EXCELLENCE BY DESIGN
STRATEGIC PLAN
2011 — 2016

Executive Summary

The overarching theme of UM-Flint's 2011-2016 Strategic Plan is engagement. In the five-year period outlined in the plan, a number of key strategic initiatives will raise the profile on collaboration, cooperation, partnership, and synergy, both in the university and in the communities that it serves. The plan calls for a substantial commitment to creating opportunities for collaborative work across curricula among undergraduate students, graduate students, and faculty; universal participation of students in the co-curricular areas of university life; integration of civic engagement throughout the curriculum; and the pursuit of institutional partnerships that contribute to the quality of life in our region and that promote the university's educational mission. The Strategic Plan specifically recommends-

- Expanded faculty-student research in an environment that supports faculty research goals, develops students' research skills, and increases overall research activities at the university;
- New interdisciplinary program development that crosses traditional boundaries between disciplines and departments;
- One hundred percent student participation in experiential learning; and
- Professional development of faculty and staff that supports excellence in leadership, teaching, scholarship, and career development.

Enrollment during this five-year period will grow at approximately 4% per year, from the current 8,138 to 9,980 by 2016. New enrollments target undergraduate honors students, graduate students, international students, veterans, online learners, and dual enrollees. Enrollment growth will also be accomplished through robust retention goals that ensure students have a rewarding educational experience and that give them the support needed to complete their degrees in a timely manner. To accomplish these goals, the plan identifies innovative collaborations between Student Affairs and Academic Affairs. Primary among these are-

- A Student Success Center with comprehensive resources and programs that focus on students' academic and personal achievement and increase student retention;
- A Campus Health and Well-Being Coordinator in the Urban Health and Wellness Center to coordinate campus-wide initiatives on issues related to student health and well-being; and
- A Social Justice Center to advance campus-wide diversity and social justice initiatives.

The 2011-2016 Strategic Plan calls for innovation and creativity in ways that make UM-Flint a responsible steward of its human and financial resources.

Introduction

The University of Michigan Flint's 2005-2010 Strategic Plan was the blueprint for a historic five-year period of record enrollment growth and new program development. The university grew from 6,422 students in fall 2005 to 8,138 in fall 2010, and added 10 undergraduate and 21 graduate programs, including three at the doctoral level. General education underwent comprehensive reform. The first residential housing opened for more than 300 students in 2008, and the University's first capital campaign, "Imagine: The University of Michigan-Flint Difference," raised more than $40 million.

Envisioning the next five years and beyond, this 2011-2016 Strategic Plan identifies eleven new priorities that build on the successes of previous years, renew the commitment to unfinished initiatives, and continue UM-Flint's expansion as a premier regional institution where students, faculty, staff, and administrators are fully engaged across the campus and community. The first seven of the eleven priorities fulfill our three pillars of excellence in teaching, learning and scholarship; student centeredness; and engaged citizenship. The last four priorities target the institutional infrastructure that is the foundation for growth and innovation and that makes possible a campus-wide synergy of effort in reaching our strategic goals:

- Priority #1 - Enhance the quality and breadth of academic programs, and be a school of first choice;
- Priority #2 - Foster a culture in which faculty are supported in pursuing disciplinary and interdisciplinary teaching, scholarship, and creative activity, and expand faculty professional development;
- Priority #3 - Expand staff professional development;
- Priority #4 - Expand participation in civic engagement, experiential learning, and service learning;
- Priority #5 - Fulfill our student-centered mission as we serve a growing and increasingly diverse student population;
- Priority #6 - Cultivate a campus climate that embraces diverse social identities and perspectives.
- Priority #7 - Increase enrollment, student retention and degree completion to achieve planned growth;
- Priority #8 - Diversify revenues in keeping with the university's mission;
- Priority #9 - Create a more integrated and systematic accounting of institutional data; use technology to provide a competitive advantage in recruitment and retention;
- Priority #10 - Use and develop space that is responsive to a growing university;
- Priority #11 - Enhance Alumni relations to create a culture of university pride.

All of these priorities are designed to focus the university's collective energy, vision, and resources, and they are accompanied by a number of initiatives that specify strategies and outcomes and that suggest new thinking about the work of existing structures and resources. To be thorough, each proposed initiative is multifaceted, and each facet is enumerated here in an order of completion, not to indicate rank or importance, but to suggest that progression toward strategic objectives may, necessarily, be phased over the five-year period.

The planning process has been broadly inclusive and comprehensive. Faculty, students, staff, and administrators have participated in fourteen facilitated forums; alumni and members of the community have taken part in four. The work of researching, collecting data, interpreting findings and shaping this plan has involved eight task forces, working with a steering committee, of more than eighty colleagues representing departments and units across the campus. The plan's scope encompasses academic, support and auxiliary areas — all of which contribute to the university's mission.

Vision

Engaging Minds, Preparing Leaders through Academic Excellence, Student Centeredness, and Engaged Citizenship

Mission

The University of Michigan-Flint is a comprehensive urban university of diverse learners and scholars committed to advancing our local and global communities. In the University of Michigan tradition, we value excellence in teaching, learning and scholarship; student centeredness; and engaged citizenship. Through personal attention and dedicated faculty and staff, our students become leaders and best in their fields, professions and communities.

Core Assets

- Distinctive, motivated faculty and staff
- High-value undergraduate and graduate education
- The Michigan tradition of academic prominence
- Superior faculty-student mentoring
- Pioneering faculty-student partnerships and collaborations
- Robust community engagement
- Urban, cultural setting
- Attractive campus

Core Values

- Innovation, creativity and ethical standards
- Responsible and meaningful involvement with community
- The finest caliber of teaching, learning, and service
- Diverse people, ideas, and programs
- Culture of collaboration in building curricula, pedagogy, policies, knowledge, and understanding
- High standard of scholarship and research
- Commitment to academic freedom, informed discussion, and debate

Strategic Priority #1: Enhance the quality and breadth of academic programs, and be a school of first choice.

High academic quality in a student-friendly learning environment, whether on campus or online, is a valued tradition at UM-Flint. Strong faculty-student relationships, small class sizes, and exemplary academic support services, such as outstanding information and research resources and a wide range of computing and web resources, are at the heart of our commitment to student success. In their first year, students across the university begin taking courses in a core curriculum that gives them the skills needed to thrive in the classroom and beyond. Later, the theories, principles, concepts, and deep knowledge of subject matter acquired in a particular field of study prepare students for professional careers or additional study. Consistent, continuous assessment ensures that undergraduate and graduate programs are effective. We are ever strengthening our commitment to academic excellence.

Initiatives:
Enhanced Academic Quality
1. Expand endowed funding available for competitive scholarships.
2. Expand Honors Program to 5% of undergraduate students.
3. Increase faculty-student research partnerships.
4. Publicize faculty and staff achievements, Carnegie classification, faculty-student ratio, quality of academic programs, and overall institutional quality on the campus, in the *University Record, UM-Flint Today, Pillars,* and in the institutional marketing campaign.
5. Increase the percentage of faculty with terminal degrees.
6. Ensure that First Year Experience courses are challenging, robust, provocative, and a catalyst for critical thinking.

Targeted Program Growth
1. Create an Enrollment Council to develop comprehensive enrollment plans with target enrollments at the program level. New program development should consider employment trends, space, cost, and revenue.
2. Establish a fund of $250,000 per year to support competitive funding for new academic programs.
3. Develop new graduate programs and new concentrations within existing graduate programs.
4. Revise pertinent existing programs to be offered in more flexible modes of delivery, including online undergraduate programs.
5. Increase the number of certificate programs offered as life-long learning, and expand continuing education, and other programs for alumni and community.
6. Target program growth in science, technology, engineering, math (STEM) areas on the basis of demonstrated student interest and available funding.
7. Increase educational partnerships with K-12 schools and districts.

Indicators of Success
1. The number of student presentations at campus, local, and national conferences increases by 20%.
2. The number of graduate student research assistants increases by 50% (from 45 GSRAs).
3. The percentage of students who engage in collaborative projects with faculty increases from 18% to 40%.
4. The ratio (currently approximately 1:2) of tenure-track faculty to non-tenure-track

faculty grows commensurate with program growth and retirement.

5. Programming at the department level is fully staffed and adequately funded.
6. Assessment and program review reflect the specific goals of the strategic plan and budget.
8. The number of honors program students increases from approximately 200 to 400.
9. Endowed funding for competitive scholarships increases.
10. A fund for development of new academic programs is established.
11. Student evaluations and assessment reports indicate that First Year Experience courses are challenging, robust, provocative, and a catalyst for critical thinking.
12. An Enrollment Council develops a comprehensive enrollment plan.

Strategic Priority #2: Foster a culture in which faculty are supported in pursuing disciplinary and interdisciplinary teaching, scholarship, and creative activity, and expand faculty professional development.

Faculty are an important resource for reflecting the institution's highest standards of creativity, teaching, service and research. UM-Flint has 509 full- and part-time faculty with 47.94% holding doctorates or equivalent terminal degrees. Faculty are essential to the overall vitality of the university. They are experts in their fields. They cultivate students' confidence and intellectual growth, providing the best education possible, and they are scholars and researchers who contribute knowledge and foster understanding in their disciplines. Faculty are also engaged citizens of the academic community, active in their departments and in governance at the college, school, and university levels. As responsibilities in these areas expand, so must resources for faculty development along the entire continuum of a faculty member's career. And as innovations in teaching and learning evolve, such as joint projects, interdisciplinary program development, and student-faculty collaborations, so must tangible support for these efforts.

Initiatives

Promote Teaching Excellence
1. Institutionalize the Catalyst Course Design/Art of Teaching program for new faculty through the Thompson Center for Learning and Teaching (TCLT).
2. Increase funding for pedagogical innovation grants, summer course design fellowships, and faculty teaching awards.

Support Scholarship and Creativity
1. Expand existing mentoring program to Associate Professors.
2. Increase funding for Research and Creative Activity Committee awards by 25% over the next five years, and require external submission of a research or creative product as a condition of acceptance.

Strengthen Support for Research
1. Increase merit compensation to faculty who are successful in obtaining external funds.
2. Increase incentive funds by 50% to faculty who write grants with indirect costs.
3. Increase the cost-sharing of all grant proposals to at least 25% of total budgets to make them more competitive.

Reassigned Teaching
1. Establish clear eligibility policy to reassign teaching workload so faculty can pursue professional development and external funding opportunities.
2. Establish a policy of reassigned teaching responsibilities or overload compensation for supervising students.

Interdisciplinary Learning, Teaching, Research, and Development
1. The Associate Provost and Dean of Undergraduate Studies, working with the TCLT, the Office of Research, and interdisciplinary planning team(s) will identify and pursue research opportunities and cross-collaborations at all levels of teaching, learning, and scholarship.
2. Determine a manner in which instructional support units in Academic Affairs may work together to enhance engagement, service learning, and community partnerships.
3. Support joint appointments.

Indicators of Success
1. Faculty research is supported through a policy of reassigned teaching.
2. Funding for initiatives that improve teaching effectiveness increases by 30%.

3. The amount of external grants secured by faculty increases by 50% (from $2 million per year).
4. The institution attains 25% increase in number of scholarly publications, grant applications, and artistic shows and performances (from approximately 200 annually).
5. Several new interdisciplinary programs exist.
6. Interdisciplinary teaching and research increase by 25%.

Strategic Priority #3: Expand staff professional development.

We embrace a model of staff development that provides opportunities for individual and organizational growth and advancement, and that recognizes and rewards staff members' contributions to the university's vision and mission. "Our goal," as outlined in the University of Michigan Staff Development Philosophy, "is for all staff members to make the maximum contribution to their departments, while having opportunities to develop their talents, to acquire and use new skills, and thus to achieve greater career effectiveness and satisfaction. Career development opportunities include mentoring as well as informal and formal training."

Initiatives
1. Coordinate staff development, including orientation, technology training, work-life balance, and career advancement through Staff Council, Human Resources, Information Technology Services, and Extended Learning.
2. Include the Director of Human Resources as ex-officio on Staff Council to facilitate communication between staff and Office of Human Resources.
3. Make membership of Staff Council representative of academic units, student affairs, and business and finance.
4. Build a culture of high performance: implement documented work plan evaluation that specifies an agenda for professional development, provides consistent and timely feedback, and is tied to merit compensation.
5. Create a collaborative environment in which staff are professionally relevant.
6. Offer a leadership development program.

Indicators of Success
1. In an annual survey to be conducted by Human Resources, a majority of staff reports satisfaction with opportunities for professional development and career advancement as well as assistance with work/life balance. Staff also report being properly recognized and compensated for their contributions to the campus.
2. 100% of staff receives a performance-based evaluation that includes a documented plan for professional development.
3. 100% of new staff participates in new employee orientation.
4. Staff Council is restructured to be representative of campus units and includes the Director of Human Resources as ex-officio.
5. There is coordinated professional development and career advancement for staff.

Strategic Priority #4: Expand participation in civic engagement, experiential learning, and service learning.

In 2010, UM-Flint became one of 311 colleges and universities selected by the Carnegie Foundation for the Advancement of Teaching for its Carnegie Community Engagement Classification. In applying for the Carnegie Classification, UM-Flint offered a compelling presentation of its extensive collaborations in the local community, including the work of our Office of Outreach, the Urban Health and Wellness Center, Hurley Medical Center Partnership, The River Corridor Alliance Partnership, and Genesee Intermediate School District Partnership, among others. As the Carnegie President observed, UM-Flint "documented excellent alignment among mission, leadership, resources, and practices that support dynamic and noteworthy community engagement." Experiential learning is a key element of the teaching-learning process, and as we enhance our students' involvement with local, regional and national issues, we also sharpen their commitment to serve others and improve their opportunities for professional success.

Initiatives
Curricular
1. Infuse experiential learning into all academic programs, including First Year Experience courses and applied research.
2. Increase course offerings with general education outcomes 11 and 12, and assign civic commitment course designations.

Co-Curricular
1. Working with Student Success Center, develop a tool to bring curricular and co-curricular experiences together in a coherent way for students and advisors.
2. Add a leadership component to existing "Commitment to Service Program." Provide leadership opportunities in programs such as Campus Compact, American Democracy Project, the Social Justice Center, and student life.
3. Enhance recognition programs such as a formal graduation ceremony and "M-Leadership Scholar" award.
4. Brand UM-Flint as the university where students will gain applied experience; emphasize engagement in university communications.
5. Participate in Study in America Program with logistical support and mentoring so that students can find, apply, secure, and, complete experiences in existing programs across the country.
6. Expand study abroad and cultural exploration programs.

Partnerships and Community Initiatives
1. Establish priority areas for community engagement: public health, land use, economic development, and education.
2. Increase the number of alumni offering internship programs.
3. Seek opportunities to advance urban redevelopment goals in the City of Flint.
4. Be a catalyst for a great college town by, for example, partnering with the City of Flint to secure HUD grants that subsidize downtown housing for UM-Flint faculty/staff.

Faculty and Staff Professional Development
1. Provide professional development for all departments to aid in understanding and implementing experiential learning into students' life cycle.
2. Provide financial support for outreach pedagogy grants.
3. Ensure that faculty participation in engagement is included in promotion/tenure criteria (Boyer model).

Indicators of Success

1. 100% of students participate in some form of experiential learning such as service learning, internships, co-operative education, field experience, practicum, cross-cultural experiences and apprenticeships.
2. The availability of engagement projects for students increases so that 100% of students participate in civic engagement activities.
3. Alumni involved in outreach/civic engagement increases.
4. Faculty and staff participation in civic engagement/service learning increases.
5. There are venues for faculty, staff, and student engagement with the community.
6. Carnegie Community Engagement Classification continues.
7. There is evidence of greater collaboration between the university and the City of Flint.

Strategic Priority #5: Fulfill our student-centered mission as we serve a growing and increasingly diverse student population.

Student centeredness permeates all that we do as a university community. We care deeply about love of learning, ethical and caring behavior, respect for difference, and serving the public good. These are the values that guide our work; these are the values we strive to embed in our student culture. We have high expectations for our students and for ourselves; we work in partnership with each other and with our students to ensure that students' out-of-class experience is as rich as their experience in the classroom. When we look at our student body we wish to see healthy, prepared, engaged students who will happily matriculate and proceed to become pillars of the community. These are the beliefs that guide our work.

Initiatives
Promote Student Success
1. Create a Student Success Center with comprehensive resources and programs that focus on students' academic and personal achievement and that increase student retention.
2. Become a national model for effective partnerships between Academic Affairs and Student Affairs, particularly in the area of developmental advising.
3. Use Client Relationship Management (CRM) software to communicate and track retention, student development, and student engagement with the institution.
4. Student Affairs in cooperation with Academic Affairs—review services to students to ensure that they are timely and coordinated.
5. Systematically connect student with every aspect of institution to foster academic, social, career, and personal development as well as experiential learning.
6. Build a faculty-student mentorship program.
7. Offer year-round scheduling, and ensure sufficient course offerings so students graduate in a timely manner.

Grow Student Activities and Club Sports
1. Grow the number of club sports and the number of students participating, and provide support for participants.
2. Develop a strong club advisor program that facilitates smooth transitions for new club advisors, promotes discipline-specific clubs, and encourages compliance with university expectations for all clubs.
3. Increase the service requirement in all student clubs and organizations.
4. Promote club sports in marketing materials.

Promote Student Health and Well Being
1. Create a committee chaired by a newly created Campus Health and Well-Being Coordinator in the Urban Health and Wellness Center to coordinate campus-wide initiatives on issues related to student health and well-being. Include the Urban Health and Wellness Center; Women's Educational Center; Ellen Bommarito Lesbian, Gay, Bisexual, Transgender Center; Counseling Services; Accessibility Services; and Recreation Center.
2. Include club sports as part of general health promotion.

Indicators of Success
1. The number of available club sports increases by 50% (from 9 clubs) and the proportion of students involved by 100% (from 2.1% to 4.25%).
2. 100% of core student service functions may be completed online, asynchronously, or in a manner which does not assume an on-campus presence.

3. The number of students participating in student life and Greek life increases.
4. Students report improved satisfaction in the quality of their academic and developmental advising. The Student Satisfaction Inventory (SSI) mean satisfaction scores increase from 2008 to 2017 by 10% on items related to advising. The National Survey of Student Engagement (NSSE) scores increase by at least 5% (from 2010) and exceed the NSSE average for both freshmen and seniors on items related to advising.
5. Students report improved satisfaction that the institution recognizes their individual needs by offering timely, responsive, and coordinated service. Satisfaction is demonstrated by an increase of 10% on select SSI data, an increase of 5% on select NSSE data, and an increase over the NSSE average for select data by 2017.
6. Students report that the university values their health and well-being and offers opportunities that are both educational and supportive of achieving healthy lifestyles. This item will be added to the Student Satisfaction Inventory.

Strategic Priority #6: Cultivate a campus climate that embraces diverse social identities and perspectives.

UM-Flint is committed to cultivating a campus climate that supports diverse social identities and perspectives, including people of color, groups historically underrepresented, people with disabilities, women, students of various ages, people with various gender and sexual identities and expressions, veterans, as well as first generation students and those from economically disadvantaged areas. Several university centers and curricular/co-curricular initiatives work to promote diversity, raise awareness about social justice issues, and create an inclusive campus climate, including Accessibility Services; Educational Opportunity Initiatives; Diversity Education Services; Ellen Bommarito Lesbian, Gay, Bisexual, Transgender Center; International Center; Women's Educational Center; and the Veterans Center. Coordinating these efforts to develop a cohesive vision for diversity and social justice will be a major, multi-dimensional process that engages the entire university.

Initiatives
Promote Diversity/Social Justice Initiatives
1. Create a Center for Social Justice charged with developing and implementing university-wide diversity and social justice initiatives, both curricular and co-curricular, to include a shared mission for the Women's Education Center; the Ellen Bommarito Lesbian, Gay, Bisexual, Transgender Center; the International Center; Education Opportunity Initiatives; Accessibility Services; and Diversity Education Services.
2. Offer civic engagement and research projects that are diversity/social justice related.
3. Work with the General Education Curriculum Committee to develop a diversity/social justice course requirement within general education.

Indicators of Success
1. Students, faculty, staff and other stakeholders report that campus climate and practices are inclusive and welcoming of diverse social identities and perspectives.
2. 100% of all student leaders, staff, and faculty participate in diversity education and professional development.
3. The percentage of minority faculty increases from 13% to at least 20% of the total faculty population, and the percentage of minority staff from 19.6% to at least 25% of the total staff population.
4. Many new and existing undergraduate courses have diversity/social justice content.
5. The number of faculty, staff, and students who are engaged in diversity/social justice research and community service projects increases.

Strategic Priority #7: Increase enrollment, student retention, and degree completion to achieve planned growth.

We are confident that the dynamic energy that led our campus to become the fastest growing public university in the state four years running while exceeding the ambitious goal of 8,000 students, outlined in the previous strategic plan, can and should be marshaled into further growth. However, over the next five years we must take a more holistic view of increasing the student population and proactively prepare for the continued growth that we believe is essential to our long-term health as a campus. Tuition revenue currently accounts for close to 77.5% of the general fund's budget. The Office of Financial Services and Budget has undertaken a break-even analysis to determine the minimum enrollment needed to maintain the status quo (e.g., current financial stability) over the next five years. The analysis includes several assumptions such as tuition rate increase, a modest salary program, cost increases in benefits, utilities, etc. The model reveals[1] that enrollment must grow at a rate of 3.4% during the first year (2011-2012) and about 4.0% to 4.7% in subsequent years in order to maintain equal levels of projected expenditures versus revenue. Responsible enrollment also means effective retention and degree completion: ensuring that students have an educational experience that makes them want to stay, and giving them the support they need to complete their degrees in a timely manner. The Plan addresses these goals in several of the other priorities.

[1] Assuming a 15% cut from the state appropriations in FY 12 but using the current contingency reserves in the first year and flat state appropriations in subsequent years. Our working budget model, it should be noted, does not account for spending initiatives proposed elsewhere in the Strategic Plan. Furthermore, changes in the economic realities of the university, for example, through enhanced revenue, unexpected state aid, or changes in tuition rates, would alter the model.

Initiatives
1. Grow new student enrollment.
    a. Develop targeted program growth.
    b. Grow honors program.
    c. Grow online programs.
    d. Build strong relations with transfer feeder institutions.
    e. Enlist faculty and alumni to help with the recruitment of outstanding students.
    f. Grow Genesee Early College.
    g. Increase creative articulation agreements, including those with international institutions.
    h. Grow competitive scholarships.
    i. Evaluate tuition pricing policies for undergraduate programs.
2. Raise retention and graduation rates.
    a. Use Client Relationship Management (CRM) software.
    b. Create Student Success Center.
    c. Expand experiential education.
    d. Increase research opportunities.
    e. Enhance coordination and responsiveness of student services.
    f. Create social justice initiative.
    g. Grow student life and club sports.
    h. Develop Campus Health Committee

Indicators of Success
1. Overall enrollment grows 4% per year to reach 9,980 by 2016.
2. First-time in any college (FTIAC) students grow from 780 to 850.

3. Graduate student enrollment grows from 1,260 to 1,720.
4. International student enrollments grow from 210 to 600.
5. Veteran student enrollment grows from approximately 165-200 to 500.
6. Dual enrollees grow from 130 to 260.
7. Undergraduate student enrollment in online only programs is 13% of total student population.
8. Underrepresented minority groups increase from 19.4% to 30% (These include African American, American Indian, Hispanic, two or more races, and Hawaiian/Other Pacific Islander; 61.5% of UM-Flint students are economically disadvantaged as determined by Pell Grant eligibility.).
9. FTIAC retention rate increases from 72.2% to 85%.
10. Marketing campaign focuses on institutional quality, Carnegie classification, and faculty/student ratio.
11. Degree completion programs at satellite campus sites rise from 5 to 12.
12. Four and six-year graduation rates will increase.

Building the Institutional Infrastructure

The focus in this section is the institutional infrastructure that intersects all facets of university life. Strategic priorities in the essential areas of revenue enhancement, data and technology, space, and alumni relations support all other priorities identified in this planning process.

Strategic Priority #8: Diversify revenues in keeping with the university's mission.

The UM-Flint budget has two primary sources of funding that make up roughly 99% of its operating budget: (1) a declining state appropriation; and, (2) the tuition and fees charged to our students. Third stream revenues in the form of philanthropy could, over time, provide significantly more support for our students, faculty, and campus infrastructure. With an alumni base in excess of 30,000 students, 81% of whom live in Michigan, a range of local and regional businesses broadly supportive of UM-Flint and its mission, and the continuing support of area and regional foundations, UM-Flint has significant untapped potential in the area of private, corporate, and foundation giving. This campus' first Capital Campaign supported construction of the Frances Willson Thompson Library and raised $9.4 million. The 2004-09 "Imagine" campaign set a goal of $30 million but raised in excess of $40 million. The most significant reason an individual never gives is because that individual was never asked. Investment in a high-quality, aggressive Office of University Development, plus the support that can be provided by the sophisticated development operation housed on the Ann Arbor campus will, over time, pay enormous dividends to UM-Flint in the form of annual giving, endowed scholarship and research funding, planned (estate) giving, and corporate and foundation support.

Initiatives

Support endowed merit scholarships
1. International students
2. Civic engagement
3. Study abroad
4. Honors program
5. Graduate students

Grow managed prospects
1. Develop new set of expectations for all gift officers; implement more extensive travel strategy to broaden MGO reach into national markets. MGOs who are not managing 120 qualified prospects will be attempting to contact and qualify 50 new prospects.
2. Continue to involve the Chancellor in the strategy creation and execution for the top of the prospect pool.
3. Fully integrate the modeling data that has been provided to the campus from Office of University Development (OUD); work with the OUD to execute a research strategy; and implement an aggressive prospect review process with carefully selected, knowledgeable community members. MGOs are to conduct thorough review of their extended prospect community by the end of 2011.
4. Complete the creation of a roster of dedicated opportunities for the Flint campus.
5. Grow the number of managed prospects that have a strong connection to the university.
6. Create a comprehensive strategy for communicating with, cultivating, and ultimately securing support (outright or planned gift) from retired faculty and staff.

Increase corporate and foundation support
1. Focus energy on cultivation and solicitation of the top twenty foundations.

2. Focus energy on cultivation and solicitation of top twenty corporations; work with the Provost to develop a comprehensive effort of engagement with the business community.

Increase annual giving

1. Work closely with the University Annual Giving (uAG) team to utilize a range of resources – direct mail, phone, etc; adhere to a clearly defined calendar of solicitation activities.
2. Create strategy for retaining current and attracting new leadership gifts in the $1,000 - $5,000 range; enlist select group of volunteers**;** create a specialized direct mail campaign**;** identify prospects to be called on personally; initiate an elevated level of donor recognition, giving societies, and thank you events.
3. Work with Deans to develop unit-specific strategies, consider conducting more department-targeted annual giving appeals, and work with uAG to further refine the website.
4. Work with faculty and staff committee to redesign the annual giving campaign for their segment, deploy use of direct mail and electronic messaging, and enlist volunteers who can talk about AG to the respective departments.
5. Develop a broader slate of giving opportunities.

Indicators of Success

1. There is support for endowed merit scholarships.
2. The five-year total for corporate and foundation financial support of $3.7 million increases by 50%.
3. The number of managed prospects with whom the Flint campus has determined there is a strong relationship triples.
4. The amount of annual giving to the Flint campus increases by 25%.
5. The 1,200 donors to the university increase by 50%.

Strategic Priority #9: Create a more integrated and systematic accounting of institutional data; use technology to provide a competitive advantage in recruitment and retention.

A reliable, secure, innovative technology infrastructure that gives faculty, staff, and students the tools to make optimal use of information enables the university to carry out its wide-ranging mission and provides support for continuous improvement in instructional, research, and service experiences. More than ever before, our campus relies on the use of information technology in almost all aspects of its enterprise. Technology is used by all of us to communicate and collaborate. It is used to present our campus to the world and to market our programs. It is used in functional areas such as human resources, finance, and procurement. It is used in student service areas such as admissions, records, financial aid, and advising. It is used by our administrators to send emergency notifications and to complete our state and federal reporting requirements. Faculty use it in their research, teaching, course delivery, professional development, and other important tasks. Our executives rely on it to make informed strategic decisions. Therefore, a reliable, secure, and user-friendly information technology infrastructure is no longer a luxury — it is a must.

Initiatives
1. Conduct a periodic review of the campus IT resources and compare with national benchmarks.
2. Conduct periodic satisfaction surveys of campus IT service providers.
3. Secure a Client Relationship Management software program and other pertinent strategic enterprise systems as they develop over time.
4. Revive the ITS technology training workshops.
5. Provide training on the generation and use of institutional and programmatic data.
6. Review and clarify roles of all Information Technology Services committees.

Indicators of Success
1. UM-Flint IT resources compare favorably with those of national and regional state universities.
2. Faculty, staff, and students are satisfied with campus IT services.
3. Routine and strategic decisions such as admissions, retention, engagement, space allocation, and program growth are data-driven.
4. There are adequate technology-related professional development opportunities for faculty and staff.
5. Mediated Classroom Services are informed by pedagogy in consultation with Information Technology Services' Technology Committee.

Strategic Priority #10: Use and develop space that is responsive to a growing university.

The allocation and use of space across the campus needs to support the university's mission. As we develop several of the proposed strategic initiatives that project future growth in enrollment, STEM areas, and residential student life, and that envision the university's expanded presence in downtown Flint, space will become a significant factor. The master planning process that occurs every five years in tandem with strategic planning will make recommendations about the use of existing and expanded space in the context of the proposed strategic initiatives, but the campus also needs an on-going collection and analysis of accurate, independent data on space. Such a database will allow the university to manage space in a systematic, purposeful manner and to develop policies and procedures concerning space use that advance the mission and strategic priorities.

Initiatives
1. Redesign the Space Utilization Advisory Committee to be chaired by the Provost and Vice Chancellor for Academic Affairs.
2. Explore leasing space near campus to meet future needs.
3. Employ a common tool and process for tracking and reporting space use.

Indicators of Success
1. By 2011-2012, a space utilization advisory committee is established that reports to the Provost. The committee submits data on the current utilization of 100% of campus space, including parking.
2. By 2012-2013, the space utilization advisory committee begins surveying UM-Flint faculty and staff regarding campus space allocation with 70% surveyed reporting satisfaction by 2016.
3. By 2011-2012, the space utilization advisory committee compares the campus utilization data to the suggested benchmarks below.
    a. By 2011-2012, the number of faculty offices increases by 10% with an increase of 40% by 2016.
    b. By 2014, the amount of space dedicated to professional development (e.g. research lab space) increases by 15% with an increase of 25% by 2016.
    c. By 2013, classroom space utilization as defined in the guidelines from the Ann Arbor campus Office of the Provost increases commensurate with growth.
    d. By 2016, seating capacity utilization as defined in the guidelines from the Ann Arbor campus Office of the Provost increases commensurate with growth.
    e. By 2012, the amount of group study space increases by 25% with an increase of 50% by 2014.
    f. By 2012, the amount of student leisure and physical activity space increases by 25% with an increase of 50% by 2014.
    g. Student housing opportunities expand as needs increase.
4. Space data management is accurate and comprehensive.
5. Decisions on space allocation and use are data-informed.
6. Space allocation decisions are guided by targeted program growth.
7. Architectural design reflects pedagogy.
8. The campus has a welcoming entrance.
9. Club sports have adequate practice, training, and competition space consistent with the type of sport and number of players.

Strategic Priority #11: Enhance Alumni relations to create a culture of university pride.

Increasing engagement among UM-Flint's 30,000 alumni is critical to the university's future growth and success. Active alumni can assist in student recruitment and retention; contribute to the development of educational programs; become effective legislative advocates; increase revenue for the university; and, in general, use their talents and resources to advance the university's mission. The Office of Alumni Relations offers a range of programs designed to meet a variety of individual interests and build a supportive alumni body. The challenge is developing strategies that communicate the many benefits of being an active alumnus. Fostering engagement and on-going communication at the department and college level is important as well. Thus, Alumni Relations will need to work across academic and administrative units to help create an expectation and a culture of alumni involvement. Cultivating a commitment to volunteerism, mentorship, giving, and participation among undergraduates is also effective in keeping graduates connected. UM-Flint's goal is to promote a life-long connection between alumni and the university.

Initiatives
1. Use Client Relationship Management software to profile current undergraduate and graduate students and develop engagement strategies that promote their school spirit and life-long loyalty to the university.
2. Offer events and programming that provide networking opportunities, foster relationships with faculty, students and staff, and that offer alumni the chance to stay connected to the university.
3. Increase alumni participation in community service activities.

Indicators of Success
1. Students connect with Alumni Relations before graduation.
2. Academic departments cultivate alumni relationships.
3. Career services use alumni expertise to help students achieve their professional goals.
4. Student support services cultivate alumni relationships.
5. Communication with alumni is enhanced.

Implementation

Implementation brings strategic planning full circle. With it comes the opportunity to translate our vision, mission, assets, values, priorities, and initiatives into realistic action plans with clear performance metrics. The plan is not a stone tablet, but it is a blueprint for program development and allocation of financial and non-financial resources. Moving forward, our guiding principles are responsibility, accountability, teamwork, and institution-wide commitment.

Next Steps
1. Assign strategic initiatives to administrative departments and units.
2. Form an implementation committee that reports to the Chancellor's Advisory Committee for Budget and Strategic Planning. The committee would be charged with monitoring, measuring, and evaluating progress on strategic initiatives. Periodic public reports would ensure transparency and campus/community updates.
3. Charge Executive Officers and Deans with reporting annually on strategic planning progress and on the funding of strategic planning initiatives.

Strategic Planning Roster

Steering Committee

Jan Furman, *Chair*…………………………English Department
Aimi Moss, *Chair*…………………………..Academic Advising and Career Center
Sandy Alberto……………………………. Thompson Center for Learning and Teaching
Dr. Michael Boucree……………………... Vice President for Outcomes Management, Hurley Hospital
Jon Davidson, *Liaison*……………………. Student Life and Services Task Force
Michael Farmer, *Liaison*…………………. Academic Programs Task Force
Dean Mary Jo Finney, *Liaison*………….. Learning, Scholarship, and Professional Development Task Force
Donna Fry, Interim SHPS Dean………….... Physical Therapy
Dean Vahid Lotfi……....………………….… Graduate Programs
Seyed Mehdian..………………………….… School of Management
Yener Kandogan.………………………….… School of Management
Shan Parker………………………………. Health Sciences and Administration
Marcus Paroske, *Liaison*…………………. Enrollment and Retention Task Force
Joe Patterson.……………………………… Student Government President
Chris Pearson, (*also Liaison*)………………Physical Space Task Force
Cindy Pfalzer (*also Liaison*)..………………Outreach and Engagement Task Force
Sharman Siebenthal Adams…. ………… School of Education and Human Services
Fred Svoboda, *Liaison*……………………. Diversity Task Force
Dean DJ Trela………………………………. College of Arts and Sciences
Provost Gerard Voland........................... Office of the Provost
Bill Webb………………………………….. Office of the Vice Chancellor for Business and Finance
Project Support, Sheila Currier…….…… Office of the Chancellor

Institutional Analysis

Fawn Skarsten ……………………………Office of Institutional Analysis

Academic Programs Task Force

Marty Kaufman, *Chair*…………………... Earth and Resource Science Department
Michael Farmer, *Liaison*…………………. Computer, Science, Engineering, and Physics Department
Karen Arnould…………………………… Office of the Registrar
Roy Barnes …………………………….. Anthropology, Criminal Justice, and Sociology Department
Ahmad Dandachi………………………Student
Donna Fry……………………………… Physical Therapy
Jeff Kupperman …………………….…..School of Education and Human Services
Brad Maki…………………………………Graduate Programs
Margie Murray-Wright………………….. Nursing Department
Nikki Taylor-Vargo……………………… School of Management

Diversity Task Force

Michelle Rosynsky, *Chair*………………….Women's Educational Center
Fred Svoboda, *Liaison*……………………. English Department
Felipe Andrez……………………………... Student
Kathy Cornman………………………….. International Center
Lee Cruppenink………………………….. Nursing Department
Crystal Flynn…………………………….... Educational Opportunity Initiatives
Diane Fuselier-Thompson………………. Office of Extended Learning
Cheryl Godmar……………………………School of Education and Human Services
Fred Williams…………………………….. School of Management
Johnny Young…………………………….. Office of Student Life

Enrollment and Retention Task Force

Bob Barnett, *Chair*…………………………College of Arts and Sciences
Marcus Paroske, *Liaison*…………………. Communication/Visual Arts Department
Kevin Adams……………………………... Student
Stacy Lee………………………………….. Office of the Registrar
Dean Vahid Lotfi………….................... Graduate Programs
Dan Adams……………………………….. International Center
Kimberly Buster-Williams……………… Undergraduate Admissions
Jerry Glasco……………………………... Financial Services & Budget
Jennifer Hogan………………………….. University Relations
Jerry Sanders……………………………Biology Department
Deb White………………………………….Office of Extended Learning

Learning, Scholarship, and Professional Development Task Force

Eric Freedman, *Chair*…………………….. Psychology Department
Dean Mary Jo Finney, *Liaison*……………School of Education and Human Services
Clement Chen……………………………..School of Management
Ashley Oliver……………………………... Student
Mike Sevick………………………………..Communication/Visual Arts Department
Jie Song…………………………………… Chemistry & Biochemistry Department
Suleyman Uludag……………………….. Computer, Science, Engineering, and Physics Department
Hiba Wehbe-Alamah…………………….. Nursing Department
Terry Van Allen………………………….. Office of Research
Jan Worth ………………………………… Thompson Center for Learning & Teaching
Crystal Pepperdine ……………………… CAS Graduate Programs
<div align="center">Staff Development Sub-Committee</div>

Crystal Pepperdine ……………………….College of Arts and Sciences
Ken Heiser …………………………….....Information Technology Services
Karen Davis ……………………………….English Department
Becky Armour …………………………….Academic Advising and Career Center

Outreach and Engagement Task Force

Cindy Pfalzer, *Chair/Liaison*………………Physical Therapy Department
Darryl Baird………………………………. Communication/Visual Arts Department
Lauren Hyslop…………………………….Student
Jonathan Jarosz……………………………University Outreach
Jamile Lawand………………………….… Foreign Languages Department
David Lossing……………….…………...Government Relations
Bob Mabbitt………………………………University Relations
Brent Nickola…………………………... Alumni Relations
Mona Younis……………………………University Outreach
David Zuza……………………………….Urban Health and Wellness Center

Physical Space Task Force

Chris Pearson, *Chair/Liaison*………………Computer, Science, Engineering, and Physics Department
Scott Bertschy……………………………...Development and Alumni Relations
Bob Houbeck………………………………Frances Willson Thompson Library
Theresa Landis…………………………… Recreational Services
Joe Sucic……………………………………Biology Department
Hiba Wehbe-Alamah……………………. Nursing Department
Joe Patterson……………………………… Student Government President

Revenue Enhancement Task Force

Dean DJ Trela, *Chair*………...……………College of Arts and Sciences
Scott Bertschy……………………………...Development and Alumni Relations
Dale Tuttle ……………………………….. School of Management
Terry Van Allen………………………….. Office of Research
Matthew Wyneken………………………. School of Education and Human Services

Student Life and Services Task Force

Suzanne Selig, *Co-Chair*…………………....Health Sciences and Administration Department
Jon Davidson, *Co-Chair/Liaison*………..…Graduate Programs
Allen Bellamy…………………………….. Psychology Department
Shelly Hoffman……………………………Development and Alumni Relations
Michael Kassel……………………………Student Development Center
Adrian Matthews……………………….… Student
Quamrul Mazumder…………………….. Computer, Science, Engineering, and Physics Department
Alicia Sonderegger………………………. Student
John Sonnega……………………………Health Sciences and Administration Department
Chris Waters……………………………… Visual Arts and Communications Department

Andrea Yinger…………………………….. University Relations