

Meaning, Identity, Relevance, and Value

2018-19 Budget and Planning

Phase I: Convening Town Hall

March 22, 2018

Derailing Disruption: The Search for Coherence

- Business Model
- Instructional Model
- Student and Faculty Development Models

- Change is Here
 - Pace
 - Scale
 - Scope
 - Scrutiny

Continuing Pathways to Excellence and Distinction

- No Safe Harbor
 - Demographics and Location
 - Competition and Commoditization
- Higher Resolution
 - Finance (enrollment, aid strategies, cost-containment)
 - Data (predictive, strategic, and tactical in the hands of decision-makers)
 - Programs (opportunities, adjacencies, and barriers to entry, exit)
 - Talent (the most important, perhaps the most difficult)

UM-F is an Oasis...

- Importance of Place
 - Elasticity of Distance
 - Community Aesthetic is Key
 - Paradise for Post-Traditional Learners
- Role and Relevance to the Region
 - The campus as definitional to the region
 - What UM-F values “show” in the region?
 - Creating and enhancing knowledge, skills, and dispositions to drive regional development

...and a Jewel

- Role and Relevance to the University of Michigan
 - Flint is U of M
 - Partners in Innovation and in Bringing Theory to Practice
 - Inherent challenge, but also an advantage as the educational leader in Michigan

Vision to Value

- Meaning and identity for students, two of the most powerful bonding agents for institutions of higher education
 - How are they expressed at UM-Flint?
 - Relentlessly pursue meaning and identity in ways every student can understand, and enable them to demonstrate to the world.
- Relevance and value for students and our constituents
 - “There are really only two choices for graduates who want a lot of employment options—to be a technically savvy liberal arts graduate, or a liberally educated technical graduate.”
 - 92% of employers say “soft” skills are as important, or more important than, technical skills. And 89% of employers struggle to find candidates with appropriate soft skills.
 - Design campus experiences so that students must apply knowledge effectively to succeed, anything less is a broken promise.

Delivering on the Promise: Core Focus

- “How we teach is a key part of what we teach.”
- The environment of the curriculum is just as significant as the curriculum.
- Exemplary teaching and learning defines a “knowledge practice” and a “learning practice” for the institution.
- Student development, faculty development, and staff development are symbiotic.
- The way campus engages with knowledge and learning as a model for students’ own engagement—at school, in their future careers, and as citizens.
- Everyone is a teacher. Every experience is an encounter with learning.
 - Find Talent; Nurture Talent; Support Talent; Empower Talent

Meaning and identity for individuals as our primary campus commitment.

The application of meaning and identity into the world as a projection of our responsibilities to society through our students.

- U(s) to the Power of M

Phase II Sneak Preview...

- Rearticulate the Value of a Liberal Arts Education
- Advance a Unified Vision for Engaged Learning & Teaching
- Elevate On-Campus and Post-Graduate Engagement
- Highlight Mission Strengths in the Academic Program
- Physical, Digital, and Service Infrastructures