered by CAS faculty this Fall (2012).

   b. We will be teaching a new core HIM course this Fall of 2012 (PHS 567 – Health Information Management) in the Masters of Public Health (MPH) program and working with a newly hired CIS faculty member to plan future development of a Health Information track in the MPH.

2. **Successful hire of a Health Administration tenure track faculty member.**

   a. Successfully hired new Health Administration faculty member in addition to two other tenure track replacements for vacated positions.

3. **Benefit from new staff hire:**

   a. Increase enrollment in smaller programs (e.g., Bachelor of Science in Health Education, Master of Science in Health Education) – new staff hired with marketing as one major area of responsibility.

      i. Marketing plans for smaller programs will be in development during 2012/2013.

      ii. Enrollment in the BSHE program has increased slightly, from 41 active students as of Fall 2011 to 44 active students as of Fall 2012. Created new position, Associate Director for Health Education, to develop and implement plan for further growth.
b. Increase alumni relations and participation – new staff hired with this effort as one major area of responsibility.
   i. New staff member has developed a social media plan to better connect with alumni, and is working on an overall alumni relations & participation plan.
   ii. New staff member will work to develop and maintain alumni connections.

4. Obtain additional space to accommodate continued growth.
   a. A new, larger space on the third floor of the White building has been provided as a new location for our department. Renovation of this space is underway.

5. Conclude program review for the B.S. in Health Care Administration and update any necessary content areas.

The Health Care Administration program has been continuously certified by Association of University Programs in Health Administration (AUPHA) since 2006, and is up for recertification in 2013 (changed from 2012).

6. Health Careers Opportunities Program (HCOP)

This is a competitive $1.8 million grant effort (Department of Health Resources and Services Administration) to mentor Flint area students from underserved and/or disadvantaged backgrounds towards the various health professions, and has been administratively transferred from the Dean’s Office to PHHS. HCOP provides academic enrichment, personal and professional development, financial assistance, and support services to economically and educationally disadvantaged students residing in the Flint area schools, including middle school, high school, and University of Michigan-Flint’s HCOP eligible freshmen who are interested in pursuing a career in health.

During the first year of the grant:

- An additional Site Coordinator was hired
- An Administrative Assistant was hired
- Health Professions Club and other health-related activities were established in four area high schools and on the University of Michigan-Flint campus
- 338 HCOP students (7th-13th graders) engaged in full-time grant activities (279 were minority/disadvantaged)
- 34 HCOP students (9th-12th graders) engaged in an ACT preparatory based program (31 were minority/disadvantaged).
- 24 HCOP students (High School Graduates) completed a 4-week summer program (16 were minority/disadvantaged).
- 68 HCOP students (6th-11th graders) completed a 6-week summer program (64 were minority/disadvantaged).
- 27 HCOP students (college students) received tutoring (13 were minority/disadvantaged).

HCOP staff includes: Dr. Suzanne Selig, Principal Investigator; Dr. Donna Fry, Co–Principal Investigator; Robin Carter, Program Director; Maria Salinas, Site Coordinator; Hadil Katato, Site Coordinator; and Lindsey Tarrant, Administrative Assistant.

Nursing

1. Implement Year 1 objectives for HRSA-funded Nursing Workforce Diversity grant called University of Michigan-Flint Initiatives for Nursing Diversity [UM-FIND] funded July 1, 2011-June 30, 2014

On July 1, 2011, UM-Flint’s Department of Nursing received a competitive $1.2 million grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration, to assist with ongoing activities to increase the diversity of Flint’s nursing workforce. The three-year federally-funded project, called the University of Michigan-Flint Initiatives for Nursing Diversity (UM-FIND), aims to increase the number of nurses educated at the BSN level who are from underrepresented and disadvantaged backgrounds.

UM-FIND provides academic enrichment, personal and professional development, financial assistance, and support services to underrepresented and disadvantaged high school and college students who reside in the
Flint area who are interested in pursuing a career in nursing. UM-FIND programming consists of Future Nurses Clubs in Flint area high schools, a six-week Future Nurses Institute summer program, and pre-nursing and BSN-level case management services for students interested in pursuing nursing at UM-Flint. With the exception of the Future Nurses Club, each program provides students with financial assistance in the form of stipends or scholarships ranging from $700-$4000 for full-time participation.

During the first year of the grant:

- A pre-college program coordinator was hired
- The Early Assurance Program BSN admission pathway was approved
- Future Nurses Club and other health-related activities were established in four area high schools
- 14 minority/disadvantaged pre-nursing students engaged in full-time grant activities
- 40 minority/disadvantaged BSN students engaged in full-time grant retention activities
- 76 minority/disadvantaged RN/BSN students received retention outreach services
- 24 minority/disadvantaged high school students participated in a six-week summer program

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

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

In year two, eleven students graduated from the accelerated MSN program as a direct result of this grant. The percentage of graduates who have passed the certification exam is not available at this time. Also in year two the second cohort was selected from a large applicant pool and admitted. Fifteen of sixteen admitted students are progressing in the program at this time.

3. Submit grant proposal to HRSA in December 2011 for cultural competence project renewal (no-cost extension extends from July 1, 2011 to June 30, 2012)

HRSA discontinued the category of funding for cultural competence projects. A time extension was granted through March 31, 2013.

4. Implement Year 3 curriculum for DNP Program

Year three of the Doctor of Nursing Practice program has been completed with 15 new courses taught by graduate faculty in 2011-2012. One new graduate faculty member was added with a specialty as a Psychiatric Nurse Practitioner.

5. Prepare for initial accreditation of Doctor of Nursing Practice program by Commission on Collegiate Nursing Education (site visit scheduled in March 2012)

The self-study document was completed in February of 2012 and the CCNE site visit completed in March 2012. Per the site team written report, all Standards and Key Elements were met with no compliance issues. We are awaiting the final notification by CCNE’s Board of Directors in October of 2012.

6. Integrate clinical simulation learning into the undergraduate curriculum for selected courses

Following renovation of WSW Room 2209, the Department of Nursing faculty integrated the use of human patient simulators into the undergraduate Fundamentals, Health Assessment, and Pediatrics nursing courses. For further information, click on the following link: http://www.umflint.edu/news/shps/um-flint-nursing-department-launches-simulation-laboratory/. Planning for an extended simulation laboratory in the WSW building is also underway in space newly acquired by SHPS.

7. Implement orientation program for all nursing faculty teaching online courses (in collaboration with the Office of Extended Learning)

The OEL staff has offered a series of faculty development opportunities for the purpose of orienting nursing faculty teaching online. Both OEL and the Department of Nursing provide modest financial incentives to faculty for new and first-time online course development for nursing offerings. There also is a joint OEL-Nursing initiative to renovate the WSW 1103 cyber classroom to better meet the instructional needs of students. The renovation and installation of upgraded equipment is expected to be completed by fall 2012 and will provide an orientation for all faculty using the cyber classroom.
8. **Implement and evaluate pilot for staff reorganization plan for Department of Nursing.**

To better meet the needs of the department’s growing enrollments, during spring/summer 2011 all staff positions were analyzed, and a revised organizational structure will be piloted during the Fall 2012 and Winter 2013 semesters. The structure was reviewed and evaluated, and several changes in roles and responsibilities for selected staff were made. The effectiveness of the reorganization is still being evaluated because unexpected staff turnover interfered with the initial plan.

Additional goals for 2011-2012 included the implementation of grant-funded initiatives that were funded after submission of the 2010-2011 annual report:

9. **Implement Year 1 Objectives for HRSA-funded Advanced Nursing Education Grant titled: University of Michigan-Flint Initiatives to Strengthen Care to Underserved Populations by Graduate Nursing Education**

- In year one, the program coordinator and administrative assistant were hired
- 8 students completed rotations in the UHWC clinic (underserved site)
- 8 additional students completed rotations in underserved population sites
- The DNP curriculum was mapped for cultural competence and evidence-based practice (EBP)
- The evidence-based practice center was implemented in the UHWC
- 2 student EBP projects applied for funding assistance and were funded
- The graduate minority mentoring website was developed for implementation in year two
- The early assurance of admission program for the DNP program was drafted
- Grant program coordinator attended AANP and NONPF conference, among others

10. **Implement Objectives for HRSA-funded Scholarships for Disadvantaged Students Grant for Nursing**

- 18 undergraduate nursing students were awarded a total of $58,000
- 6 graduate nursing students were awarded a total of $13,500

11. **Implement Objectives for HRSA-funded Grant – Developing Cultural Competencies for Nurses: Beyond the Basics**

- 2 nationwide webinars were conducted in fall 2011, 35 participants
- 5 onsite seminars:
  a. Brigham Young University, Provo, Utah, 55 participants, October 2011
  b. Utah Department of Health, Salt Lake City, Utah, 70 participants, October 2011
  c. Crittenton Hospital, Rochester, Michigan, 90 participants, April 2012
  d. St. Luke's Episcopal Hospital, Houston, Texas, 45 participants, April 2012
  e. University of Alabama at Birmingham, Birmingham, Alabama, 35 participants, April 2012

**Physical Therapy**

1. **Explore becoming a School of Physical Therapy.**

The PTD continues to explore the infrastructure needs such as structural, human, financial and space requirements for this to occur. There is no specific directive at this point in time; however, the PTD continues to work toward building the necessary resources including human resources. The annual PTD Strategic Plan Action Plan matrix report reviews all objectives related to this goal.

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

All faculty received financial support for professional development and funds were set aside for the first time this year for staff development. A few faculty requested in-service training support related to their teaching. For example, C. Daly received department funding to attend the American Physical Therapy Association Section on Pediatrics Annual Conference (SoPAC) September 27-30, 2012. The education sessions scheduled during the two day conference range from embryology, to motor learning theory, to evidence based intervention in specific practice settings and are given by some of the most respected researchers in pediatric physical therapy. These educational presentations will advance the knowledge base of this faculty member and impact the quality of instruction for professional and post-professional courses in pediatric physical therapy.
All faculty attend national and state professional meetings and several participate in district activities for the American Physical Therapy Association and have presented at these meetings. Many faculty attend and present at related inter professional state, regional, national and international meetings. For example, J. Blackwood, A Yorke and T Ruediger presented and participated in the regional conference on Teaching and Learning at Traverse City, MI. C. Pfalzer attended the ACSM annual meeting and presented at the International Congress on Lymphology in Malmo, Sweden. Donna Fry and Annemarie Kammann attended the APTA Educational Leadership Conference. All junior faculty were encouraged to participate in SHPS and UM-Flint workshops and seminars including UM-Flint and SHPS faculty mentoring programs. C. Pfalzer serves as a faculty mentor in the UM-Flint Program and provided a guest lecture for the SHPS mentoring program. See faculty scholarship below in section 8 for partial list of conferences and meetings attended.

3. **Recruit a well-qualified (higher mean GPA and GRE scores), diverse student body for Professional DPT program.**

   a. The PTD and Admissions and Recruitment Committee have worked diligently to enhance the quality of applicants to our DPT program and the students admitted to the DPT program. Letters of Agreement for guaranteed admission to the Professional DPT program were signed with Albion College, Saginaw Valley State University and the School of Kinesiology at UM-Ann Arbor. Student enrollment for the cohort admitted for Fall 2011 was 60 full-time and 0 part-time students; and to date for fall 2012 is 61 full-time students and 0 part-time students.

   b. Number of applicants was up 9% this year. Number of qualified applicants was up 10%.

   c. Ratio of qualified applicants to total applicants was 54% (53% in 2011) (34% in 2010) (72% in 2009) (83% in 2008).

   d. Number of applicants with scores of 16 or greater accepting offer of admittance 51% (26 of 51), 41% (29 of 70) in 2011, 32% (10 of 31) in 2010, 25% (4 of 16) in 2009.

   **60 students enrolled in Fall 2011:**

   - Demographics: 46 declared White, 9 with no declared ethnic group, 3 declared as Black or African American, 1 declared as Asian, 1 declared as Hispanic or Latino.

   - Additional Demographics: 41 declared as female, (43 in 2010), (28 in 2009); 19 declared as male, (17 in 2010), (10 in 2009); 0 with no declared gender, (1 in 2010), (2 in 2009).

The classes are highly qualified with the cohort 2011 having a:

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<th>Mean vGRE score</th>
<th>Mean qGRE</th>
<th>Mean GPA</th>
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<tr>
<td>456 ↓</td>
<td>619 ↑</td>
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</tr>
<tr>
<td>434</td>
<td>607</td>
<td>3.42</td>
<td>2009</td>
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</table>

**Number admitted by school 2011**

(2011 Mean vGRE, qGRE, undergrad GPA)

9 UM-Flint (437, 634, 3.56)
8 GVSU (441, 621, 3.29)
8 MSU (441, 583, 3.47)
4 UM-AA (555, 687, 3.34)
3 SVSU (430, 563, 3.73)
3 Oakland (450, 633, 3.43)
3 Hope (437, 677, 3.38)
2 Albion (527, 625, 3.10)
2 U Toledo (430, 635, 3.72)
PTD submitted a HRSA SDS Grant which was funded for 2011-2012 for $129,600 out of $221,000 marked for the DPT students. We submitted a request again this coming year for 2012-2016 as HRSA changed from an annual process to a multiple year application process. We participate in many student recruitment activities both on and off campus; for example, all of the UM-Flint Graduate open houses fall and winter semester and the Admissions and Recruitment Committee arranged to meet with several Pre-PT clubs on other campuses or for those Pre-PT clubs to come to Flint (the preferred option so they can see our campus and the WSW Bldg.). We routinely host an applicant open house in January and this year did a second open house in June. We also met individually with numerous students, attended some high school functions, and responded to multiple email requests each day for information on the DPT program.

Summary of Recruitment Activities:

June 1, 2011 held first Applicant Information Session prior to the application cycle opening. Approximately 30 people were in attendance. Post-survey results (n=18) provided feedback that attendees were satisfied with the format with one particular student stating the following, “I really enjoyed this visit. The time of year was perfect. I am starting to fill out the PTCAS application in July so it is nice to be able to visit schools right before to decide where I want to apply. Overall, a great visit!” The January 7, 2012 Applicant Information Session was held with approximately 200 people in attendance. The survey results from the student attendees was overwhelmingly positive. Over 40 current DPT students participated in the event and consistently are mentioned as one of the most beneficial components of the session.

A visit to Michigan State University on November 9, 2011 was to meet with director of kinesiology program and advisors to pre-PT students. Meeting resulted in a verbal agreement to move forward with an articulation agreement for guaranteed admissions. Advisor to pre-PT students visited UM-Flint’s campus in December, 2011. A visit to Albion College on October 27, 2011 was to present to approximately 50 students in the Institute for Premedical Professions and Health Sciences. After this visit, another trip to Albion in December, 2011 has concluded with a signed articulation agreement. A visit to Saginaw Valley State University on November 11, 2011 was to meet with pre-PT advisor and to speak to the SVSU pre-PT club. After the visit, an articulation agreement was signed. March 9, 2012 hosted two students and one advisor from Ferris State University to campus. Attended Albion Health Careers Fair on March 21, 2012; attended CMU pre-PT club meeting on March 27, 2012 with approximately 50 students in attendance; and attended and presented at University of Michigan School of Kinesiology PT seminar on April 6, 2012.

UM-Flint Specific Events

a. Four graduate school open houses held during fall and winter semesters
b. Presentation to GEC December 16, 2011
c. Tours provided for PTP 201 students during fall and winter semesters
d. Carol Daly and current DPT students participated in a UM-Flint recruitment event on March 31, 2012 meeting with high school students and parents
e. Super Science Friday on April 27, 2012 hosted 80 middle school students at two PTD sponsored educational sessions

Numerous advising sessions were completed with Christina Wixson and Transitioned to Lorrie Jorgenson, both formally face to face and informally. In addition, we frequently update the student information in our publications, brochures and web page.

The fully online post-professional t-DPT program was opened for admission for foreign educated students with a current license or registration to practice in their home country in 2011. Efforts to increase enrollment in the fully online post-professional programs included: beginning a t-DPT cohort program for the Nigerian students that was developed and is in the process of being implemented including the ESL course for Health care specific to PT with the first 15 students admitted to the program. A follow-up meeting regarding the MOU with Namde Azikiwe University (NAU) is scheduled while Dr. Pfalzer is in Nigeria to orient the second cohort of students. Student orientation to the cohort t-DPT program will occur the week of August 19th along with the visit to NAU. Other
efforts to increase enrollment in the fully online post-professional programs included: face-to-face and online graduate open houses fall and winter semester for post-professional students; exhibition tables at APTA CSM 2012, APTA PT 2012 the Annual Conference, and the APTA National Student Conclave 2011, MPTA Fall 2011 and Spring MPTA 2012 meetings, and MPTA Student Conclave 2012, UM-Flint PTD Biennial Clinical Education Meeting 2012; development of revised recruitment materials; advertising in the MPTA newsletter and Physical Therapy Program alumni newsletters; mailings to targeted audiences, and provided recruitment materials at the Physical Therapy Professional and Community Advisory Committee meeting. We have interviewed a faculty candidate for the Cardiovascular and Pulmonary Coordinator position for the residency/certificate program and have two students ready to begin that program fall of 2012.

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

**PT HEART:** A student led interdisciplinary pro bono clinic involving PT and health education students developed in 2011 began to provide health education and wellness services in 2012 and will begin to provide PT services in the fall of 2012 at the site of the North End Soup Kitchen. After a significant amount of work we successfully achieved the status of Student Sponsored Organization. Although common in Ann Arbor, PT HEART is the first such student entity on the Flint campus. We established a Memo of Understanding with the North End Soup Kitchen and initiated Health Education services (blood pressure screening, Height/Weight/BMI measurements, nutrition counseling, and referrals). We provided these services on most Fridays beginning January 2012. We did not get final approval for PT services during this time. Communication with Ann Arbor legal counsel was extremely challenging due to the fact that our point of contact was in the process of finding new employment and therefore did not respond to repeated phone calls and e-mails. In May 2012 we were assigned a new attorney and the process for finalizing an understanding appears near. We are in the final phase of finishing an agreement and should be able to start PT services in September 2012. E. Torres, faculty advisor and the Student –led Board of Directors applied for and received their first small grant. The PTD has provided some equipment and supplies to support this effort, e.g. treatment tables that were in storage.

See Grant section below--The PTD received $129,600 from HRSA for scholarships for disadvantaged students which were dispersed as full scholarships to 6 full-time students and one part-time student. The PTD has applied for the newly revised HRSA SDS Grant that now may extend over 4 years; not just applied for on an annual basis for 2012-2016. See development report below--Four other endowed funds were created in 2011-12; the Bradley Roth Scholarship, William B. Smith Scholarship, the Fry Scholarship, and the Beverly J. Schmoll Student Travel Fund. We continue to expand our alumni relations and continue to provide 3 alumni newsletters a year and one annual fall newsletter to all donors. A soft push for donations to the student scholarships will occur in the fall with the 60th/30th anniversary activities.

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

The PT Department completed implementation of expansion of the professional DPT class cohort size from 40 to 60 students which began in fall 2010. The third cohort of 60 students was admitted for fall 2012. The PT Department continues to increase the number of clinical instructors supported for APTA credentialing to improve the quality of clinical education provided to the DPT students during their internships.

6. **Enhance Professional DPT, Post-Professional, and other curricula offered through the PT Department through:**

a. new pedagogy  
b. increased use of technology  
c. offering more credentialing courses for clinical instructors to improve clinical instruction  
d. offering additional student exchanges  
e. offering foundational science courses related to expertise of PT faculty for new programs in SHPS, e.g. exercise physiology, motor development, etc.  
f. possibly offer visiting professorships

We continue to monitor curricular trends in the professional literature and at national meetings. Several new curricular processes were implemented in the professional DPT including but not limited to the use of Virtual PT Clinician software in the capstone case study course PTP 780. See Grant below for information on the UM-Flint Thompson CLTR Catalyst grant. C. Daly, M. Huang, L. Lovasco, A. York, and B. Rodda were awarded the Catalyst Course Design Departmental Grant by the Thompson Center for Learning and
Teaching. This grant is designed to stimulate discipline-based, active learning strategies and teaching innovation. Faculty are using this grant to expand use of the web based patient simulation software, VirtualPT Clinician© in professional and post-professional courses. Implemented use of Virtual PT cases in PTP 672 and developed Virtual PT for PTP 780 for complex patients in acute care settings (fractures, traumatic brain injury, chest tube, and surgical wounds) and implemented in PTP 780 use of Virtual PT for final exam and assessment for final exam grading. PTP 780 is moving to two labs but contact hours for the faculty specialists would be the same. Contact hours for the course coordinator will double. (PDPT Meeting Minutes 1-25-12).

A decision was made to use both ICF and Nagi Models in the curriculum. The additional Med/Surg Course was implemented this year. Pedagogy for acute care and cardiopulmonary content changes include continued use of acute care visits for PTP 672, -673, and -641 at University of Michigan Hospital. Use of self-reflection in PTP 672 with Qualtrics surveys completed at beginning and end of semester to determine differences in student learning and confidence in cardiopulmonary examination were conducted. We also used high tech simulation in PTP 641 related to the complex acute care patient. Visit to Genesys Regional Medical Center Inpatient Rehabilitation Unit for PTP 641 in an acute care setting was done to provide learning experience related to equipment and hospital room (hospital bed transfers, cardiac chair transfer, exercise ideas in chair both supine/sitting, ADL treatment ideas in inpatient rehab bathroom; isolation precautions exposure to door signs, signage in acute/rehab patient room, Pixis equipment in acute/rehab settings, O2 portable oxygen exposure); advanced transfer techniques (car, tub, shower, toilet, Hoyer, gerichair, drop arm commode), and therapeutic exercise ideas for inpatient rehab/SNF settings (kitchen, UE, LE, standing, balance, cardiopulmonary, and parallel bar equipment.

PTP 668 will be reviewing a document from the Neurology Section on entry level guidelines for our neurologic PT curriculum. PTP 580, PTP 668 Neuromuscular Re-education, and PTP 632 Clinical Education II courses are examining the recent document from the APTA on PT/PTA roles and responsibilities. PTP 761 is moving to two sections next fall. Contact hours will increase for the instructor. Three one credit independent research courses (PTP 502) may fulfill the PDPT 660 Critical Inquiry requirement. Student independent research became available in spring. A new policy and procedure in support of student independent research for PTP 502 was created in fall 2011.

C. Daly and M. Huang participated in the UM– Flint Office of Extended Learning Course Re-Design Project (February – August, 2012). The intent of the project was to help faculty improve the overall quality of online learning and teaching in their courses and specifically the use of technology to improve instructor presence in online courses. Post-professional courses PTP 732 and PTP 660 were redesigned.

The PTD continues to offer PTP 413 Exercise Physiology for the PHHS Pre-PT Program and in the BS in Health Sciences program. Additional cadres of Clinical Instructors (CI) were offered the APTA Basic CI credentialing. Next academic year we will also offer the APTA Advanced CI credentialing course. Several of the students from the class of 2010 are now clinical instructors and have been credentialed and are already giving back to the profession. First-time pass rates on the NPTE plus performance during full-time clinical internships using the CPI are closely monitored as well as graduation and employment rates. We continue to hold our annual PTD retreat including assessment, submitted our UM-Flint annual student assessment report and our 5-year Graduate Programs Review self-study, and a faculty member attends the debriefing meeting with the academic assessment committee. Pass rate on the NPTE in 2011 was 100%, and as far as we can determine the Employment rate is 100%. CAPTE requires this information be posted on our webpage. (See 5. below, Assessment of student performance).

An application for the UM-Flint Thompson Visiting Professorship on behalf of SHPS in May/June of 2012 was submitted by C. Pfalzer in consultation with S. Selig.

7. **Provide post-professional education to the profession including PhD in PT.**

The DPT/PhD proposal was approved by the Board of Regents in July of 2012. The proposal will be on the President’s Council agenda in September and is scheduled to go to the Higher Learning Commission in October of 2012. DPT/MPH and DPT/MBA proposals will be coming forward for action by SHPS in the fall of 2013. The first Certificate graduate is attending the August 2012 Hooding Ceremony. The Post-professional programs are providing lunch time teleconferences to aid with continuing professional development and we are partnering with OEL to exploring online continuing professional development. For example, C. Daly completed two teleconferences sponsored by PTD Post Professional Programs:


C. Daly facilitated the professional continuing education program entitled Pediatric Seating, Positioning and Power Mobility presented by Ginny Paleg, PT, MPT, DScPT and co-sponsored by UMFPTD and Otto Boc Inc, on February 23, 2012.

8. *International student exchanges and study abroad to enhance commitment to service, cultural competence and communication skills in DPT student and host international visiting student – faculty exchange program with Nigeria, Geneva Switzerland.*

Donna Fry, Preya Shah (India), Laura Allet (Switzerland) have met with the Clinical Education Team, had follow-up communication regarding with Switzerland and India in fall of 2011. A. Kammann has reviewed information regarding clinical education opportunities in Italy. Additional development will occur in 2012-2013.

9. *Familiarize new dean with our PTD programs and PTD Strategic Plan.*

A copy of the PTS Strategic Plan Action Plan was provided to the dean and the dean was invited to a regularly scheduled PTD meeting to discuss the strategic plan. Drs. Torres and Pfalzer meet with the dean regarding issues in the PTD and profession and provide additional background information as requested such as direct consumer access to PT services. The dean was consulted on the re-organization that was conducted by the PTD this year.

10. *Recruit well qualified faculty.*

We have advertised these faculty posts at APTA CSM and annual meeting, online via Facebook and PTD webpage, PTD alumni newsletter, booth at MPTA fall and MPTA spring meetings, APTA Section List serves and Section for Education Ads.

Number of applicants/qualified: 9/6
Number of Applicants interviewed: 5
Number of applicants offered posts: 3
Number accepted (2) Cathy Larson (Associate Director for Research) and Don Straube (Associate Director for Professional Education)

PTD Directors Search, Associate Director for Post-Professional Non-Degree programs, and cardiovascular/pulmonary certificate/residency coordinator positions searches still underway.

**Significant Achievements**

*Dean’s Office*

1. Continued restructuring and improved management of the UHWC.
   a. Several personnel changes occurred in the UHWC including the hiring of new nurse practitioners, a director, new interim physician consultant, and other support staff.
   b. Donna Fry (SHPS Assoc. Dean) became the SHPS Clinical Compliance Officer (with formal certification). UHWC policies and procedures continue to be reviewed, and new ones generated as necessary.
   c. An RFP for an electronic health record system has been generated.
   d. A business assessment was conducted and a new business strategic plan is being generated to make this unit financially sustainable.
   e. The UHWC began feasibility studies on providing additional services to our clientele and to other community units (e.g. providing physical therapy services for the Hamilton Community Health Network).

2. Successfully received incremental space for SHPS, and renovations of this space has begun.

3. Improved relations with the Flint health community.
   a. This occurred through continued individual meetings of the Dean and Associate Dean with community members, plus service on key community boards (e.g. the Greater Flint Health Coalition, the Genesee Health Plan board). We are also collaborating on a proposal for an inter-institutional
health simulation teaching laboratory which will involve Mott Community College and Hurley Hospital.

4. Supported junior faculty within SHPS.
   a. Continued regular meetings were held with junior faculty to address expectations regarding tenure and promotion and development of a successful promotion portfolio.

5. Assisted other departments with new program development (e.g. the Ph.D. program in Physical Therapy, and the RN-to-BSN program with Alpena Community College), plus led the feasibility studies for a new Physician Assistant program and a Health Navigator Program.

Public Health & Health Sciences

1. Successful completion of two full-time, tenure track faculty searches.
   a. Health Care Administration
   b. Health Education

2. Implemented new MPH program and worked through many administrative issues to ensure an effective partnership with UM Ann Arbor School of Public Health.

3. Implemented new Doctor of Anesthesia Practice (DrAP) program and developing capstone guidelines.

4. Developed MS/CIS Health Administration track.

5. Built initial foundation to work with MSU Flint-Based Public Health initiative.

Nursing

Sponsored Programs

During the past year, the Department of Nursing faculty submitted 14 grant proposals to federal, state, and private foundations, 8 of which were funded and will bring >$3 million to UM-Flint over the next 3-5 years to support the education of more culturally competent and diverse nurses and nurse practitioners.

Federally Funded Projects

Federally funded projects include the following:

- Advanced Education Nursing Traineeship
- Advancing Patient Call Light Systems to Achieve Better Outcomes
- Developing Nurses’ Cultural Competence: Evidence-based and Best Practices
- Scholarships for Disadvantaged Students (SDS)
- University of Michigan-Flint Initiatives in Nursing Diversity (UMFIND)
- University of Michigan-Flint Initiative to Strengthen Care to Underserved Populations (UMFISCUP)
- Advanced Nursing Education Expansion

Robert Wood Johnson Grant for Second Career Nurses

The Department of Nursing was selected to receive $50,000 in grant funding from the Robert Wood Johnson Foundation’s New Careers in Nursing Scholarship Program. Funding will be used for five scholarships of $10,000 each to support students in the 16-month, accelerated second degree or second career BSN program. The recipients will be from diverse backgrounds and will include men who are traditionally underrepresented in the field of nursing. Click on the following link for further information.


Research and Creative Activity Committee (RCAC) Funded Project

Lapeer County Mental Health Project: In Shape Program
Global Student-Faculty Exchanges

During the past academic year, undergraduate and graduate students, faculty, and alumni have participated in exciting, meaningful travel/study abroad, service-learning, and research activities in the Dominican Republic, Cambodia, Kenya, and Taiwan. The Department of Nursing’s newest partnerships are with two universities in Taipei, Taiwan: National Yang-Ming University and the National Taipei University of Nursing and Health Sciences (NTUNHS). Faculty who have traveled abroad and mentored students in global exchanges include Marilyn Filter, Linda Knecht, Marilyn McFarland, Eunice Muriu, Maureen Tippen, and Hiba Wehbe-Alamah. There is a growing interest in online exchanges and partnerships with nursing students and faculty in other nations. During the past year, Hiba Wehbe-Alamah electronically brought together nursing students from UM-Flint and National Yang Ming University via Skype in her course on transcultural care.

Physical Therapy

1. 2011-2016 strategic plan developed for PTD with PTD reorganization approved and implemented with hiring of new senior faculty Associate Director for Professional Education and Associate Director for Research, and lastly, new professional/administrative Financial Planner/Manager.

2. Increased DPT enrollment from 40 to 60 students (second larger cohort now enrolled) and increased PTD post-professional enrollment for 2011-12 with development and implementation of t-DPT Nigerian cohort and 4 of 5 certificate/residency programs (orthopedic, neurological, geriatric [2011-2012], and cardiovascular-pulmonary [fall 2012]).

3. Class of 2011 achieved a 100% pass rate on licensure examination.

4. Student led pro bono clinic (PT Heart) developed and implementation begun with receipt of first grant and first student presentation at the January 2012 National Conference on Student led health centers.

5. HRSA SDS Grant disseminated with seven scholarships totaling $129,600 out of $221,000 for DPT disadvantaged student scholarships and application was submitted this year to fund students from 2012-2016 (see grant section below for more detail).

6. Signed and implemented the PT signed guaranteed admission agreements with Albion College, SVSU and School of Kinesiology, UM-Ann Arbor and are in discussions with MSU and other Michigan IIA colleges.

7. Promoting faculty development through increased funds for professional development, in-service training and pilot funding in PTD for research and significant start-up funds for new tenure track faculty as a priority ($50,000 pot for pilot projects/$30,000 per each new tenure track faculty member). First round of PTD Intramural pilot funds were disseminated in 2011-2012.

8. PhD in PT proposal approved by the Board of Regents in July of 2012 and PTD approved development of DPT/MPH and DPT/MBA programs.

Student-Outcomes Assessment

Public Health & Health Sciences

- We continue to hold our annual assessment retreat and faculty also participate in the debriefing meetings for annual program implementation reports with the Academic Assessment Committee. We will be involving new faculty in developing improved student outcome assessment measures.

Nursing

- Seven Department of Nursing faculty and staff are participating in TK 20 train-the-trainer webinars. In the fall, two nursing staff will travel to Texas for intensive hands-on, face-to-face TK 20 training, and upon returning to campus, they will train others for the purpose of improving assessment of student learning. The Commission on Collegiate Nursing Education accreditation Standards and Key Elements used for program reviews were loaded into the TK 20 system and will serve as an organizing framework for the Department of Nursing’s outcome measures. Of particular interest are the features of TK 20 that enable the tracking of students’ clinical learning outcomes, clinical placements, and outcome measures associated with clinical instruction for students in undergraduate and graduate nursing programs.
Physical Therapy

- The Department Evaluation Plan Policy has a formative and summative evaluation process including assessment of student outcomes in an ongoing, continuous process tied to the CAPTE accreditation of the DPT program and Graduate Programs review process. The PTD continues to hold our annual PTD Retreat which includes assessment, we debrief with the academic assessment committee. In addition to our regular assessment process noted previously, we supplemented our normal process with an assessment of the newly implemented curriculum to gain student input on items related to course learning objectives, course loads during the various semesters, course scheduling, and adequacy of faculty advising and will continue this for one more year until three classes have graduated from the new curriculum. The PTD underwent Graduate Program Review with a self-study submitted in December of 2011 and Graduate report was received winter semester of 2012 and widely disseminated in the PTD. Edgar Torres, as Co-Interim director met with the class officers for each cohort 1-2 time in each of the past three semesters. He occasionally had individual face to face meetings or e-mail communications with one class officer to initiate discussions. During each meeting they discussed exam scheduling, lab assignments for the following semester, class dynamics, etc. We ensured that the class officers always kept the part time students in mind when group decisions were made. No significant class issues were noted this past year. All discussions centered on routine topics mentioned. Dr. Torres had preliminary discussions with year two and three officers regarding an enhanced role for the DPT club relative to fund raising, and Amy Yorke is following up on this issue. The most important discussions with first year students were related to transition issues, tutoring, and exam scheduling. Dr. Torres will continue with a mid-semester meeting in the fall of 2012 and then have Dr. Don Straube follow up with the class officers beyond this meeting.

External Accreditation

PHHS - We are pursuing AUPHA recertification and re-accreditation of the Radiation Therapy and Anesthesia programs.

Nursing – During the 2011-2012 academic year, the Department of Nursing prepared a self-study report and underwent a three-day site visit by a team of representatives from the Commission on Collegiate Nursing Education (CCNE) for the initial accreditation of the Doctor of Nursing Practice (DNP) program. The DNP program met all four Standards and 27 Key Elements required for accreditation. The CCNE will officially announce the outcome of the review in October 2012. The first students were admitted to the DNP program in fall 2009, and the first class will graduate in May 2013. There currently are 110 DNP students in this mixed-mode program, and another 50 will be admitted in the fall. The BSN and MSN programs also are CCNE accredited.

PT - Accreditation achieved April 10, 2011. Next Activity: Compliance report is due in September 1, 2012. Most recent compliance report was submitted by February 15, 2012, related to issues identified. CAPTE identified, in addition to the senior faculty leadership issue for the PTD Director below, faculty searches/staffing and office space as issues. The commission reminded the PTD that there is a two year limit on being out of compliance which effects the PTD Directors position as of the September 2012 compliance report. The PTD did approve Dr. Pfalzer as the interim PTD Director and this was communicated to the Dean so that he may proceed forward with the appointment process changes so that the appointment change will be in place in time for the compliance report to address this F5 criterion regarding senior faculty rank of the PTD Director. The April 2011 CAPTE findings are included below.

Commission Findings:

The program was judged to be in CONDITIONAL COMPLIANCE with the following evaluative criterion. Conditional compliance means that the program has in place a substantial portion, but not all, of the elements necessary to meet all aspects of the evaluative criterion.

F-5. The program administrator is a physical therapist with an earned doctoral degree, senior faculty status, and an understanding of higher education and contemporary clinical practice appropriate for leadership in physical therapy education.
The Program Director position is currently an interim co-directorship shared by Dr. Lucinda Pfalzer and Dr. Edgar Torres. Dr. Pfalzer and Dr. Torres are physical therapists, with the required earned doctoral degrees, and an understanding of higher education and contemporary clinical practice appropriate for the position. Although Dr. Pfalzer holds senior faculty status, Dr. Torres does not.

In the Compliance Report, provide evidence of a program administrator who meets all the expectations of this criterion. If necessary, provide a plan and timeline to come into compliance.

Commendations:

1. The Visit Report noted that, while the “enrolled student body is consistent with the mission of the program”, the demographic data on the students body indicated “that the program’s goal for student diversity is not being met.” The Program, in its response, reports that the School for Health Professions and Studies has a federally-funded grant designed to prepare disadvantaged students to succeed in a PT program. The Commission commends the program for its innovative approach to and support for students accepted in the program. (Criteria R-1 and R-2)

2. The Commission commends the program for the quality of its Self-study Report. The Program submitted a well-written, thorough, concise and comprehensive Self-study Report, which clearly conveyed the nature and scope of the educational experience.

Research and Creative Activities

Dean’s Office


Published Abstracts/Peer Reviewed Presentations


Public Health & Health Sciences

Publications


Presentations


Suzuki R., Mathis, A., Kruger, D. Characteristics of Neighborhoods and Health Status among Underserved Older Adults, Gerontological Society of America, Boston, MA November 2011.

Student Presentations

Sloan, J., Suzuki, R. Quality of Life and Health Promotion Programs in Older Adults with Chronic Disease. 2012 National Health Promotion Summit, Washington DC, April 2012.


Nursing

Peer Reviewed Books


Peer Reviewed Publications


Non Peer Reviewed Publications


Peer Reviewed Presentations


Tzeng, H. M., Ronis, D., & Yin C. Y. (April 14, 2012). The unique contribution of staff’s call light response time to fall and injurious fall rates: An exploratory study in four US hospitals using archived...
hospital data. Oral/paper presentation at the 36th Annual Research Conference of the Midwest Nursing Research Society to be held in Dearborn, Michigan.

Non Peer Reviewed Presentations

Creech, C. Are You Smarter Than a Nursing Student? Presented at the Nursing Faculty Development Forum, Michigan Center for Nursing, August 2011.

Podium Presentations


Poster Presentations


Invited Presentations


Tzeng, H. M. (April 5, 2012). Manuscript writing and publishing on SCI/SSCI journals (to be confirmed). Invited speech at the National Taipei University of Nursing and Health Sciences, School of Nursing, Taipei, Taiwan.

Tzeng, H. M. (September 2, 2011). Fall prevention research in hospital settings: What is known and what is not known? Invited speech at part of the Taiwanese Nursing Student Exchange Program at the University of Michigan-Flint, School of Health Professions and Studies, Department of Nursing, Flint, Michigan.

Tzeng, H. M. (August 15, 2011). Publish your papers on SCI/SSCI journals. Invited speech at the National Yang Ming University School of Nursing, Taipei, Taiwan.

Tzeng, H. M. (August 15, 2011). Get your innovative research ideas funded: Using inpatient falls as an example. Invited speech at the National Yang Ming University School of Nursing, Taipei, Taiwan.


Webinars


Conducted nationwide Cultural Competence training webinars for nurses in 34 states (grant-funded): Presented from The University of Michigan-Flint Campus:


Research Efforts


Aplin-Kalisz, C., (2012). Lived experience of inner city adolescent females attending an alternative education program. DNP research project, Case-Western University, Cleveland, OH.


Creech, C., Principal Investigator (2010-present). Barriers and Facilitators to an Accelerated Master’s in Nursing Program.


Jones, B. (2012). Nurse beliefs and other influencing variables on nurses' intentions and decisions regarding family presence in adult ICUs. Doctoral dissertation, Wayne State University, Detroit, MI.


Wehbe-Alamah, H., Principal Investigator (2011-present). “Living with Borderline Personality Disorders, A Virtual Content Analysis.”

Physical Therapy

Peer Reviewed Publications


Published Abstracts/Peer Reviewed Presentations

Blackwood JA, Huang M, Pfarzer, LA, Yorke, AM. Evidence in Action: a comprehensive management of balance impairments and falls for adult cancer survivors Oncology Section, Pre-Conference Course, Combined Section Meeting (CSM), APTA, Chicago IL, February 8, 2012 and Also presented at Northeast District Meeting, MPTA, UM-Flint, Flint, MI, January 2012.

Blackwood JA. Autonomous Practice in Physical Therapy: What Does This Mean to Me? Section on Geriatrics Combined Section Meeting (CSM), APTA, Chicago IL, February 2012.

Blackwood JA. Engaging Learners in an Online Assistive Technology Course. Assistive Technology Industry Association Annual Conference, Orlando, FL, January 2012.

Blackwood JA. Students Predicting Performance: The Role of Self Efficacy in Higher Education. Lilly Conference on College and University Teaching, Traverse City, MI. September, 2011.


Pfarzer L, Huang M. An Evidence-Based Approach to the Identification and Screening of Balance for Patients with Cancer. Oncology Section, Combined Section Meeting (CSM), APTA, Chicago IL, February 8, 2012. Also presented at Northeast District Meeting, MPTA, UM-Flint, Flint, MI, January 2012.


Morris GS, Hile E, Flores AM, Pfarzer LA. Exercise Guidelines for Patients with Cancer. APTA CSM, Chicago, IL, February 10, 2012.


**Peer Reviewed Presentations Accepted**


Invited Presentations

Blackwood JA. The Role of Inflammation in Aging. Post Professional Teleconference Series, University of Michigan-Flint Physical Therapy Program, February 2012.


Creps, J. Assessment and Treatment of Arthritic and Ligamentous Instabilities of the Foot and Ankle. UMHS MedSport, Ann Arbor, MI, January 2012.


Pfalzer LA. Balance and Falls in Patients with Cancer. 8th Cancer Rehabilitation Conference. Massey Cancer Center, VCU, Richmond, VA, May 4-5, 2012.

Pfalzer LA. Pharmacology for the real world PT. MPTA Spring Meeting, East Lansing, MI, April 1, 2012.


Ruediger T. Classification Based Diagnosis of a Patient with Low Back, Continuing Education Teleconferences University of Michigan-Flint, April 17, 2012 (217 participants).

Ruediger TM. Application of the ICF Classification Model to a Patient with Low Back Pain. UM-Flint Teleconference Series 2011-2012.

Ruediger TM. Austin M Low Back Pain Classification Using the ICF Mode. MPTA approved continuing Education Course.

Book Reviews and Article Reviews

Rodda B. completed an article review for JOSPT in April 2012.

Development Activities and External Funding

SHPS

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<td><strong>Total</strong></td>
<td><strong>$89,964.00</strong></td>
</tr>
</tbody>
</table>

| Total New Bequest Intentions | $700,000.00 |
| Unrealized Pledge Payments   | $675.00     |
| **Total**                   | **$700,675.00** |

The values above reflect the entire school. The SHPS Dean’s Office received $5,147 and the UHWC received $2,000.

Of additional note, this was the first year of the Selig Award. Established by the Farrehi Family Foundation, the award honors the long-standing and distinguished service of Dr. Suzanne Selig to the University of Michigan-Flint in the fields of Health Sciences and Administration (now known as Public Health & Health Sciences) and her creative contributions to Flint’s public health community. The Selig Award recognizes a student who demonstrates not only scholastic accomplishments and leadership, but also significant civic engagement. This endowment provides the annually selected student an award of $2,000 and this past fiscal year the first awardee was selected.

PHHS

Although no bequest intentions, pledges or in-kind contributions were made in FY 2012, PHHS received $7,065.00 in realized gifts.
**Nursing**

<table>
<thead>
<tr>
<th></th>
<th>Total Realized Monetary Gifts</th>
<th>$16,188.00</th>
<th>Total New Bequest Intentions</th>
<th>$0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift in Kind</td>
<td>$1,850.00</td>
<td></td>
<td>Unrealized Pledge Payments</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$18,038.00</td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Physical Therapy**

The PTD has conducted an annual telefund in May every year for the past 14 years. We attend as a department the Spring scholarship banquet. In addition, the interim dean of SHPS (Donna Fry) continued to meet with a few of the PT donors on behalf of the PTD. We published 3 alumni newsletters this year and hosted our second APTA CSM alumni event. We have a plan in place to celebrate the 60/30th anniversaries of the PTD this coming year. A case statement for an endowed chair position was written and sent to Scott Bertsch in Development and Alumni Relations. The PTD participated in a golf fundraiser for an alumna who passed away and whose family has started the fundraiser in his memory for the second year in a row. Three new endowed scholarships and a student travel fund were established in 2011-2012. The first fall donor newsletter by PTD was published in fall 2011 entitled, “The PTD Michigan Difference”. A listing of gift/endowed accounts below shows the transition in accounting codes as paperwork was cleaned up this year for all gift accounts.

<table>
<thead>
<tr>
<th>Physical Therapy</th>
<th>Gift accounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>302123</td>
<td>Wendy LaFontaine Scholarship in Physical Therapy</td>
</tr>
<tr>
<td>710720</td>
<td>Fry Physical Therapy Scholarship</td>
</tr>
<tr>
<td>304771</td>
<td>Fry Physical Therapy Scholarship</td>
</tr>
<tr>
<td>306150</td>
<td>Ralph M. and Emmalyn E. Freeman Physical Therapy Scholarship</td>
</tr>
<tr>
<td>570769</td>
<td>Richard E. Darnell, PT, Ph.D., FAPTA Physical Therapy Fund</td>
</tr>
<tr>
<td>308160</td>
<td>Richard E. Darnell, PT, Ph.D., FAPTA Physical Therapy Fund</td>
</tr>
<tr>
<td>571667</td>
<td>Paulette Kondela Cebulski Physical Therapy Scholar</td>
</tr>
<tr>
<td>310860</td>
<td>Paulette Kondela Cebulski Physical Therapy Scholar</td>
</tr>
<tr>
<td>572051</td>
<td>Jane Eileen Murdock Memorial Scholarship</td>
</tr>
<tr>
<td>314093</td>
<td>Jane Eileen Murdock Memorial Scholarship</td>
</tr>
<tr>
<td>571035</td>
<td>Virginia Wilson Physical Therapy Scholarship</td>
</tr>
<tr>
<td>361299</td>
<td>Virginia Wilson Physical Therapy Scholarship</td>
</tr>
<tr>
<td>362285</td>
<td>GFAHA - Physical Therapy</td>
</tr>
<tr>
<td>363055</td>
<td>Coleman J. and Lois R. Ross Scholarship in Physical Therapy</td>
</tr>
<tr>
<td>366535</td>
<td>Physical Therapy Student Research</td>
</tr>
<tr>
<td>366536</td>
<td>Physical Therapy Emergency Assistance</td>
</tr>
<tr>
<td>366537</td>
<td>Physical Therapy Unrestricted Gifts</td>
</tr>
<tr>
<td>570423</td>
<td>Ernestine R. Smith, Ph.D., MPH Physical Therapy Scholarship</td>
</tr>
<tr>
<td>366843</td>
<td>Ernestine R. Smith, Ph.D., MPH Physical Therapy Scholarship</td>
</tr>
<tr>
<td>572165</td>
<td>David Potter Physical Therapy Memorial Scholarship</td>
</tr>
<tr>
<td>314960</td>
<td>David Potter Physical Therapy Memorial Scholarship</td>
</tr>
<tr>
<td>731622</td>
<td>Andrew and Lillian Dalman Physical Therapy Scholarship</td>
</tr>
<tr>
<td>315668</td>
<td>Andrew and Lillian Dalman Physical Therapy Scholarship</td>
</tr>
<tr>
<td>731429</td>
<td>Bradley Roth Memorial Scholarship</td>
</tr>
<tr>
<td>318674</td>
<td>Bradley Roth Memorial Scholarship</td>
</tr>
<tr>
<td>731461</td>
<td>William C. Smith Doctor of Physical Therapy Scholarship</td>
</tr>
<tr>
<td>318906</td>
<td>William C. Smith Doctor of Physical Therapy Scholarship</td>
</tr>
</tbody>
</table>
This is an increase in realized gifts of approximately 37,000 in 2011-2012 compared to 2010-2011.

<table>
<thead>
<tr>
<th>Donor Name</th>
<th>Bequest Amount</th>
<th>Designation</th>
<th>Date Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Dalman Dykstra</td>
<td>$700,000.00</td>
<td>Andrew and Lillian Dalman Physical Therapy Scholarship Endowment</td>
<td>1/25/2012</td>
</tr>
</tbody>
</table>

TOTAL $700,000.00

See following report from Development for more details.

**Department of Physical Therapy – Annual Report FY2012 Summary of Fund Development Endeavors**

The Department of Development and Alumni Relations and the Department of Physical Therapy coordinated fundraising and alumni outreach efforts to further enhance the giving outcomes for 2012. Three (3) new scholarships were established:

- Dr. Beverly Schmoll Physical Therapy Student Travel Fund – full endowment to be realized in FY 2013.

Additionally, the lead donor of the Andrew and Lillian Dalman Physical Therapy Scholarship officially committed to bringing the fund to endowment level by FY 2017. It had previously been functioning as an expendable fund. The Fry Physical Therapy Student Assistance Fund established in 1995 was revised to address guidelines/intent affected by the passing of Proposal 2. This also resulted in a re-name of the fund to the Fry Physical Therapy Scholarship.

Visits were made to several donors and prospects out of state resulting in good will and financial contributions. Dr. Cindy Pfalzer, Dr. Donna Fry and Ellen Brothers met in Ohio with Beverly Schmoll, former faculty and interim Vice Chancellor of UM-Flint. Through prior interactions with Dr. Pfalzer, Dr. Schmoll was prepared for an ask to support a scholarship. Dr. Schmoll agreed and committed to an endowed student travel fund.

In April, Ellen Brothers, Scott Berchey and Dr. Fry visited Lorne “Mac” and Beth MacDonald, owners of Falcon Physical Therapy in Colorado Springs, CO. They continue to be supportive and committed to the Physical Therapy Department. They indicated intent to give in a major way within the next five years. They maintain a significant annual gift and give their time to visit the campus and talk to students about the profession of Physical Therapy. They also hope to welcome intern/clinical opportunities involving UM-Flint PT students.

Ellen Brothers and Donna Fry visited with UM-Flint PT alumnus, David Wegzyn, Therapy Manager at the University of Colorado Hospital. He provided an invaluable tour of medical campus and state of the art simulation lab. Dr. Pfalzer cultivated a new found relationship with PT alumnus Richard Shutes. He reached out to Dr Pfalzer at a conference indicating he was a graduate from the program at the Ann Arbor campus in 1969. Ellen Brothers visited with Mr. Shutes in Florida from an alum perspective and to explore giving potential.

Outside of the greater Flint community, Ellen Brothers and Donna Fry visited Jane Dykstra to finalize her commitment to an endowed scholarship and assist with her bequest intention. Ellen Brothers, Dr. Pfalzer, Dr. Edgar Torres and Dr. James Crepes participated in the Bradley Roth Memorial Golf Outing in Ann Arbor. It was hosted by the Roth family who established the endowed student scholarship in their son/sibling’s name. It was a meaningful opportunity to meet the family, show support and good will for their efforts. Proceeds of the event are applied to the scholarship fund each year.

Alumni Relations and Annual Giving have been heavily involved with the PT department with particular focus on the 60/30 Anniversary commencing in October 2012. New and renewing donors have come forth as a result of communication and giving opportunities extended to PT alumni.
Grant Applications

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

**PHHS**

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Selig</td>
<td>PHHS</td>
<td>Health Career Opportunity Program</td>
<td>$1,782,106</td>
<td>Health &amp; Human Services – Department of Health Resources &amp; Services Administration</td>
<td>Funded</td>
</tr>
<tr>
<td>Shan Parker</td>
<td>PHHS</td>
<td>Reducing obesity in medically underserved populations</td>
<td>$44,068</td>
<td>Aetna Foundation</td>
<td>Not funded</td>
</tr>
<tr>
<td>Suzanne Selig</td>
<td>PHHS</td>
<td>211 Health Navigator Evaluation</td>
<td>$15,000</td>
<td>Ascension Health System Office</td>
<td>Funded</td>
</tr>
</tbody>
</table>

**Nursing**

<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>Developing Cultural Competencies for Nurses: Beyond the Basics</td>
<td>$221,078</td>
<td>USDHHS/HRSA</td>
<td>Funded July 1, 2008-June 30, 2011 with no cost extension to March 31, 2013</td>
</tr>
<tr>
<td>Andrews</td>
<td>Nursing</td>
<td>State of Michigan Bureau of Health Professions Nursing Scholarship</td>
<td>$9,000</td>
<td>State of Michigan Department of Community Health</td>
<td>Funded 2011-2012</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>UM-Flint Advanced Education Nursing Traineeship</td>
<td>$32,014</td>
<td>USDHHS/HRSA</td>
<td>Funded 2011-2012</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Increasing the Supply of Adult Primary Care Nurse Practitioners: An Accelerated Two-Year</td>
<td>$1,249,600</td>
<td>USDHHS/HRSA</td>
<td>Funded 2010-2015</td>
</tr>
<tr>
<td>Name</td>
<td>Program</td>
<td>Description</td>
<td>Amount</td>
<td>Funding Agency</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Creech/Pfalzer</td>
<td>SHPS</td>
<td>Scholarships for Disadvantaged Students (SDS)</td>
<td>$221,218</td>
<td>USDHHS/HRSA</td>
<td>Funded 2011-2012</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Advanced Nurse Education Traineeship 2012-2014</td>
<td>$699,840</td>
<td>USDHHS/HRSA</td>
<td>Submitted to sponsor</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Undergraduate Nursing Scholarships for Disadvantaged Students (SDS)</td>
<td>$2,580,000</td>
<td>USDHHS/HRSA</td>
<td>Submitted to sponsor</td>
</tr>
<tr>
<td>Creech</td>
<td>Nursing</td>
<td>Graduate Nursing Scholarships for Disadvantaged Students (SDS)</td>
<td>$900,000</td>
<td>USDHHS/HRSA</td>
<td>Submitted to sponsor</td>
</tr>
<tr>
<td>Knecht/Andrews</td>
<td>Nursing</td>
<td>UM-Flint Initiatives for Nursing Diversity</td>
<td>$788,813</td>
<td>USDHHS/HRSA</td>
<td>Funded 2011-2014</td>
</tr>
<tr>
<td>Tzeng</td>
<td>Nursing</td>
<td>Advancing Patient Call Light Systems to Achieve Better Outcomes</td>
<td>$8,929</td>
<td>National Center on Minority Health and Health Disparities, National Institute of Health</td>
<td>Funded 2010-2012</td>
</tr>
<tr>
<td>Tzeng</td>
<td>Nursing</td>
<td>New Careers in Nursing – Flint, Michigan</td>
<td>$50,000</td>
<td>Robert Wood Johnson Foundation</td>
<td>Funded 2012-2013</td>
</tr>
<tr>
<td>Tzeng</td>
<td>Nursing</td>
<td>Nurses’ Perspectives of Risk Factors for Injurious Falls and Interventions for Adults in Hospital Settings</td>
<td>$8,000</td>
<td>ACNE Institute</td>
<td>Turndown</td>
</tr>
<tr>
<td>Wehbe-Alamah</td>
<td>Nursing</td>
<td>The Safer Sex X2 (SSx2) Study</td>
<td>$40,570</td>
<td>HRSA, Dept. of Centers for Disease Control and Prevention</td>
<td>Submitted to sponsor</td>
</tr>
<tr>
<td>Wehbe-Alamah</td>
<td>Nursing</td>
<td>Home Care First: Innovation to Improve Patient Outcomes and Reduce Costs through</td>
<td>$1,649,387</td>
<td>Rochester Area Hospitals’ Group</td>
<td>Turndown</td>
</tr>
</tbody>
</table>
## Physical Therapy

<table>
<thead>
<tr>
<th>Principle Investigator</th>
<th>Department</th>
<th>Title</th>
<th>Amount</th>
<th>Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackwood, JA (PI)</td>
<td>PTD</td>
<td>Assessment of Balance and Cognition as Risk Factors for Falls in Community Dwelling Older Adults.</td>
<td>$500</td>
<td>MPTA Institute for Education and Research</td>
<td>Granted 2011</td>
</tr>
<tr>
<td>EB John, LA Pflazer, D Fry</td>
<td>PTD</td>
<td>Promoting Improvement in the Lives of Individual with Disabilities through Engineering and Sustainable Rehabilitation Industries and Physical Therapy Education in Nigeria (5 years)</td>
<td>$5,769,284</td>
<td>USAid</td>
<td>Denied, 2012</td>
</tr>
<tr>
<td>Pflazer Lucinda (CI)</td>
<td>PTD</td>
<td>HRSA SDS Program</td>
<td>$129,600 of total award of $221,000</td>
<td>HRSA</td>
<td>Granted</td>
</tr>
<tr>
<td>Connie Creech (PI)</td>
<td>PTD</td>
<td>HRSA SDS Program</td>
<td>$206,766 in Year 1; totaling 1,190,013 for all 4 years of funding requested</td>
<td>HRSA</td>
<td>In Review</td>
</tr>
<tr>
<td>Pflazer Lucinda (PI)</td>
<td>PTD</td>
<td>A prospective (cohort) Study to Identify Factors Affecting Morbidity Following the Diagnosis and Treatment of Patients with Breast Cancer: A Multi-Institutional Study between NIH, RMD, and National Naval Medical Center (NNMC) Breast Care Center (BCC)</td>
<td>$150,000</td>
<td>NIH Clinical Center, National Cancer Institute (NCI), and NNMC, Bethesda, MD</td>
<td>Approved</td>
</tr>
</tbody>
</table>
Efforts to Increase Enrollment

Dean’s Office

The SHPS Dean and Associate Dean participated in multiple recruitment events sponsored by UM-Flint Admissions.

Public Health & Health Sciences

Directors and staff participated in numerous recruitment events sponsored by UM-Flint Admissions and the Office of Graduate Programs. Marketing plans will be developed for smaller programs in 2012/2013.

Nursing

The Department of Nursing continues to be fully engaged in its activities to increase enrollment in its undergraduate and graduate programs by participating in ongoing University events including: transfer student open houses, job and education fairs, new student welcome day street fair, Super Science Friday, and numerous nursing student information meetings. Special attention has been placed on current UM-Flint pre-nursing students in establishing best practices to prepare them for formal admission to the nursing program by enhancing academic advising. Outreach efforts have been a primary focus with several local community colleges for which new and existing articulation agreements have been established or updated. UM-Flint has a full-time presence on site at Lansing Community College, Wayne County Community College District in Harper Woods, St. Clair County Community College in Port Huron, and most recently Alpena Community College. The RN/BSN program and graduate nursing programs are reaping the benefits of these initiatives, as well as others, including advertising new opportunities such as the Accelerated Master of Science in Nursing-Adult Nurse Practitioner curriculum which carries a $22,000 stipend for newly-admitted students. Additionally, the Robert Wood Johnson grant will increase enrollment in the second-degree accelerated program by 8 students starting in fall 2011. Please see the attached chart for enrollment comparisons by program from 2011-2012.

### Four-Year Enrollment Trends and Percent Change: Fall 2007-2011

<table>
<thead>
<tr>
<th>Nursing Enrollment</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>% Increase: 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Pre-Nursing</td>
<td>366</td>
<td>481</td>
<td>600</td>
<td>578</td>
<td>544</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Unde</strong>gr<strong>ada</strong>t<strong>e</strong> / Pre-Licensure **</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Basic BSN, Accelerated 2nd Degree BSN (ASD), and RN/BSN</td>
<td>472</td>
<td>513</td>
<td>549</td>
<td>640</td>
<td>706</td>
<td>50%</td>
</tr>
<tr>
<td>Graduate **</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>MSN** (includes AMSN) and DNP***</td>
<td>49</td>
<td>65</td>
<td>84</td>
<td>105</td>
<td>141</td>
<td>188%</td>
</tr>
<tr>
<td>Total Nursing Admitted</td>
<td>521</td>
<td>578</td>
<td>633</td>
<td>745</td>
<td>847</td>
<td>63%</td>
</tr>
</tbody>
</table>

**The last MSN cohort was admitted F08. The last students graduated in May 2011. A new mixed-mode Accelerated MSN program began fall 2009.**

**The last Doctor of Nursing Practice cohort was admitted in fall 2009.**
Physical Therapy

See above section regarding recruiting a well-qualified (higher mean GPA and GRE scores), diverse student body for the Professional DPT program.

Community Engagement Activities

Dean’s Office

- David Gordon (Dean) is 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.

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

- The Assoc. Dean also 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 Associate, as treasure for the Michigan Physical Therapy Institute for Education and Research, other committees for the Genesee Health Plan, and the Flint Health Education Opportunities Committee for the Greater Flint Health Coalition.

- The Urban Health and Wellness Center (UHWC) is currently engaged in development of collaborative efforts with the Genesee County Health Department to provide low-cost women’s health services through the UHWC.

Public Health & Health Sciences

PHHS sponsored the UM Prevention Research Center (PRC) of Michigan’s “Safe and Healthy Futures in Genesee County” symposium in May 2012. PHHS also sponsored Master of Science in Health Education graduate student, Jessica Sloan, to present at the Society of Students Conference in Long Beach, CA in February 2012 on “Student Run Free Clinics.”

Rie Suzuki

- Member of the Flint Chapter of the Aging and Disability Resource Center

John Sonnega

- Member of the PRC “Speak to Your Health” survey committee
- Serves as an Alternate to the PRC Community Board
- Works with the Flint Neighborhood Roundtable to promote Healthy Sleep

Suzanne Selig

- Member of the UM PRC Executive Committee, and Chair of PRC Community Board
- Flint Area Medical Education (FAME) Judge, Community Research Forum

Arlesia Mathis

- Flint Area Medical Education (FAME) Judge, Community Research Forum

Nursing

Marge Andrews

- UM-Flint/Hurley Anesthesia Program, Member, Advisory Board, 2006-present
- Oakland Community College, Member, Advisory Board – July 1, 2011-present

Connie Creech

- Genesee Health Plan Quality Assurance Committee 2008-present
- Genesee County Health Department Behavioral Health Advisory Committee 2005-present
• Organizer/volunteer for cervical cancer screening event co-sponsored with Genesee County Health Department and University of Michigan Comprehensive Cancer, September 2011

Marilyn Filter
• President-Elect, Sigma Theta Tau International, Pi Delta Chapter, 2011
• Pride Medical Services Committee, Flint, MI 2006-present

Linda Knecht
• Volunteered at multiple flu clinics sponsored by both the Genesee County Free Medical Clinic and the UM-Flint UHWC

Marsha Lesley
• Lapeer and Genesee County Community Mental Health Clinics

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

Huey-Ming Tzeng
• Board of Directors, Genesee County Free Medical Clinic, Flint, Michigan, member September 2010-present
• Baker College of Flint Nursing Program, Member, Advisory Board – October 2011-present)
• Volunteer, City of Flint Mayor’s Office (Rhoda Matthews, Director of Citizen Services), November 2010-April 2011, working on matching volunteers (e.g., who have expressed their interests in working with youth and seniors) with appropriate non-profit agencies in Flint

Hiba Wehbe-Alamah
• Volunteered services as Family Nurse Practitioner at Family Planning Unit of Saginaw County Department of Public Health, Saginaw, Michigan (2006-present)

Physical Therapy
Jennifer Blackwood
• Member of APTA and MPTA
• Performed a community senior health screening event as a part of PTP 783 with the DPT class of 2012, Davison Senior Center, June 16 & 23rd 2011
• Performed an interdisciplinary workshop with DPT and MSU SLP students, UM-Flint, Flint, MI, June 2nd, 2011
• Performed a fall risk screening event at Brenan Senior Center, Flint, MI, October 8th, 2011
• Performed a community senior health screening event as a part of PTP 783 with the DPT class of 2013, Loose Senior Center, Linden, MI, & Grand Blanc Senior Center, Grand Blanc, MI, May, 2012
• GCS exam Item writer, ABPTS Specialization Academy for Content Experts, 2010-2012
• Section on Geriatrics Advanced Clinical Practice Committee member, 2010-present
• Michigan Physical Therapy Association (MPTA), Conducted mock interviews and critiqued resumes at MPTA Annual Student Conclave, Lansing, MI, April 2011
• Volunteer, PT with MPTA Legislative Breakfast, Lansing, Michigan, May 2011
• Section on Geriatrics Advanced Clinical Practice Committee member, 2010-present
• Volunteer, PT with MPTA Legislative Breakfast, Lansing, Michigan, May 2012

Jamie Creps
• Selected as a NPTE item writer for the Federation of State Boards of Physical Therapy
• Selected as Item bank clean-up member for the Federation of State Boards of Physical Therapy
• Member of APTA, MPTA and Orthopedic Section
Carol Daly
- Michigan Early On Center for Higher Education Advisory Board. The purpose of this organization is to improve multidisciplinary higher education learning experiences relative to early intervention services.
- Member of APTA and APTA Section on Pediatrics Practice Committee Vice Chair
- Miracles in Motion Therapeutic Equestrian Center Board of Directors

Annemarie Kammann
- Member of APTA and MPTA
- Member of CI-SIG in Michigan
- Member of Detroit Area Clinical Education Forum, APTA, MPTA member section member pediatrics and education
- Member Michigan Alliance of School Physical and Occupational Therapists
- Trustee for the MPTA research Institute

Min Huang
- Member of APTA, MPTA and APTA Neurology Section

Leslie Lacy
- Member of APTA and MPTA
- Participated in Super Science Friday program with Amy Yorke, UM-Flint, Flint, MI, May 2012.

Laura LoVasco
- Michigan Physical Therapy Association, Fall 2010 and Spring 2011 Conference Volunteer
- MPTA Student Relations Committee Chair, 2010-2011
- Led the Michigan Physical Therapy Association Student Relations Committee to a Michigan Executive Association runner up Diamond Award for the 2012 Student Conclave planning and management.
- Attended PT on Capitol Hill, Washington DC, 2011
- APTA Sections member Health Policy & Administration, Education, Geriatrics, Cardiovascular & Pulmonary

Cindy Pfalzer
- Served as a reviewer for the MPTA Institute for Education and Research, Fall Conference Research Abstracts, August, 2011.
- Served as a team organizer for PT Department student volunteer team, Genesee County American Cancer Society Making Strides event in Flint, MI, October 2011.
- Rehabilitation Oncology, Editorial Board member, 1996-present; Abstract reviewer, 1987-2006; Manuscript reviewer, 1996-present.
- Manuscript Reviewer, New England Journal of Medicine, 2009-current
- Manuscript Reviewer, Archives of Physical Medicine and Rehabilitation, 2008-current
- Manuscript Reviewer, Physical Therapy Theory and Practice 2007-current
- Oncology Section of APTA, EDGE Breast Cancer Work Group, June, 2010-present
- Oncology Section of APTA, Member, Clinical Specialization Task Force, 2006-present
- MPTA Delegate to APTA House of Delegates, July 2004-present
• MPTA CEU task Force, Chair, January 2006-present
• Volunteer, PT with MPTA Political Action Committee at Legislative Breakfast, Lansing, Michigan, April 2012.
• MPTA Institute for Education and Research Committee, Member, 1999-August 2012, and Conference Research Abstract reviewer 2004-August 2012.

Becky Rodda
• Scarves for Special Olympics – funded and assisted a group of first and second year students (16 in all) to make scarves for Special Olympics. Over 25 scarves were made and sent to the Michigan Special Olympics in Dec. 2011.
• American Physical Therapy Association (APTA), Critiqued resumes at National Student Conclave, Minneapolis MN, Oct 2011
• Served as an Federal State Board of Physical Therapy (FSBPT) item writer for new PEAT exam finishing 20 items during March 2012 – May 2012
• Michigan Physical Therapy Association (MPTA), volunteer as room assistance during the Fall Conference, Grand Rapids, MI, Oct 2011
• Michigan Physical Therapy Association (MPTA), Critiqued resumes at MPTA Annual Student Conclave, Lansing, MI, April 2012
• Member of the APTA, Orthopedic Section, Education Section and SIG for Medical Imaging

Thomas Ruediger
• Member of APTA, MPTA and Orthopedic Section
• Test item reviewer writer, ABPTS Specialization Academy for Content Experts, 2011-2013

Amy Yorke
• Member of APTA, MPTA and Neurology Section
• Served a member of the volunteer council for the Northeastern District of the National Multiple Sclerosis Society
• Assisted in the organization of New Views, New Studies, New Hope co-sponsored with the National Multiple Sclerosis Society, Northeastern Michigan District. Facilitated student volunteers who completed balance and respiratory screenings as well as educational sessions. Approximately 30 people with MS attended the event held at UM-Flint.
• Participated in and facilitated 10 student volunteers for “Are you Well Balanced” session for UM-Flint Super Science Friday
• Provided a two day continuing education conference with all proceeds going to PT-Heart in conjunction with Great Lakes Seminars on March 31-April 1st.
## 2011-12 Budget Summary

### SHPS - FY 2011 - 2012 Budget

<table>
<thead>
<tr>
<th>Spending Authority</th>
<th>Dean</th>
<th>Nursing</th>
<th>Physical Therapy</th>
<th>Public Health &amp; Health Sciences</th>
<th>SHPS (All)</th>
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<td>$0.00</td>
<td>($5,000.00)</td>
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<td><strong>Total Spending Authority</strong></td>
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<td>$13,096,670.40</td>
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</tbody>
</table>

### Expenditures

#### Salaries:

- **Faculty**: $0.00
- **Staff**: $510,797.23
- **Other Compensation**: $0.00
- **Benefits**: $141,051.54

**Sub-total Salaries**: $651,848.77

#### Operating:

- **Communications**: $2,908.04
- **Computing Services and Supplies**: $899.30
- **Fees and Services**: $3,129.00
- **Financial Aid**: $0.00
- **Furniture & Equipment**: $0.00
- **General Expenses**: $53,233.47
- **Internal Rebill**: $109.79
- **Laboratory Supplies**: $0.00
- **Plant Operation/Maintenance**: $503.03
- **Research (RESGR/RESIN/STRES/STRUP)**: $0.00
- **Space Rental and Renovations**: $0.00
- **Transfers and Distributions**: $4,655.00
- **Travel, Hosting and Transportation**: $25,629.33

**Sub-total Operating Expenses**: $91,066.96

**Total Expenditures**: $742,915.73

**FY12 Budget Balance**: $846,720.83
Goals for 2012/2013

School of Health Professions & Studies – (Dean’s Office Directed)
1. Finalize SHPS strategic plan.
2. Evaluate and renovate assigned SHPS space.
3. Nurture tenure and promotion preparation by junior faculty.
4. Finalize the revision of tenure and promotion guidelines.
5. Foster interdisciplinary efforts within the school and university for scholarship and service projects.
6. Identify key service and scholarship efforts for SHPS faculty to improve the health of our region.
7. Develop a strategic plan to increase diversity in our SHPS student population.
8. Review the structure of SHPS (including the SHPS Policies and Procedures) to determine what changes would better enable the School to address its goals.
9. Expand the clientele of the UHWC, develop a business strategy which will make this unit financially self-sustaining, and make this unit a model of effective inter-professional health care delivery/health education.
10. Start a SHPS leadership program which identifies and nurtures academic leadership talent, which can be leveraged towards specific projects and succession planning.
11. Hire a new director for the Physical Therapy Department.
12. Partner with health care providers to identify new capacity for the clinical training of SHPS students (clinical rotations, internships, residencies, etc.).

Public Health & Health Sciences
1. Seek replacements for two additional faculty positions (Health Administration and MPH program – searches in progress).
2. Refine new MPH and Doctor of Anesthesia Programs.
3. Successful AUPHA recertification and re-accreditation of the Radiation Therapy and Anesthesia programs.
4. Monitor growth in high enrollment programs and ensure we continue to provide the highest quality learning opportunities.
5. Work closely with community partners to enhance visibility of our MPH program/faculty within the Greater Flint community.
6. Work collaboratively with new MSU Public Health initiatives and strengthen collaborations with UMSPH.
7. Encourage and support faculty in scholarship through opportunities to collaborate with one another.

Nursing
1. Finalize Department of Nursing’s Strategic Plan (after SHPS governing faculty vote to approve the School’s plan) and implement year one goals.
2. Develop a proposal for the establishment of an independent School of Nursing.
3. Plan and build a state-of-the-art simulation laboratory (2nd floor of WSW Building).
4. Develop new graduate program offerings in nursing and other health-related specialties as determined by faculty consensus.
5. Expand RN/BSN program outreach to all community colleges in the state with Nursing ADN/AAS programs.
6. Implement objectives for all grant-funded initiatives.

Physical Therapy
1. Explore becoming a School of Physical Therapy.
2. Provide professional/career development opportunities for existing and new faculty.
3. Recruit a well-qualified (higher mean GPA and GRE scores), diverse student body for Professional DPT program.
4. Expand community partnerships and development opportunities especially to increase endowments for DPT student scholarships.
5. Implement curriculum for 60 students / cohort class in Professional DPT Program.
6. Enhance Professional DPT and Post-professional curriculums including pedagogy and use of technology such as increased credentialing of clinical instructors in Professional DPT (also see student exchanges, visiting professorships below) and possibly collaborate on foundational science courses in new programs in SHPS.
7. Provide post-professional education. Gain full approval of DPT/PhD program and fully develop PhD curriculum to prepare for implementation in Fall 2013. Propose DPT/MBA and DPT/MPH programs to expand possible career ladders for DPT graduates.
8. International student exchanges and study abroad to enhance commitment to service, cultural competence and communication skills in DPT student and host international visiting student – faculty exchange program with Nigeria, Geneva Switzerland.
9. Continue to familiarize new dean with our PTD programs and PTD Strategic Plan specifics.
SCHOOL OF MANAGEMENT

The 2011-12 academic year was a significant milestone in the history of the School of Management. Not only did the School experience many great successes, it was moved to its own brand new state-of-the-art facility in the Riverfront Center. The move to the Riverfront Center will be transformational for the School for many years to come. It provides the School with generous amount of instructional, research, administrative and student space. Further, it brings the School closer to the downtown and the business community.

A two-year budget plan, supported by the faculty and staff, was developed and implemented successfully. The plan reversed the School’s less than positive financial outlook by curtailing expenditures and increasing the School’s funding level. It provided support for hiring additional faculty members for fall 2012 and two more faculty members for the next academic year.

AACSB reaccreditation visit occurred in early winter semester and the outcome was continued accreditation with a stipulation of a sixth-year report. Based upon the recommendations from the AACSB, a task force was appointed to review our academic program offerings and to recommend areas of future faculty needs. The task force recommended bracketing two academic programs, effective fall 2012. It also recommended creating two new faculty posts, one in finance and one in MIS. The School is currently conducting a national search for these positions.

On the personnel side, the cadre of instructional faculty was strengthened by having a new tenure-track faculty in international business who joined us last fall. Our national searches for the open faculty positions were successful and we hired three new tenure-track faculty members who will join us in fall 2012. In addition, one of our faculty colleagues was promoted to associate professor with tenure. We also hired a new staff member, responsible for our internship program. Speaking of internships, a new partnership was developed with the Citizen’s Bank, creating a two-year internship program for cohorts of ten students per year. The program was launched successfully in May.

We expanded our academic program offerings by developing a new Master of Science in Accounting as well as a Graduate Certificate in Business. These graduate programs should enhance our graduate enrollment numbers. We also entered into new articulation agreements with several international institutions and the Washtenaw Community College.

Community involvement activities continued and the School completed a review of its centers. We combined the Business Appreciation Dinner with our Riverfront Center Grand Opening. The events were held in March and over 150 people from the university and community attended these events. Both events were highly successful and resulted in rather positive press coverage for the School and the University. We are excited about the coming academic year and look forward to another successful year.

Status of 2011-12 Goals

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

1. Move the School of Management to its new location in Riverfront.
   
   The School successfully completed its relocation project to Riverfront Building’s second floor. Faculty/Staff Offices moved before the holiday break at the end of the Fall term. All classroom spaces were ready for instruction on the first day of Winter term. Finance lab was used as an open computer lab until the ITS computer lab was completed at the end of the Spring Break. Video classroom became operational by the end of the Winter term, and currently being used for recording lectures in Spring term. Faculty and staff feedback has been very positive. Most students were happy with the move as well, except for some citing security/parking and unavailability of vending machines. The first two issues have been resolved working with the Assistant Vice Chancellor’s office. We are working with the owner of the building to resolve the latter.

2. Successfully recruit three full-time tenure-track faculty members.
   
   All three positions have been successfully filled. Dr. Jie Li, Dr. Somali Ghosh, and Dr. Cathy Miller will be joining their colleagues in Management, Marketing and Accounting, respectively in Fall.
3. **Intensify our development efforts to exploit such opportunities that the various features and space of the new location provide.**

The School has utilized its Grand Opening activities to strengthen donor relationships and engagement. Activities included a ceremony, during which Ridgway White was recognized for this contribution to the School, tours of the new location, and the annual Business Appreciation Dinner. Further, several naming opportunities were identified within the new location that will provide potential donors various levels of giving.

4. **Intensify curricular efforts to distinguish our programs from those of our competitor business schools in the region.**

The School developed a new Master of Science in Accounting program. Another program, Graduate Certificate in Business, was also developed for students who need management skills and knowledge, but do not want to commit to an MBA program. Both programs will start in Fall 2012, and the required courses will be delivered in our Netplus! mixed-mode format. Faculty are also exploring mixed mode course offerings in the undergraduate program, and plan to pilot a few in Winter 2013 to identify the best structure for such courses. Video classroom became operational in Spring 2012, which allows the faculty to record the video of their traditional lectures, and provide these in online or mixed-mode sections, distinguishing BBA Online and Netplus! MBA program from its competitors.

5. **Work with the School’s Business Advisory Board to streamline the business appreciation awards by developing more specific eligibility/selection criteria, and application/nomination process.**

The Acting Dean worked with the School’s Advisory Board and streamlined the Business Appreciation Dinner. One award category was eliminated and a new category, distinguished SOM alumni, was added. The nomination process was opened and posted on the Web site. Award eligibility and selection criteria were reviewed and modified. A selection committee was formed including members of the Advisory Board, a faculty colleague, the SOM Communication Specialist, the SOM Major Gift Officer, the and Corporate and Foundation Relations staff.

**Significant Achievements**

- The School with all of its offices and classrooms moved to the Riverfront.
- Three high-level gatherings of local businesses: Business Appreciation Dinner to recognize successful businesses, Grand Opening of the School, and the Economic Forum Luncheon.
- Three tenure-track faculty members in Management, Marketing and Accounting were successfully recruited.
- The School developed new programs: Master of Science in Accounting, and Graduate Certificate in Business.
- An AACSB-International team completed its accreditation review, identified issues and made suggestions for a sixth year review with continued accreditation.
- Faculty reviewed all concentrations in the undergraduate and graduate programs of the School, and made suggestions for their continuation and future faculty needs.
- The School expanded its efforts to increase transfer students by developing a new transfer articulation agreements with Washtenaw Community College, and renewed its agreement with Lansing Community College. Schools advisors are regularly visiting partner colleges for promotion and advising.
- New collaborative agreements were also signed with international academic institutions to develop a 2+2 program with South China University of Technology; student exchange programs with ESCEM (France) and University of Gothenburg (Sweden); MOUs with Kozminski University (Poland) and Romanian-American University. This year, we also hosted a guest from a partner institution.
- A successful study abroad trip was organized by our faculty to India.
- New large internship program started with Citizens Bank, whereby 10 students are placed.
Student-Outcomes Assessment

The School of Management Faculty assesses student learning in the BBA and MBA programs through varieties of measures including standardized tests, course-embedded assessment of key skills and values for a successful business career, and alumni surveys. The knowledge areas in the BBA program that are assessed are accounting, finance, marketing, economics, management, quantitative business methods, business law, and international business. The knowledge areas that are assessed in the MBA program are managerial accounting, finance, marketing, and management. The skills and values are assessed on a rotating cycle. This academic year, the skills and values that were assessed in both programs were oral and written communication, and critical thinking. Students are encouraged to take part in assessment activities using various methods, including gift cards for taking part in the standardized tests with amount varying with performance on the tests. The assessment in knowledge areas is done through standardized tests among students in capstone courses of the programs. 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. Hence, they do not require special promotion to the students. Participation in assessment activities are expected from the faculty and considered in their annual review, as well as, during promotion and tenure process. The results of student learning assessment are evaluated by the committees and discussed with the faculty at monthly meetings and at the annual retreats, and used to improve the curriculum of the BBA and MBA programs.

Based on the feedback from the accreditation team in Winter 2012, the faculty adopted the following changes to the assessment process:

- Include detailed discussion of assessment process/activities in new faculty orientations,
- Rather than randomly sampling students to take the ETS standardized test, incorporate the test in capstone course with test result affecting a significant portion of the course grade,
- Develop a process for deficient learning goals that keeps them under review until targets are met,
- Increase the expectations in the targets for each learning goal,
- Adopt concentration level learning goals, and
- Consider the historical three-year moving averages to determine deficient learning goals.

External Accreditation

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

The team’s report identified two educational quality concerns that need resolution and several other areas of weaknesses and suggestions for continuous improvement. Quality concerns include the strain in faculty’s ability to support the breadth of educational products to comply with Standard 9, and establishing processes for addressing the curriculum and program deficiencies and providing evidence demonstrating how the assessment data has been used to close the assessment loop.

While resolution to other weaknesses identified for the purpose of continuous improvement was not immediately expected from our School, the Faculty has already started working on action plans to address these. The weaknesses identified include revision of the School’s mission and the strategic plan to reflect pursuit if this mission, revision of the definition of Academic Qualification, developing concentration level learning objectives, and increasing targets for those learning objectives where the goals are consistently met.

Our report to AACSB on the specific concerns cited is due January 15, 2013. Significant progress has been made to address these concerns and a draft report has been largely completed. An outside consultant has been hired to assist with concerns related to assessment.

Research and Creative Activities

Refereed Journals in Print


Kandogan, Y., “In International Trade Apples Do Fall Far From the Tree: Analysis of Variation in Quality of Exports and Imports in Clothing Industry”, *Global Business and Economics Review*, February 2012.

Kandogan, Y., “An Improvement to Kogut and Singh Measure of Cultural Distance Considering the Relationship Among Different Dimensions of Culture”, *Research in International Business and Finance*, January 2012.


Presentations


Powell, S., “International Diversification To Use What You Have or Search For What You Need”, Academy of International Business Southeast, October 2011.


Development Activities and External Funding

Realized Gifts

1. $18,004 miscellaneous gifts credited to SOM
2. $20,665 Dr. Walker E Fesmire Accounting Scholarship
3. $10,000 John T Heitmann Continuing Education Scholarship
4. $1,050 NetPlus MBA Program
5. $2,000 David A Page CPA Scholarship
6. $2,000 Timothy E Purman CPA Scholarship
7. $2,000 Charles Erickson Rachor Memorial Scholarship
8. $2,000 David C. Tucker CPA Scholarship Fund
9. $2,000 Jessica Hagemeister CPA Scholarship
10. $550 School of Management Public Accounting Fund
11. $500 Linn Family Scholarship
12. $300 School of Management Study Abroad Fund
13. $175 SOM Community One Fund
14. $100 Robert H Cojeen Scholarship

Outstanding Pledges

1. $50 various individual pledges

Grant Applications

In a collaborative effort with Kettering University as the lead, the SOM applied for a share of a three-year, $1,730,000 grant from the University Technology Acceleration and Commercialization Program (UTACP) operated by the Michigan Economic Development Corporation (MEDC) in September, 2011. Specifically, the SOM’s role would have included involving its MBA students (many of whom are practicing engineers) and faculty in applied research projects intended to investigate myriad aspects of new product feasibility. SOM leadership is committed to enhancing Michigan’s technology and business workforce by integrating applied market, product and strategy research opportunities into the curriculum.
Efforts to Increase Enrollment

- The school started a targeted enrollment management plan for both programs in April of this year. We have been adjusting our recruitment activities accordingly, such as increasing the number of locations.
- School’s faculty and staff actively participated in undergraduate admission recruitment events for high school and transfer students, organized by the Admissions Office, as well as the School’s own recruitment efforts such as BBA Info Sessions, and other events to attract undecided students on campus to business programs.
- A Master of Science in Accounting and a Graduate Certificate in Business Programs have been developed.
- A new partnership with a transfer institution has been added to our list of partners: Washtenaw Community College. Our advisors are regularly visiting partner campuses (Mott CC, Macomb CC, Delta College, Lansing CC, and Oakland CC) for promotion, advising and relationship building.
- New international agreements were signed with the following international institutions (2011/12): 2+2 program with South China University of Technology; Student exchange programs with ESCEM in France and University of Gothenburg in Sweden; Memorandum of Understanding with Kozminski University in Poland and Romanian-American University.
- In addition to continuing with the Google campaign, and Princeton Review feature, attending the education fairs, our recruiter staff established working relationship with 16 companies to assist their employee professional development efforts with our MBA program. We started accepting GRE scores and prospecting the students with GRE and GMAT test scores. Last but not least, we also advertised in publications for Veterans to recruit them into our programs.

Community Engagement Activities

- The School continued with two high-level gatherings of local businesses: Business Appreciation Dinner to recognize successful businesses, and the Economic Forum Luncheon.
- The operations of the School’s Michigan Family Business Center also continued during the academic year.
- Our Community One program, where local businesses’ business-related problems are solved with the help of SOM faculty and students in the form of projects and internships, is continuing under the Center for Entrepreneurial Leadership.
- The Executive-in-Residence is establishing new relationships for the School with area economic clubs and business groups. The Entrepreneur’s Society continued to engage in many projects from the community with the help of the Entrepreneur-in-Residence.
2011-12 Budget Summary

<table>
<thead>
<tr>
<th>FY2011 - 2012 Budget</th>
<th>Amount</th>
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<tr>
<td>Spending Authority</td>
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<td>Carry Forward from FY2011</td>
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<tr>
<td>Base Budget</td>
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<td>Adjustments &amp; Transfers</td>
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Goals for 2012/2013

- Successfully address the educational quality issues raised by the AACSB team as well their continuous improvement suggestions and thus have a successful sixth year review by the AACSB-International.
- Significantly revise the mission and carry out a comprehensive strategic planning for the School, consistent with that of the University.
- Deepen our relationship with existing international partners with new programs and exchanges, and develop new partnerships in critical emerging markets.
- Strengthen SOM full-time faculty and increase professional development opportunities for faculty.
OTHER UNITS WITHIN ACADEMIC AFFAIRS

Frances Willson Thompson Library

The mission of the Thompson Library is straightforward: “To link people with ideas.” This mission guides us as we move into an increasingly digitized knowledge environment. But our focus is not on format – print or digital. Rather, it is on content, access, and fostering in students critical awareness of sources. We seek, though, to take full advantage of the opportunities digitization affords us: through collaboration with Ann Arbor, to expand the content available to Flint users, and to make that content more readily accessible through our labs, our instruction classes, and our multi-format reference services.

On the print side, through our Mirlyn “GetThis” service and our Interlibrary Loan contract with the UM-Ann Arbor’s University Library, we supplement our on-site collection of 300,000 volumes with ready access to the seven million in the Ann Arbor collections.

On the digital side, over the next three years we intend to achieve a similar level of ready-access to academic journals by pursuing a goal of “digital parity” with Ann Arbor. In three years, Flint users will have desktop, backfile-to-current-issue, full-text access to 90% of the digital academic journals available to our Ann Arbor colleagues. We are already well on our way to reaching that goal: we now have 60-70% digital access to Ann Arbor journal content. In achieving this goal, we will be better able to support faculty, graduate student, and Honors student research. We will also be in a stronger position when recruiting new faculty. Search committees will be able to say: “Join us at UM-Flint and you will have Ann Arbor-level library resources.”

On the access and critical awareness side, our new “Summon” search software (a joint purchase with our Ann Arbor colleagues) has made searching across our hundreds of databases much more convenient for users. But, as in the print age, getting one’s hands on the right material at the right time continues to be a challenge. So we continue to work – through online gateways such as Mirlyn and Summon and our homepage search tools; through research instruction classes; through individual consultation via phone, email, text, Facebook, Twitter, and in-person – to be available to Flint students, faculty, and staff to help them find the materials they need, to “link people with ideas.”

How have we been doing? Increasingly well, we are happy to report. 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. The following chart tells us that we are on track in “linking people with ideas,” reducing the gap between expectations and experience (the survey instrument defines a gap of .5 or less as an excellent result):

Finally, we commit to continue our tradition of collegial leadership in service to the campus. We demonstrate that leadership: 1) through our record of sustained collaboration with our Ann Arbor colleagues to provide the Flint campus with the knowledge-resources necessary to support teaching and research in our array of academic programs; 2) through our record of sustained sharing our space in support of campus strategic priorities (e.g.,
providing space for Graduate Programs; the Education Department’s Piper Curriculum Lab; the ITS lab; the most recent Winegarden professor, Dr. Kenneth Walzer; Dean Helmuth; Claus Weimann, our 3-month German international exchange coordinator; and the Honors Program; 3) through our sustained record of emergency preparedness planning and training, for our own users and in support of broader campus training and preparedness; and 4) through campus and community service by our librarians and library staff.

**Status of 2011-12 Goals**

- **Continued Collaboration with Ann Arbor Libraries**
  We continue to make steady progress in negotiating three-campus licenses for digital resources. Because of this three-campus collaboration, Flint users have access to the same number of digital books as do Ann Arbor users – 150,000 titles. The gap is larger with digital journals: Flint users have about 60-70% of the full-text digital journals available to Ann Arbor users (about 55,000 titles in Flint, 90,000 in Ann Arbor). We are working with the UM-Ann Arbor’s University Library and Ross Business Administration Library to close that gap over the next several years, with a goal of achieving “digital parity”: that is, to provide Flint users with 90% of the digital journals accessible to Ann Arbor users. The cost to close this gap we estimate to be $250K. We put forward a proposal for base increases in our acquisitions budget of $80K per year for three years, beginning with FY2013. The Provost and the Chancellor’s Advisory & Budget Priorities Committee endorsed the proposal and the Chancellor approved the first $80K installment for FY2013. We have also worked closely with our Ann Arbor colleagues to develop a job description and posting for a new librarian position focused on managing our digital resources (Ann Arbor is developing a similar position). The position was posted in August 2012.

- **Continue to Assess Changes Needed in Thompson Library Building to Meet Study Needs of Students and Faculty and Make Plans to Increase and Enhance Study Spaces for Students in the Library and Develop Plans for a Coffee Shop in the Library**
  In anticipation of the emerging Sasaki update to the Campus Master Plan, which envisions a central role for a physically-reconfigured Thompson Library, we proposed a cluster of goals to foster internal discussion. The Sasaki ideas will require a series of conversations – among librarians, faculty, students, administration– and coordination with Development & Alumni Relations. We have begun those conversations internally. We also began to solicit student input at a “Coffee Day”, where in exchange for free coffee students answered questions about their study-space needs and desires. To deal with immediate student needs, working with Student Government Council and the Office of the Provost, we designed and opened a major new group study space: the media-rich ThinkLab. We reconfigured space on the third floor of the Library for enhanced group study. We worked with the campus Disability Services coordinator to find space for and install a second handicap-accessible workstation. Finally, we provided an office for the Honors Program administrative assistant and committed to work with that Program, short- and long-term, to provide them with suitable and sufficient office and meeting space.

- **Continue to Work with Major Gift Officers and Other Units to Match Donors with Library Funding Needs**
  In preparation for the Capital Campaign, we developed and produced four issues of a library newsletter focused on potential donors as well as our own UM-Flint development officers. The newsletter provides a vehicle with which we can “tell our story” and demonstrate the many ways in which we fulfill our mission of “linking people with ideas.” A second way in which we are preparing for the Capital Campaign: by providing a home for the Honors Program and forging links between Honors students and the Library, we create a powerful synergy that can demonstrate to potential donors the real-life impact of their gifts – we can show the relationship between student research and the resources needed to enable and support that research.

- **Continue Security/Safety/Emergency-Preparedness Planning**
  We continued to ensure that library staff members are prepared to respond to emergencies and that library users are safe and secure, by drafting guidelines for responding to active-shooter emergencies. We “tested” these guidelines through a December tabletop exercise, with DPS and EHS, to verbally walk-thru several active-shooter scenarios. We acquired a radio for emergency communication with DPS; identified locations for and installed security cameras (at the main entrance and loading dock); with EHS and DPS, conducted one daytime building fire drill and one emergency-sheltering drill.
Significant Achievements

- Opened the ThinkLab, a joint Student-Government Council/Library project designed to provide students with a media-rich space for preparation of group projects.
- Supported strategic plan goals of expanding the Honors Program and promoting internationalization by: 1) providing space and support in the Library for the Honors Program, and 2) developing a partnership with Bergische Universität Wuppertal for study abroad and other student and faculty exchanges with this German university (including making the complex arrangements to bring a German education professional to Flint in Fall 2013 to coordinate initial Spring 2013 exchanges).
- Introduced new Mirlyn search software, “Summon”, which enables users, with a single search entry, to search across most of our hundreds of databases.
- Designed with Ann Arbor colleagues a new position to manage digital resources: an Electronic Resource Management librarian.
- Prepared for Capital Campaign by creating an effective vehicle to “tell our story” to potential donors, and to keep development staff informed of library initiatives, by launching a library newsletter, Tolle Lege.
- Sasaki Master Plan update emphasized the centrality of the Thompson Library to future student success and provided a platform for campus discussion about expanded group study space and renovation of the building.
- Drafted and tested, in a tabletop exercise, active-shooter guidelines, providing leadership for preparing campus for handling secure-in-place emergencies.
- Hosted Winegarden visiting professor, Dr. Kenneth Walzer, provided access to specialized Shoah Foundation Holocaust testimonies database to support student research, and began plans for a Summer 2013 national workshop.
- Two librarians promoted and three participating in leadership programs (two in EXCEL, one in LEAD).
- Were able to respond positively to Student Government Council request to expand library hours to midnight, Monday-Thursday.
- We added several major digital journals: JAMA (and its full-text archive back to 1998); Nature and forty other highly-cited journals published by the Nature Publishing Group; New England Journal of Medicine (and its full-text archive back to 1812); and a campus license to the essential Chronicle of Higher Education.

Development Activities and External Funding

- Each year the Thompson Library hosts a number of major events that support development, in 11/12 including: SOM’s Beta Alpha Si and Psychology’s Chi Psi honors induction dinners; and Honors and Winegarden receptions.
- For the Capital Campaign, developed and published four issues of a library newsletter, Tolle Lege (“Take and Read”), directed toward potential donors (and as a current awareness tool for UM-Flint development staff). We plan to issue 7-8 numbers each year.

Grant Applications

- “Elsevier: Assisting Academic Libraries in the Developing World” – Librarian Kui-Bin Im and Prof. Quamrul Mazumder submitted a grant application for the maximum $100,000 award to assist a library in Bangladesh. We were not successful but will resubmit next year.

Community Engagement Activities

- Provided space, staff support, and database access to Winegarden visiting professor, Dr. Kenneth Walzer, for his course, faculty seminar, and public lecture on children and Holocaust testimonies. Began planning, with Dr. Walzer, for a Summer 2013 national workshop on genocide studies directed toward high school and community college educators.
In collaboration with the libraries at UM-Ann Arbor, UM-Dearborn, Eastern Michigan and Grand Valley State and “Gift of Life-Michigan”, participated in “Michigan Libraries for Life” by hosting and staffing a table at which we enrolled students, staff, and faculty as organ-donors. Only GVSU enrolled more donors (97 in 18 hours vs. our 77 in 8 hours).

Archivist mounted exhibits of history of 1960s Fair-Housing initiatives in Flint area and of Flint neighborhoods, 1900-2009.

Librarians served as advisors for various UM-Flint student clubs, including Anime, Biology, Newman Catholic Fellowship, and Students for Life.

Maintained a link on our website for teachers and visiting middle- and high-school students to access K-12 digital resources, organized by broad age-group (http://www.umflint.edu/library/visitorsK12.htm).

Taught 6 research instruction sessions and provided tour to 175 visiting middle- and high-school students.

Thompson Library continues to be a co-sponsor of the weekly UM-Ann Arbor student publication, Consider: A Point-Counterpoint Publication (http://www.consideronline.org). The library director serves as an editorial advisor. Contributions from Flint faculty and students are welcome and regularly invited.

Continued participation in direct-patron borrowing program between Flint-area academic libraries: UM-Flint, Kettering, Baker-Flint, and Mott Community College.

Continued to provide free in-library access to print and online resources for non-UM-affiliated walk-in guests.

Fourteen of 17 library staff certified in CPR/AED.

Flint librarians are active participants in many local organizations: performed with local theatre companies, served on advisory boards of two local parochial schools, taught weaving at local workshops, are active members of local history and genealogy clubs, neighborhood associations, churches, and social justice organizations.

2011-12 Budget Summary

General Fund Library Budget:

| FY11 Carry Forward (for use in FY12) | $170,316.47 |
| FY12 Base Budget                   | $1,802,908.00 |
| FY12 Available Funds (adjusted)    | $1,955,564.47 |
| FY12 Expended Amount               | $1,721,169.51 |
| FY12 Remaining (available carry forward for FY13) | $234,394.96 (13%) |

Notes:

- Our net FY12 carryover is 13% of our base general fund allocation. Common practice among most public entities has been, when possible, to carry forward at least 10% of funds as a hedge against potential budget contingencies in the following year (e.g., in our case, possible downturn in campus revenues; uncertainties about the level of inflation in purchase and renewal costs for digital journal and database licenses and for print books; opportunities to purchase, with one-time funds, expensive digital backfiles; etc.).

- In FY12, as anticipated, we overspent our acquisitions budget by $11,746.

- In FY 12, as anticipated, we overspent our supplies budget (e.g., recharges, copier paper, teaching lab and ThinkLab equipment) by $16,004.

- To cover these and other FY12 negatives, we held several positions open, funding some activities with temp librarians and student-assistants and reconfiguring work, and were able to keep for carryover into FY13 a net reserve of $234,394 (13% of our base general fund allocation).

- Working with the advice of Financial Services & Budget, we also have built up, with carryover dollars, a non-general fund of $80,769, which we use to self-fund cyclical replacement of computers, printers, scanners, etc. We commit to add $15-20,000/year to this account to keep it fully-funded.
• Non-general funds: Our major book & journal acquisitions endowment account has a cash value, as of June 30, 2012, of $5,060,000. From this endowment, we receive about $226,000 per year of spendable interest, which supplements our FY12 base acquisitions allocation of $534,000. We hold 2-4 quarters of endowment spendable interest in reserve, as a hedge against budget contingencies.

• In addition, we have several smaller non-general fund endowment accounts. The largest generates each year $10-15,000 of spendable interest. This endowment is managed by a local bank. We use these funds, too, for acquisition of books and journals.

• In FY12 we had a total of about $775,000 from base general and non-general fund sources to use for acquisitions.

• Transparency: Each year, we fully brief members of the faculty-elected Library Committee on the specifics of our acquisitions funding sources and amounts, review with them our budgeting and allocation rationale, and secure their formal approval of our department resource allocations.

Goals for 2012/2013

• Continued collaboration with Ann Arbor libraries to enhance and leverage Flint access to digital and other academic resources and services.

• Continue to assess changes needed in Thompson Library building to meet study and instruction needs of students and faculty, prioritize needs, secure support to begin to address highest priority needs.

• Continue to support the 2011-2016 strategic plan goals of growing the Honors Program and increasing “internationalization” of the campus by providing space and support for the Honors Program and related study-abroad initiatives.

• Continue to work with major gifts officers and other units to match donors with library-funding needs. 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; and continued enhancement of the Library’s acquisitions endowment. Assess, with gifts officer, possible “buy-a-book-for-your-graduate” program.

• 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.

Genesee Early College

Genesee Early College, established in Fall 2007, held its third graduation ceremony in May 2012 for 15 students. Total program enrollment was 145 students in grades 9-13 during the 2011-12 academic year.

Status of 2011-12 Goals

Major Program Goals

• Increase GEC Enrollment.
  Status: Representatives from GEC, GISD and UM-Flint continued to explore ways to best market this successful program in our community. UM-Flint’s Office of University Relations again assisted the GEC and GISD staff in supporting a significant visibility campaign throughout the year that culminated with an open house which attracted 75+ participants. In addition, media coverage of student “success stories” increased interest in the program by prospective students and their families.

• Develop plan for systematic data analysis in consultation with the Middle College National Consortium, also including appropriate GISD resources.
  Status: GEC, GISD and UM-Flint are in the second year of their agreement with the National Center for Restructuring Education, Schools, and Teaching (NCREST) at Teachers College Columbia University to provide certain data analysis services to the program. Although additional data on student performance has been collected, full implementation of a GEC data dashboard to measure progress toward GEC’s 15 aspirations did not occur.

• Implement new strategies which will increase individualize academic development options for GEC students in order to address skill deficits and prepare them for success in UM-Flint coursework.
  Status: UM-Flint, working with GEC staff, employed highly qualified tutors and lab assistants in the key content areas to assist students in addressing academic deficiencies. These 4 tutors worked on-site,
in classrooms and laboratory settings to reinforce key concepts and skills with the students. In addition, Saturday ACT prep sessions for all 11th grade students were offered in Winter 2012.

- **Achieve full North Central Association accreditation for GEC (continuing).**
  
  **Status:** GEC was notified in Spring 2010 that its application for accreditation was approved. A Quality Assessment Review (QAR) of the program by an NCA visiting team was scheduled for the 2010-2011 academic year but was delayed at the request of NCA. The GISD is now seeking District Level Accreditation and a QAR visit is now expected to occur in Spring 2012.

**GEC School Improvement Goals** (these are continuing 3- to 5-year goals established by GEC staff in compliance with NCA accreditation expectations).

- **Student writing skills will improve beyond 2011/2012 levels.**
  
  **Status:** As measured by the 2012 Michigan Merit Examination program, 69% of GEC students attained “advanced” or “proficient” ratings in 2011, a decline from the 76%, 71%, and 42% of GEC students who achieved those ratings the previous three years, respectively. This was due to a change in the “cut scores” used by the Michigan Department of Education to determine proficiency which significantly depressed the performance percentages across the state. In addition, GEC students’ mean score on the ACT Writing section in 2012 was 7.1, 3% higher than Genesee County’s 2012 average ACT Writing score of 6.9.

- **Student mathematics skills will improve, with a focus on mathematics functions & interpretation of data.**
  
  **Status:** As measured by the 2012 Michigan Merit Examination program, 51% of GEC students attained “advanced” or “proficient” ratings in 2012. Although this represents a decline from the previous year due to the new state “cut scores” (2011-76%), the **GEC percent proficient score was the highest in the county and 45% higher than the county average.** In addition, GEC students’ mean score on the ACT Mathematics section in 2012 was 21.9, the **highest mean score among the 35 Genesee County high school programs** and 14% higher than Genesee County’s 2012 average ACT Mathematics score of 18.9.

**Significant Achievements**

- **Improved Academic Performance in Comparison to Other Michigan High School Programs.** GEC student performance on Michigan Merit Exam subtests continues to improve annually, and overall performance significantly exceeded county and state means in the areas of mathematics, reading, science and social studies. Academic performance by GEC students in 2012, as measured by ACT Composite scores, ranks **first** among the 35 Genesee County high school programs for the second year.

- **Success of GEC Students in UM-Flint courses.** Graduates of the GEC Class of 2012, consisting of 15 students, earned a cumulative total of 596 UM-Flint credit hours with a mean grade point average of 3.16. The average graduate earned 39.73 credits. Three of the 15 graduates (20%) earned 60 credits or more.

- **Full implementation of GEC’s work-based learning experience component.** All GEC graduates completed high-quality work-based experiences customized to each student’s current career interests. This program has been very successful in providing GEC students the unique field experience not available in traditional high school programs.

- **Perseverance of GEC Cohorts toward baccalaureate degrees.** Follow-up data collected regarding GEC’s three cohorts show a strong continuing commitment toward baccalaureate degree obtainment here at UM-Flint. Data show 46% (17 of 37) of the 2010 cohort is currently attending UM-Flint with four awarded degrees in May, 2012. In addition, 61% (20 of 33) of the 2011 cohort; and 53% (8 of 17) of the 2012 cohort continue their studies here on campus.

**External Publications or Presentations**

As Genesee Early College continues to focus significant energy on implementation of a high-quality instructional program in concert with the University, it should come as no surprise that no external publications or major external presentations occurred this year. During 2011-2012, the GEC principal and counselor did host visitors from other early college and academic programs, as well as present to various local civic groups. In addition, the
UM-Flint GEC liaison was a panelist for a plenary session of 200 participants at the July 2011 meeting of the Middle College National Consortium in Jersey City, NJ.

**Development Activities and External Funding**

During 2009-2010, Drs. Bobby Mukkamala and Nita Kulkarni established an endowed scholarship commitment totaling $30,000, for the purpose so providing financial support to GEC graduates who continue their education at UM-Flint. Each year, the $1,500 scholarship is awarded to students who have completed 30+ credit hours, have maintained a 3.0+ GPA and have demonstrated community service.

The Lavoy C. Smith Memorial Scholarship was established by the family and friends of Lavoy C. Smith to assist GEC students who have established an outstanding record of success at the University of Michigan-Flint and who have demonstrated commitment and contribution to the community. This $800-$1,000 scholarship is granted annually to GEC students who have completed 30+ credit hours, have maintained a 3.0+ GPA and have demonstrated community service.

External scholarship funding for GEC graduates, thanks to these 2 scholarship commitments, now totals $2,300 - $2,500 annually.

**Grant Applications**

Source: Charles Stewart Mott Foundation. Proposal to provide additional transition funding for GEC for the 2011-2012 academic year. Amount requested: $150,000. Principal Investigator: Mary Behm, Assistant Superintendent, GISD. Status: Funded.

GEC students remain in a position to benefit from the recently-approved $221,000 HRSA grant which is intended to provide scholarships for disadvantaged students engaged in SHPS programs.

**Community Engagement Activities**

- Implementation of Marketing Campaign. UM-Flint’s Office of University Relations, with assistance of GEC and GISD staff, implemented a significant visibility campaign in early 2011 in order to increase program inquiries and student applications. This campaign culminated in an open house which attracted 200+ participants representing 80+ prospective new students.
- Open House for Charter and Home School Students. In February, GEC hosted an informational program/open house for middle-level charter school, private school, and home school students and parents in the Flint region. Approximately 75 people attended this event.
- Full implementation of work-based learning component. During 2010-2011, the work-based learning requirement for GEC students was fully implemented for the first time, and all GEC graduates will now experience a series of volunteer experiences in the professions to which they aspire.
- Community service. GEC students are required to engage in 120+ hours of documented community service prior to graduation; many of these students continue to engage in such service far beyond the minimum requirement.
## 2012-13 GEC Proposed Budget Summary

### GEC Proposed Budget for 2012/2013 (Year 6)

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget 2012-13</th>
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<tbody>
<tr>
<td>Estimated Tuition Revenue(^5)</td>
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<td><strong>Fixed Costs</strong></td>
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<td>University Liaison/Program Director</td>
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<td>Overhead Expenses(^6)</td>
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<td>Supplies and Other Expenses(^7)</td>
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<td>GEC Tuition Adjustment Scholarships</td>
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<td><strong>Total Fixed Costs</strong></td>
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<td><strong>Projected Net Income (revenue – costs)</strong></td>
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<td>Incentive Funding to Academic Units</td>
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<td><strong>Balance</strong>(^<strong>)</strong></td>
<td>$(18,061)</td>
</tr>
</tbody>
</table>

\(^**\)**Negative balance will be off-set using Carry Forward funds.

### Assumptions

- All expenses related to operation of the high school, including principal’s and teachers’ salaries/benefits, books, supplies, miscellaneous expense are paid by GISD.
- Enrollment in dual-enrolled classes is estimated to generate 1,105 credits during the academic year.
- UM-Flint will be reimbursed the revised dual-enrollment rate, expected to be $273.19 for 2012-2013 (a 0% increase over the 2011-2012 cost).
- The University’s risk assessment costs (i.e. insurance) will not be affected.
- No hall monitor or additional administrative staff (beyond those listed above) will be required.
- Academic units’ incentive is based upon $85 per credit per dual-enrolled student in regularly scheduled courses, and $100 per credit per student for additional course section(s) offered exclusively for GEC students.

### Goals for 2012/2013

**Major Program Goals**

- Increase GEC enrollment to 250 students.
- Explore ways to expand the Early College program into other academic fields and disciplines.
- Implement new strategies which will increase individualized academic development options for GEC students in order to address skill deficits and prepare them for success in UM-Flint coursework.
- Implement a GEC data dashboard which will measure progress toward GEC’s 15 aspirations.

**School Improvement Goals**

- Student writing skills will improve beyond 2011/2012 levels.
- Student mathematics skills will improve, with a focus on mathematics functions and interpretation of data.

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\(^5\) Based on projected 2012/2013 SCH of 1,105 @ 273.19 per SCH. Excludes mandatory fees.

\(^6\) Includes allocations to Housekeeping and DPS.

\(^7\) Detailed budget is available from GEC liaison.
University Outreach

University Outreach continues to bridge the campus and community with innovative programs to improve social, civic, educational, environmental and economic life in the local community. Through curricular and co-curricular programming, workshops, mentoring, and analytic evaluation we promote mutually beneficial partnerships among faculty, students, staff and community.

Status of 2011-12 Goals

1. Actively recruit faculty and academic leaders to participate in existing and new engaged scholarship activities and initiatives.
   - University Outreach launched the Boyer Faculty Scholars program to deepen campus-wide discourse, practice, and recognition of the scholarship of engagement. Workshops on the topics of Dynamics of Identity in university-community partnerships, Scholarship of Engagement in faculty and institutional work, and Community-Based Participatory Research approaches engaged 29 UM-Flint faculty members, 6 high-level administrators, 8 staff (not including University Outreach staff) and 1 graduate student from UM-Flint, in addition to several participating faculty and staff from other UM campuses. Three faculty members selected to be the inaugural Boyer Faculty Scholars also participated in two additional professional development workshops and received support for the development of their own scholarship of engagement.
   - The Innovation Incubator provides a safe, neutral environment for creative exploration of new teaching and research initiatives. Participating faculty members increase the impact of their scholarship through community projects and community-based professional development and learning techniques, expanding on their scholarship and supporting student co-curricular activities.
   - Connected with junior and senior faculty members through direct outreach to individuals and departments, continued presence and presentation at campus-wide events, and more intentional participation in the TCLT Course Catalyst Program to promote Outreach programs, projects, and support services.
   - Several departments invited University Outreach staff to participate in faculty candidate interviews. This participation helped candidates learn about UM-Flint’s community-engagement support services and assisted departments in considering which candidates have research interests and agendas that align with regional opportunities and needs.

2. Establish faculty awards that honor outstanding engaged scholarship.
   - Three faculty members were selected as the first Boyer Faculty Scholars, through a competitive application process. Each award bestows an honorarium for completing 16 hours of advanced professional development, developing and implementing an exemplary community-engaged course or research project based on best practices, and sharing insights from the Boyer program with the campus and community during the 2012-2013 academic year.

3. Develop a public relations campaign that spotlights the range and depth of the university’s engagement initiatives through multi-media venues.
   - Developed a deeper relationship with UREL to support UM-Flint marketing materials that highlight the role of experiential learning and civic engagement at the University. The video “Celebrating Civic Engagement”, which accompanied UM-Flint’s application for the Engaged Campus of the Year Award, is one example of a newly produced marketing product developed through this relationship.
   - Broadened the scope of multi-media marketing materials and developed tools and resources to support increased promotion of the university’s engagement activities and programs through tabling, banners, social media, blog posting, student recruitment events, website redevelopment and increased physical presence at external events. These efforts have generated greater visibility for co-curricular programs and other activities.

4. Cultivate and garner support for more discipline-based service-learning courses.
   - University Outreach and the Office of the Registrar launched the Civic Engagement Course Indicator which enables faculty to designate classes that have a civic engagement component via the regular course scheduling process. Students are able to make a more informed decision in class selection
through SIS, and experiential learning courses are more easily tracked and documented. Outreach staff met with individual faculty and departments from each of the schools and colleges to increase understanding and utilization of the Civic Engagement Course Indicator. In its first semester (Winter 2012), 51 course sections taught by 27 faculty members. In Spring 2012, 6 courses and 7 faculty members participated.

- University Outreach fulfilled increasing faculty requests for support in both discipline-based and interdisciplinary engaged scholarship and service-learning. In addition to directly supporting approximately a dozen existing experiential learning courses, University Outreach supported the development and implementation of 15 new experiential learning courses, including eight with robust service-learning components. We are pleased to report that these new experiential learning courses served faculty who are using experiential learning techniques for the first time (including faculty who have taught at UM-Flint for decades) as well as service-learning “veterans”; new faculty members for our campus as well as continuing faculty; faculty from different departments who linked their service-learning courses to fulfill a larger project goal through synergistic collaboration; and faculty members who applied their service-learning courses in service to UM-Flint’s K-12 partnership efforts with local school districts.

- Worked with the UM-Ann Arbor Michigan Creative Arts Initiative to bring the Prison Creative Arts Project (PCAP) service-learning model to the UM-Flint campus. Eight faculty members from four departments participated in an introductory meeting and a professional development workshop.

- Faculty invited University Outreach staff to join a 2011-2012 teaching circle regarding the development of a FYE course. As part of its participation, University Outreach identified and brought to the table a community partner for the service-learning component. This allowed for efficient and mutually-beneficial development of the new course, FYE: Engaging with After-School Programs, which will be co-taught for the first time in Fall 2012 by three faculty members.

- The Innovation Incubator [IN] was utilized by a number of faculty for courses, providing a flexible classroom environment that increased the level of engagement of students and community partners involved in service learning courses. The collaborative, creative environment provides a physical space for campus and community members and creates a dynamic, experiential learning environment.

5. Continue dialogue and discussions with community partners to assess their needs and issues concerning University partnerships.

- Support was provided to the Flint River Corridor Alliance collaborative which works toward revitalization of the riverfront including redevelopment that provides safer, more engaging environment for our students. Assistance was also provided in the City’s development of grant proposals totaling $375,000 for the City to fund park enhancements and increase programming, beautification and volunteer opportunities in Riverbank Park.

- Morris K. Udall and Stewart L. Udall Foundation, in partnership with the Boys & Girls Clubs of Greater Flint (BGCGF) and University Outreach at the University of Michigan-Flint (UM-Flint), launched their second summer Parks in Focus initiative to introduce 20 BGCGF youth to local parks through digital photography. The Stewart L. Udall Parks in Focus program connects youth from underserved communities to nature through photography. The program involves learning-intensive outings that explore parks, wildlife refuges and other public lands.

- Participated in the City of Flint's Master Planning process in order to share opportunities for the campus to interact and impact the City's long-term vision for planning and implementation.

- Responded to the needs of community partners to increase professional and leadership skills of our students by initiating “Value Added” weekend camp. The camp focused on teaming & collaboration, conflict management, and design thinking.

- Developed and implemented the Discovering PLACE video series, covering different facets of the place-based education approach and practice, in response to the kind of tools needed from UM-Flint.

- Received and responded to more frequent requests for student engaged scholarship and volunteer requests from local organizations through the Community Partner Request Form on the University Outreach website.

**Significant Achievements**

- Applied for and received Michigan Campus Compact’s "Engaged Campus of the Year" award in recognition of exemplary commitment to civic engagement.
• Hosted planning meetings for Michigan’s 15 state colleges and universities to showcase partnerships that impact economic development in the state and participated in the “Community-University Partnerships: Invested in Michigan’s Future” initiative in Lansing, Michigan on March 6, 2012.

• Hosted first “Value Added Camp” in conjunction with the A.B. Dow Home and Garden to increase student leadership and professional development skills.

• Partnered with UM Ann Arbor on Semester in Detroit to include UM-Flint students in this program that immerses undergraduates in substantive, sustained and reciprocal relationships with the people and communities of the City of Detroit. The program combines a semester-long residence in the city with rigorous academic study and comprehensive community-based internship.

• Executed and/or provided support for projects spanning 30 of 83 counties in Michigan related to conservation planning and water resources protection.

• Hosted the first annual [IN]spire Conference on campus for students and community partners from a wide array of backgrounds and disciplines. This conference seeks to inspire and empower students from UM-Flint and other institutions to create and sustain positive social change.

External Publications or Presentations

Publications

• Place-based education online video-series
• Chippewa River paddling guide, brochure and poster for the Chippewa Watershed Conservancy
• Produced map for Flint Farmers’ Market Genesee County Local Food poster
• City of Flint: Parks Policy Review completed for the Flint Healthy Kids, Healthy Communities Initiative
• Discovering PLACE 2012 Communications Plan
• Flint “Currents” Newsletter for place-based education, Winter 2011

Major External Presentations

• Moving Waters: Protecting, Promoting and Restoring Michigan’s Rivers
  Community-University Partnerships, Invested in Michigan’s Future, March 6, 2012, Lansing MI
  Hosted by Michigan’s 15 public universities and the Presidents Council, State Universities of Michigan

• Water Quality Protection and Improvement – Water Quality Protection Plans on the Cass River
  2012 Saginaw Bay Watershed Conference, SVSU, March 16, 2012
  Hosted by Michigan State University Extension, Planning and Zoning Center, and the Land Policy Institute

• “What’s your great idea? Co-working at the Innovation Incubator”
Grant Applications

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<thead>
<tr>
<th>Fiscal Year</th>
<th>Project Name</th>
<th>Funded/Turned Down/Pending</th>
<th>PI</th>
<th>Sponsor</th>
<th>Amount</th>
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<tr>
<td>11-PAF06291</td>
<td>Continuation of a Flint Hub for K-12 Place-Based Education</td>
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<td>Great Lakes Fishery Trust</td>
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<td>11-PAF06385</td>
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<td>12-PAF01762</td>
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<td>12-PAF01907</td>
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<td>Jarosz</td>
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<td>12-PAF05439</td>
<td>Parks in Focus, 2012-2014</td>
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<td>Bishop, A.G., Trust</td>
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<td>12-PAF07432</td>
<td>Outdoor Classroom</td>
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<td>12-PAF08069</td>
<td>Governance and Communications for the Saginaw Bay Watershed</td>
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<td>Jarosz</td>
<td>Public Sector Consultants, Inc.</td>
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Community Engagement Activities

Noteworthy Community Engagement Activities

- Provided administrative support for the Flint River Corridor Alliance collaborative to revitalize the riverfront.
- Conducted the South Branch Flint River Watershed survey of landowners in Lapeer, Attica, Metamora, Dryden, Oxford and Addison Townships to identify the needs and interests of the agricultural producers regarding conservation practices and water quality in the Watershed.
- Participated in the City of Flint's Master Planning process in order to share opportunities for the campus to interact and impact the City's long-term vision for planning and implementation.
- Received the Gateway Sponsor award from Keep Genesee County Beautiful for five years of volunteering with installation of plants and upkeep of the Harrison St. traffic triangle.
- Innovation Incubator workshops:
  - “Light the Fuse and Spark Creativity,” Innovation Incubator workshop, Flint, MI. November 11, 2011.


Through a grant from the Great Lakes Fisheries Trust, University Outreach is implementing the Discovering PLACE Place-Based Education initiative. K-12 teachers in the area attend professional development workshops to learn how to use a child’s own environment to teach lessons in all fields of learning, helping students develop into Flint and environmental stewards. A lending library with books on curriculum, theory and theory is available for the teachers.

**Partnerships**

- Outreach partnered with the Alden B. Dow Home and Garden to provide a leadership and professional development camp for highly motivated university students.
- Partnered with the Lapeer Conservation District to conduct the South Branch Flint River Watershed Survey.
- UM-Flint and University Outreach have been participating as a partner with the City of Flint as the City updates its Comprehensive Master Plan for the first time in 50 years to guide efforts and investment as Flint moves forward. The Mayor has met with University leadership, and UM-Flint representatives are participating in the City’s steering committee and are expected to participate in advisory groups to help guide the planning effort over the next two years.
- A partnership with the Great Lakes Stewardship Initiative enabled Outreach staff to build upon the Place-Based Learning initiative, providing professional development for area K-12 teachers to implement Place-Based Learning principles into their curriculum.
- Churchill’s, Wize Guys Pizza, Lunch Studio, Crepe Company and Subway partnered on the “My Flint, Taste of Downtown” event to introduce new students to local eateries downtown.
- Alternative Veterans Solutions, Boys and Girls Club of Greater Flint, Carriage Town Ministries, Durant Tuuri Mott Elementary School, Flint River Farm, Food Bank of Eastern Michigan, Genesee County Habitat for Humanity, Salem Housing and Whaley Children’s Center on Alternative Spring Break volunteer activities for students.
- North End Soup Kitchen, Boys and Girls Club, Flint River Farms, Habitat for Humanity, North End Soup Kitchen, Applewood, Riverbank Park, Shelter of Flint, YWCA, Flint Public Library and BEST Project on “First Friday of Service” volunteer activities for students.
- Partnered with the Stewart L. Udall Foundation and the local Boys and Girls Club on the Parks in Focus program to introduce urban youth to nature through the art of photography.
- Outreach partnered with Genesee County Parks, Edible Flint Cooperative, Flint River Corridor Alliance, Grand Traverse District Neighborhood Association, Flint Chapter of the American Institute of Architects, UM-Flint’s SSEM and Salem Housing to present “My Flint, National Park(ing) Day” to celebrate our local parks and green spaces by creating mini-parks in parking spaces in downtown Flint.
- Partnered with the following groups and organizations who presented the [IN]spire Conference in 2011: Detroit Hostel, Treetop Craftsman, Harvesting Earth Farm, Heidelberg Project, On Campus Bikers, PT HEART, MOSES, National Endowment for the Arts, Issue Media Group, Genesee Regional Young Professionals, Plante Moran, Health Plus, Habitat for Humanity, Raise it Up Youth, Flint Handmade, Edible Flint, Flint Farmer’s Market, Goodwill Association of Michigan, MobiuSoft, Keep Genesee
County Beautiful, Land Bank, Greater Flint Arts Council, ArtServe Michigan, Metro Community Development as well as multiple departments at UM-Flint.

- Brokering enhanced K-12 school partnerships including development of a formalized agreement between Beecher Community School District and UM-Flint to provide a university presence at Beecher to encourage middle and high school students to attend college and provide application assistance and career counseling.

- University Outreach has been active in Neighborhood Without Borders (NWB), since its inception in April 2012. Sponsored by Michigan State University’s Outreach and Engagement Office and supported by 34 groups and organizations, the group meets to leverage existing programs and resources to affect positive action in the City of Flint.

- University Outreach is active in the newly formed Social Enterprise Alliance in Southeast Lower Michigan that meets at the University of Michigan-Dearborn campus. It is concerned with helping social enterprise to reach its full potential as a force for positive social change, in service to the common good. Numerous social agencies and activists from Detroit are also active in the group.

- [IN]spire: Creativity, Innovation and Social Entrepreneurship Conference. In the October 14, 2011 conference, University Outreach hosted a conference to advance social entrepreneurial endeavors. Fifteen breakout sessions were offered to 225 participants.

### 2011-12 Budget Summary

<table>
<thead>
<tr>
<th>FY 2011-2012 Budget</th>
<th>Amount</th>
<th>External Funding</th>
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</thead>
<tbody>
<tr>
<td><strong>Spending Authority</strong></td>
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<td>Carry Forward from FY11</td>
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<tr>
<td>Base Budget</td>
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<tr>
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<td><strong>Sub-total Operating</strong></td>
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<tr>
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Goals for 2012/2013

- Develop a public relations campaign that spotlights the range and depth of the university’s engagement initiatives through multi-media and live venues.
- Continue dialogue and discussions with community partners to assess their needs and issues concerning the University partnerships.
- Promote and increase use of the civic engagement course indicator and continue to develop the OEMI to further enhance and support engaged scholarship.
- Identify mechanisms by which University Outreach can support the objectives identified in the Universities strategic plan such as the Institute for Social Justice, K-12 Partnerships and the Student Success Center.
- Enhance community and university understanding and practice of place-based education in support of revitalization of Michigan's urban communities through enhanced learning, innovation and service.