Impact Circle for Imagine Flint Master Plan Implementation  
February 13, 2015  
207 Northbank Center

AGENDA

I. Welcome and introductions

II. Check in: progress of City of Flint task groups and connections with UM-Flint assets

III. Updates: Priorities selected from the UM-Flint Strategic Plan, feedback from Chancellor Borrego

IV. Discussion: Introduction to RPL 311 student class project related to UM-Flint alignment with the Master Plan and future development of the Impact Circle

V. Discussion: Narratives to start/stop telling about UM-Flint Community Engagement

VI. Next steps

Next meeting: Friday, March 13, 2015
**UM-Flint Representation on City of Flint Task Groups**

UM-Flint currently has 17 representatives across six of the seven task groups focused on supporting the implementation of respective chapters of the Imagine Flint Master Plan.

UM-Flint representation on the implementation task groups is as follows (* indicates that the individual is coordinating the task group):

- **Arts and Culture**
  - Janet Haley, Theatre Faculty
  - Andrew Morton, Theatre Faculty

- **Economic Development and Education**
  - Jennifer Burger, Alumnus and MNA AmeriCorps VISTA through University Outreach
  - Scott Johnson, Dean of School of Management
  - Stephen Miller, Student
  - Keith Moreland, School of Management Faculty

- **Environmental Features, Parks, and Open Space**
  - Mona Munroe-Younis, Office of University Outreach Staff *
  - Kurt Neiswender, Earth and Resource Science Faculty
  - Samantha Tate, Student

- **Housing and Neighborhoods** – none

- **Infrastructure and Community Facilities**
  - Brad Mikus, School of Management Graduate Student
  - Victoria Morckel, Earth & Resource Science Faculty
  - Robert Widigan, Student

- **Public Safety, Health, and Welfare**
  - Elizabeth Collardey, Social Work Faculty *
  - Keshanda Jones, Public Health & Health Sciences Staff (HCOP Program)
  - Lindsey Tarrant, Public Health & Health Sciences Staff (HCOP Program)
  - Bill Webb, Vice Chancellor of Business & Finance

- **Transportation and Mobility**
  - Weiqi Li, School of Management Faculty
UM-Flint Top 4 Strategic Priorities

In November 2014, Chancellor Borrego facilitated a process for the campus to collectively identify top priorities and initiatives from the 2011-2016 UM-Flint Strategic Plan1 that deserve the most attention through the Winter 2016 semester. Over 200 faculty and staff participated through two large round-table forums and an online form.

During Chancellor Borrego’s State of the University Address2 on February 5, 2015, Dr. Borrego shared the top four strategic priorities that were selected. They are, in no particular order, to:

Increase enrollment, retention and degree completion to achieve planned growth.

Foster a culture in which faculty are supported in pursuing disciplinary and interdisciplinary teaching, scholarship, and creative activity, and expand faculty professional development.

Fulfill our student-centered mission as we serve a growing and increasingly diverse student population.

Enhance the quality and breadth of academic programs, and be a school of first choice.

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1 The 2011-2016 UM-Flint Strategic Plan is available online at: http://www.umflint.edu/chancellor/strategic-planning-2011-2016

2 To read the highlights and/or watch the video of the State of the University Address, please visit: http://www.umflint.edu/news/university-news/um-flint-chancellor-delivers-state-of-the-university-address/
Hi Sue,

Thank you for your patience while the Impact Circle group identified its top two recommendations for important, low hanging fruit items. They are, in no particular order:

1) **Commission a Target Market Analysis (TMA), a housing market study that explores the needs of different faculty/staff/student populations.** The TMA would fulfill a mutual campus/community need identified in the UM-Flint Campus Master Plan: “U-M Flint has served as a catalyst and anchor for redevelopment and investment in the downtown area. Looking ahead, opportunities exist to partner with the Mott Foundations, the City and local property owners to provide additional housing and other amenities that would benefit both the University and community... Key concerns include ... developing new housing or purchasing housing from the private sector” (p. 15).

    Enabling more of the campus community to live locally would strengthen the city’s economic development while helping to change perceptions about Flint since more faculty, students, and staff could speak about Flint from personal experience, rather than the limited vantage point they encounter on the nightly news. Negative perceptions about Flint are known to deter existing students, faculty and staff from spending time in Flint. Changing these prevailing attitudes about Flint would allow the campus to better recruit top notch job candidates and students.

2) **Institutionalize campus-wide reporting on UM-Flint community engagement activities (research, academic service-learning, etc.), by beginning to make reporting a requirement through existing channels such as departmental annual reports.** From an organizational perspective, it is important to establish a solid understanding of the ways the University is already engaged in the community (beyond university representation on boards) and to be able to tell the story of UM-Flint’s community engagement holistically. Institutionalized reporting would support a number of UM-Flint strategic priorities, including to “Brand UM-Flint as the university where students will gain applied experience” and “Infuse experiential learning into all academic programs.” University Outreach does its best to track all community engagement happening on campus, but without leadership making campus-wide reporting a priority, the office is currently only positioned to fully report on the community-engaged courses, research projects and other outreach programs that it directly supports.

    Being able to articulate all of the ways that UM-Flint is academically engaged in the community will allow our campus to identify gaps/opportunities for academic engagement including interdisciplinary possibilities, know who from our campus is already working where, and compete for local and national recognition as a community-engaged campus. (The universities that are selected to be nationally recognized as community-engaged campuses have tracking mechanisms that allow them to quantify the number of hours of service and outcomes both for students and the community.)
Please let me know if you have any questions. Members of the Impact Circle would be happy to work with you to bring these items to fruition. There may be ways to involve student and/or faculty research in these two items as well, maximizing the academic learning opportunities for our campus.

Through the process of identifying these two items, we also identified a number of projects that didn’t rise to the top yet were well suited as academic service-learning projects for students as part of Victoria Morckel’s Urban and Regional Land Use Planning (RPL 311) class. She has integrated the projects into her class this semester, including having a team of students evaluate the housing and property acquisition opportunities that exist within 1/2 mile of campus, which would complement item #1.

Thank you,
Mona
RPL311: Overview of Projects for Winter 2015

Group 1: Daylighting of Streams Feasibility Study
Students will determine where opportunities exist for the daylighting of streams in the city. Students will identify specific locations and create a toolkit for daylighting.

Group 2: Campus Expansion
There is an interest in exploring more housing options for students. There might also be an interest in increasing the physical layout of campus by acquiring property. Students will therefore evaluate the housing and property acquisition opportunities that exist within ½ mile of campus, and make recommendations for acquisitions and uses.

Group 3: Expand Opportunities for Blue/Green Infrastructure
Students will identify parcels for blue/green infrastructure expansion. Students will target vacant parcels that are located adjacent to existing green spaces and waterways. Students will also identify areas where land can be allowed to “go back to nature” (stop mowing) with little negative impact on surrounding residents. If there is time, students will write an ordinance that allows for tall grasses/lack of mowing in identified areas.

Group 4: University Connections

This project may consist of three related components, depending upon time:

1. Students will identify connections between the campus master plan, the campus strategic plan, and the Imagine Flint city plan. Working with the university outreach office, a document will be written that provides analyses and recommendations for how the university can help implement the city’s plan.

2. Students will create a vision and mission for the university’s master plan Impact Circle, as well as recommendations for how to move the Impact Circle forward.

3. The chancellor noted that we look closed off to the city in terms of design and physical space. If there is time, students will consider ways to make physical changes to the campus layout that make it more accessible/friendly to the Flint community. Concepts of “placemaking” will be incorporated.

*If a group gets done way early or there is a problem and we have to do a different project, we will move to identifying wayfinding locations throughout the city and making recommendations on the types of signage to incorporate.
Impact Circle Purpose Statement

The Impact Circle approach to university-community partnership, serves several interlocking purposes:

To support the campus in shifting from piecemeal community engagement activities to transformational community impacts

To galvanize research, academic service-learning and other university connections related to the City of Flint’s new comprehensive Master Plan

To foster interdisciplinary collaboration and address complex community issues requiring interdisciplinary solutions

To position UM-Flint as the academic partner of choice in the region

Questions for the group:

1) What can the Impact Circle do to better achieve the above purpose statement?

2) Are there supports or resources that the Impact Circle itself needs in order to better achieve its purpose?

3) How can mission and vision statements help the work of the Impact Circle, and what should be in the statements?
Narratives About Flint and UM-Flint Community Engagement

Let’s start saying:

1. 
2. 
3. 
4. 
5. 

Let’s stop saying:

1. 
2. 
3. 
4. 
5.