1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The University of Michigan–Flint (UM-Flint) was established in 1956 as Flint College, a senior college (and complement to Mott Community College), and earned North Central Association of Colleges and Schools accreditation in 1970. It officially became the University of Michigan-Flint in 1971, evolving in accordance with the needs of the Flint community it was established to serve. Over time, the university continued to grow in size and academic program offerings, including establishment of selected graduate programs. Originally a commuter school, UM-Flint offered its first residential options in 2008. Today, the campus offers the full range of resources of a comprehensive university in a small, supportive campus community with approximately 7,500 students, representing as many as 41 countries. UM-Flint’s mission continues to address the needs of the regional community it serves in the context of a global society.

Mission statement: 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.

Vision statement: The mission is reinforced by the vision statement: Engaging Minds, Preparing Leaders through Academic Excellence, Student Centeredness, and Engaged Citizenship.

UM-Flint's mission statement is a product of continued campus-wide strategic planning efforts, ultimately endorsed by the governing faculty and presented to the chancellor. Due to its autonomy, UM-Flint does not present the mission statement or strategic plan to the U-M Board of Regents or U-M president for approval.

The planning sessions in 2017 retained the mission statement as revised in the 2011-2016 Strategic Plan. At that time, the campus reviewed and expanded the mission statement from the 2005-2010 Strategic Plan to add the following concepts, each addressing the unique priorities developed at UM-
Flint in the previous years:

- Description of the institution as “comprehensive,” acknowledging the expansion of graduate programs
- Inclusion of the word “urban” as a reaffirmation of the university’s location in Flint, a city whose identity is at the core of the campus
- Addition of the phrase “local and global communities” to focus on UM-Flint's constituents while acknowledging the interconnected nature of students’ professional and civic lives
- Inclusion of the phrase “In the University of Michigan tradition,” to make the important connection with the Ann Arbor campus and its mission

More importantly, however, the university retained the values within UM-Flint's vision that have driven the campus for over a decade:

- Excellence in teaching, learning and scholarship
- Student centeredness
- Engaged citizenship

UM-Flint embraces strategic planning in the spirit of openness and collaboration that is key to UM-Flint culture. The 2018-2023 Strategic Plan involved more than a hundred faculty, staff, students, administrators and community representatives in various committees and working groups, as did the previous plans. Those committees were informed by input from a cross-section of constituents through town halls, surveys, and an online public suggestion form.

In 2015, the campus reviewed its progress of the 2011-2016 Strategic Plan and reprioritized the remaining goals, ensuring the revisions reflected the same hallmarks of collaboration as the original plan. In two town hall meetings and an online survey, the campus identified four priorities for special focus. That collaborative and open process continued to guide the development of the 2017 High-Level Strategic Priorities as the foundation for the 2018-2023 Strategic Plan. A diverse group of 35 constituents convened as a steering committee, charged by the chancellor with developing five high-level priorities “anchored in and reflective of the university’s mission” and in a transparent manner. The Steering Committee conducted 92 meetings across campus, including 50 outreach meetings with governing faculty, staff, students and administrative units on campus in Phase I. Governing Faculty, Staff Council, and Student Government endorsed the five high-level priorities that emerged. The University of Michigan-Flint will foster

- A distinctive identity that builds campus pride
- Excellent education and scholarship across the institution
- A student-centered culture focused on retention and success
- Recruitment through high-quality programs and campus life
- A vital partnership with an engaged community

In the strategic planning Phase II, a second, smaller core committee gathered more than 500 data points from a SWOT analysis, various surveys, unit input sessions, and open forum stakeholder input sessions. The committee condensed this information and presented the chancellor’s cabinet with six initiatives, each of which addresses multiple priorities:

- Develop, maintain and revitalize high-quality and viable academic programs.
- Support professional aspirations and development of students, faculty and staff.
- Strengthen and streamline communication and collaboration across campus and beyond.
Recruit, retain, and support well-qualified diverse students, faculty and staff by creating an inclusive and safe campus culture.

Cultivate and leverage purposeful engagement of alumni and external community.

Develop innovative approaches to address the university's critical physical and technical infrastructure needs.

In Phase III, the five major academic units and the cabinet each created a strategic plan that implements the six initiatives and focus on academics. Overall, for the 2018-2023 Strategic Plan, UM-Flint devoted nearly three years engaging in an open and collaborative planning process, with UM-Flint's mission and core values at the center of the process.

The University of Michigan–Flint is committed to ensuring its academic programs, student support services, and enrollment profile are consistent with its mission. UM-Flint offers a wide range of academic programs designed to serve the needs of its student profile to fulfill its mission. Student support services are oriented toward increasing chances of success, especially for student populations that may take relatively longer to complete their degrees and may not have had the same level of academic preparations and financial resources as students at state flagship institutions.

**Academic Programs:** UM-Flint has five major academic units: College of Arts and Sciences, College of Health Sciences, School of Education and Human Services, School of Management, and School of Nursing. In 2019-20, UM-Flint is offering 104 undergraduate degree programs, including five pre-professional, along with numerous honors programs, minors and certificates. At the graduate level, there are 45 degree programs, including four professional practice doctoral degrees, two PhD degrees, an education specialist degree, and six dual degree programs. In addition, there are 10 graduate-level certificate programs. Nine of the undergraduate degree or degree completion programs are available fully online, and 18 graduate degree programs are available either fully online or in hybrid format. The university has enjoyed robust growth in the number of academic programs over the past 10 years, and in 2018 climbed into the doctoral/professional Carnegie Classification. For 2017-2019 alone, the university added seven new master’s degrees, two doctoral programs, two bachelor’s degrees, and a post-master’s certificate. Many new programs reflect the growth in healthcare careers regionally and nationally, including nursing, substance use treatment and intervention, occupational therapy (fall 2019), and physician assistant (winter 2021).

UM-Flint's **Dual Enrollment Educational Partnership Program (DEEP)** includes partnerships with nine regional school districts and consortia, and sponsors five early colleges. In keeping with the mission pillar of excellence in teaching, learning, and scholarship, all UM-Flint DEEP classes are staffed by faculty from the main campus as described in Criterion 3.A.3.

Academic programs have played a vital role in UM-Flint's planning processes. The first priority in the 2011-2016 Strategic Plan was to enhance the quality and breadth of academic programs, and be a school of first choice; this was reinforced in the 2015 reprioritization. Future developments in academic programs are vital to at least two of the **High-Level Strategic Priorities** developed in 2017:

- “Excellence in education and scholarship across the institution” calls on the university to ensure that the general education program is meeting students’ needs.
- “Recruitment through high-quality programs and campus life” speaks to creating programs that are timely and lead to student goal fulfillment.

**Student Support Services:** Given the prominence of student centeredness in UM-Flint's mission statement, providing robust student services is a key focus of the campus. The 2011-2016 Strategic
Plan called for the formation of a university-wide Student Success Center, whose mission is to empower students to become agents of their personal, academic, and career goals. The Student Success Center coordinates orientations, tutoring and supplemental instruction, placement exams, and campus engagement resources. It collaborates with the various schools and colleges to ensure seamless advising services through the University Academic Advising Committee, which was chartered in fall 2018.

As a result of the HLC Quality Initiative and Strategic Enrollment Management Plan, academic units have invested heavily to increase advising. For example, the College of Arts and Sciences (CAS) launched an initiative in 2016 to incrementally embed professional advisors within each academic department; CAS anticipates having specialized advisors, in partnership with the faculty advisors, to cover 100 percent of their students by fall 2020. In the School of Education and Human Services, the Education Department divided advising responsibilities between a staff advisor specifically for undergraduate/graduate programs and faculty advisors in each academic program, and the College of Health Sciences added a full-time advisor to supplement advising provided by faculty. In addition, the department has a certification officer and post-baccalaureate advisor for teacher candidates seeking Michigan licensure.

UM-Flint also offers a variety of other support services as described in 1.C.2 that align with the mission.

**Enrollment Profile:** Enrollment peaked in 2014 with 8,574 students, 82.5% of whom were undergraduates. In fall 2018, total enrollment was 7,532 students, with 81% undergraduates. The loss of more than 1,000 undergraduate enrollment over the previous five years is due primarily to a declining high school population in the region and reflects declining undergraduate enrollments statewide, which have fallen 5% since the 2011 peak at public state universities. UM-Flint graduate enrollments peaked in fall 2015 with 1,601 students, and declined to 1,435 by fall 2018, also following the state trend. Enrollment decline may also be partly attributed to effects of the City of Flint water crisis, which started in 2014 but became a public issue in 2015.

UM-Flint's student profile is vital to shaping its identity, which has been a common theme throughout all of the university’s strategic planning phases. The 2017 High-Level Priorities discuss the goal to develop a distinctive identity that builds campus pride and “celebrates diversity and supports everyone in achieving their full potential.” More than 62% of the fall 2018 UM-Flint student body was female, and average age was 26. According to the Fall 2018 Student Body Profile of all students (undergraduate and graduate combined), it was 69.2% white, 12.4% black, 4.6% Hispanic, and 2.4% Asian, reflecting the catchment area of the university. Genesee County, which surrounds UM-Flint, accounts for 53% of students. According to the 2017 U.S. Census Bureau estimates, Genesee County is 75% white, 20% black, 3% Hispanic, and 1% Asian. The broader region of surrounding counties includes Lapeer, Livingston, and Shiawassee counties, which are 96-97% white, and Oakland County, which is 75% white. These population figures do not include mixed or other races with smaller percentages. About 44% of students attend part-time, 1,447 (19%) are taking online courses only. About 3% are out-of-state students and 4.0% are international students.

Consistent with the region’s economic challenges, the UM-Flint student base has financial issues, such that 95% of its full-time, first-time-in-any-college (FTIAC) students received some form of financial aid for the fall 2018 semester. Forty-five percent of FTIACs received Pell grants; overall, 39% of undergraduate students received a Pell grant.

The UM-Flint strategic plans support the university mission, and both budget and planning priorities
are inextricably linked with mission’s values of excellence in teaching, learning, and scholarship; student centeredness; and engaged citizenship.

Each January, at the beginning of the budget process, the Office of Financial Services and Budget launches the budget planning process with a letter to the vice chancellors, deans and major directors, seeking updates on initiatives from the previous year, and plans for new initiatives, along with enrollment projections and business plans. The letter is a reminder that the goals of the budget process are to support the campus strategic plan. In 2015, the university reviewed progress of the numerous 2011-2016 Strategic Plan objectives, and reprioritized the unfulfilled items. For the next five years, the budgetary priorities will have mirrored the new priorities.

1. Expand the Merit Scholarship Program. Since its inception over three years ago, the university added $1.6 million, with plans to add another $500,000-$1,000,000 in future years to support recruitment and retention.

2. Increase funding for academic programming above the budget model distributions. The university increased annual base funding by $1.96 million, including $1.3 million to the College of Arts and Sciences (CAS) with $443,500 specifically for equipment, $94,000 to the School of Education and Human Services for a director of the new Center for Educator Preparation, and $126,500 for a position in the new College of Health Sciences.

3. Enlarge the Murchie Science Building to allow for improvements and expansion in STEM programs. In October 2018, the State of Michigan awarded $29.25 million; construction is expected to be completed in fall 2020. The university will provide an additional $3 million, and the Charles Stewart Mott Foundation, $7.5 million.

4. Increase funding for recruiting & retention initiatives. Over a five-year period, the university added $1.14 million in base funding to various departments, including $310,000 for enrollment management and $271,000 for CAS academic advising.

5. Increase funding for community engagement. The university added annual base funding of $600,000 for the Office of University Advancement to further engage the community, generate gifts, and lessen the reliance on tuition and fees.

The university is both consistent and tenacious in pursuing its goals, as evidenced in its annual capital appropriations requests to the State of Michigan. UM-Flint began a nearly 10-year campaign to renovate and expand the Murchie Science Building (MSB) in two phases. In 2010 and 2011, the university requested funds for upgrades to MSB labs and classrooms, winning $17 million of the $22.5 million project from the state. The project was completed in 2015. In 2016 and 2017, UM-Flint requested $30 million to finance a new 65,000-square-foot wing; the full award was announced in 2018.

Capital improvement requests to the State of Michigan for the past 10 years are publicly available on the Business and Finance website and provide the context of the requests within the mission and strategic priorities of the university. The five-year capital outlay plan is updated annually.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The UM-Flint mission is publicly articulated in numerous public documents and webpages. Information on the mission, and the current and previous university strategic plans, is located prominently on the UM-Flint website. The mission itself is incorporated in scores of high-profile campus documents, such as the university catalog, Faculty Code, and every university strategic plan. See the 2018-2023 Strategic Plan Summary.

The chancellor’s state of the university speeches, open to the public and media, have emphasized the importance of alignment with the mission. In her charge to the most recent Strategic Planning Steering Committee, Chancellor Susan Borrego noted that “the high-level priorities articulated by the Steering Committee should be anchored in and reflective of the university’s mission.”

UM-Flint continues to maintain an extensive web presence detailing the process by which the current mission and strategic plan were adopted. The chancellor, provost and the Strategic Planning Steering Committee provided numerous updates to the campus and community. The committee charge, roster, agendas and minutes, and other related documents including the hand-written notes from open forums have been memorialized for public access.

1.B.2: The UM-Flint mission was reaffirmed through the most recent strategic planning process in 2017; see the 2018-2023 Strategic Plan Summary. The university’s 2017 High-Level Strategic Priorities document provides a rationale for each of the five priorities, affecting various activities of the university. While the priorities are deliberately not presented in a hierarchy, special emphasis is placed on the mission’s commitment to student-centeredness, especially retention and student success. Within that priority, the campus has committed to reviewing admissions policies and procedures, financial aid, and student support, as well as making data-driven decisions in developing program-specific retention plans, and improving the time to graduation for students. There are several initiatives to recruit and support students from underrepresented groups as described in 1.C.2 discussion below.

Another high-level strategic priority addresses UM-Flint’s emphasis on excellence in teaching, learning, and scholarship. To support teaching excellence, there is an ongoing, campus-wide study of the general education program, innovations in pedagogy, and curricula. To support learning excellence, the priority statement promises to “reinforce the library” as the intellectual heart of
campus, providing essential resources for scholarship, and learning. It continues a commitment that increased the Thompson Library’s acquisition budget 65% from 2009-2019, from $484,462 to $799,462 (see p. 29 of UM-Flint October 2018 financial results). These regular increases have enabled the library to provide UM-Flint faculty and students with virtual parity with U-M’s Ann Arbor library users in digital subscriptions to core research journals in 19 disciplines and areas. In the 2020 Capital Outlay Report, library leadership proposed a visioning process with the goal of transforming the library from its traditional 1980s model to a technology-enriched learning commons model.

UM-Flint is also focusing on faculty recruitment and retention, as well as expanding research support to advance scholarship and creative works. The PhD in Physical Therapy is a model of combining these objectives. It is a research-based program designed to prepare graduates for careers in higher education. Students study quantitative, qualitative and epidemiologic research methods and engage in all phases of research for their dissertation. In addition, students take elective courses in clinical areas, e.g. neurology, orthopedics, or pediatrics, to enhance their clinical expertise.

UM-Flint’s colleges and schools, and most academic departments, have their own mission statements and strategic plans that map to the university’s overall strategic plan.

- The College of Arts and Sciences (CAS) mission is to create and sustain a community of lifelong learners in an environment that emphasizes literacy, critical thinking, and humanistic and scientific inquiry. The CAS 2018-2023 Strategic Plan, approved by governing faculty in May 2018, is based on these principles.
- The School of Management strives to deliver innovative programs and create intellectual contributions that impact the theory and practice of business, engage communities, and demonstrate integrity and ethics.
- The College of Health Sciences is a diverse community of learners and scholars. The faculty utilize best practices in teaching, scholarship, service and community engagement to educate highly qualified professionals to advance the health of local and global communities.
- The School of Education and Human Services exists to prepare and collaborate with teachers, administrators, social workers, and other professionals serving the diverse needs of Mid-Michigan, particularly the Greater Flint region.
- The School of Nursing’s mission is to educate diverse students in pursuit of excellence in nursing practice, leadership and scholarship. It focuses on evidence-based and culturally competent care as the foundation for theoretical and clinical learning experiences.

Most support units such as the Thompson Library, Student Success Center, Center for Gender and Sexuality, Department of Public Safety, International Center, and Financial Services and Budget have mission statements tied to the university’s mission. The library’s statement, for example, is “In support of the university’s vision of engaging minds and preparing leaders, the Thompson Library creates a student-centered environment that fosters learning and academic achievement by providing access to authoritative sources of knowledge and information and by teaching critical information literacy skills and concepts.” See unit mission statement examples.

1.B.3: As described in 1.A.1, the UM-Flint mission and planning documents—especially the 2017 High-Level Strategic Priorities—clearly define the university’s constituents and the nature and scope of programs and services to be provided. The priorities include rationales for each, a total of 26 clearly identified constituents. For example, the priority of “recruitment through high-quality programs and campus life” targets “increasingly diverse student populations,” including adult learners, veterans, underrepresented minorities, first-generation students, and students beyond the
immediate UM-Flint region.

Other priorities describe programmatic goals, such as becoming a leader in online and hybrid education, and delivering customized learning through innovative technology and pedagogy. They speak to recognition of faculty and staff professionalism, research and the value of being a vital partner engaged in an active, and reciprocal relationships with the city of Flint, the region, and beyond.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1: Diversity is a key theme throughout the mission and operation of UM-Flint. The mission statement clearly establishes the campus as a group of “diverse learners and scholars,” and the strategic planning processes have consistently articulated the central role that diversity plays on campus. One of the 2017 High-Level Strategic Priorities calls for developing and promoting UM-Flint’s identity by “energizing a proud UM-Flint campus community that celebrates diversity and supports everyone in achieving their full potential.”

In recent years, UM-Flint has made several administrative moves to deepen the institutional commitment to diversity. In 2014, UM-Flint established the Intercultural Center to support the work of various cultural student organizations and educational programming related to cultural competency. The focus was on creating spaces for critical dialogues and fostering an inclusive environment at UM-Flint (everyone is welcome at the Intercultural Center and all of its events and programs).

Also in 2014, UM-Flint created the Women’s Commission to ensure the campus continually reaffirms its mission of building a truly welcoming and inclusive community. In early 2015, the Women’s Commission recommended to the new chancellor that UM-Flint complete a campus-wide climate assessment. To support this effort, UM-Flint formed an independent Climate Study Working Group (CSWG) in May 2016 composed of faculty, staff, student, and administrators. The CSWG contracted with Rankin and Associates to complete the survey in fall 2016. The survey goals were to (1) identify successful initiatives; (2) uncover any challenges facing members of our community; and (3) develop strategic initiatives to build on the successes and address the challenges. The CSWG selected some questions from Rankin’s repository of tested questions, and created some UM-Flint-specific questions that emerged in focus groups. See the climate study questions.

With 1,578 responses (a 17% return), 71% said they felt comfortable or very comfortable with the UM-Flint campus climate, which Rankin and Associates said is in line with that of other universities across the country. However, the study also identified five opportunities for improvement:

1. Members of several constituent groups indicated they experienced exclusionary, intimidating, offensive, and/or hostile conduct.
2. Several constituent groups indicated they were less comfortable with the overall campus climate, workplace climate, and classroom climate.
3. Faculty and staff respondents cited challenges with work-life issues.
4. Faculty respondents cited challenges with faculty work.
5. A small, but meaningful, percentage of respondents had experienced unwanted sexual conduct.
The results from the climate study informed the development of one of the six key initiatives noted in the 2018-2023 Strategic Plan Summary: “recruit, retain, and support well-qualified diverse students, faculty and staff by creating an inclusive and safe campus culture.” Each unit was asked to incorporate the climate study information into their strategic plans and resulted in these outcomes to date: the review and revisions of student and employee policies regarding sexual misconduct; providing $1.6 million in increased research support; creating a director position for the Intercultural Center and the reorganizing the Center for Gender and Sexuality; increasing training around unconscious bias, microaggressions, and creating supportive work environments.

Rankin and Associates published the final report in May 2017 and presented its findings to a campus audience and online; UM-Flint's Thompson Library also has a hard copy. In December 2018, the University of Michigan recognized the Women's Commission with the Distinguished Diversity Leaders Award.

1.C.2: Many units on campus support UM-Flint's diverse student body, and are further described in 3.D.1.

- The Thompson Center for Learning and Teaching (TCLT) offers faculty professional development on incorporating inclusive pedagogies in the classroom, and plans to include such training in the Curriculum Mapping Institute, set to open in 2020. TCLT also sponsors an Inclusive Pedagogies Faculty Learning Community through the Quad-POD, a consortium of Flint’s four colleges and universities.
- The School of Nursing expects transcultural competence in nursing, and has included a transcultural nursing course requirement in the Bachelor of Science in Nursing curriculum. The school also administers the Jeffreys TEST and Nurses Professional Values Scale at entrance and exit for undergraduate students, and tracks the results.
- The Office of Educational Opportunity Initiatives hosts a number of programs to recruit and support local students from underrepresented groups.
- The Center for Gender and Sexuality provides opportunities for all members of the UM-Flint community to explore, organize, and promote learning around issues of gender and sexuality. It also facilitates a greater responsiveness to the needs of women and LGBTQIA+ communities through outreach, education, and advocacy.
- The International Center helps international students navigate the immigration, admissions, and cultural transition process.
- Disability and Accessibility Support Services offers practical services and accommodations to facilitate an inclusive community and foster full participation of everyone at UM-Flint.
- The MPowering My Success program provides life skills coaching and support for students who have spent time in the foster care system.
- The Student Veterans Resource Center assists veterans with their GI Bill benefits and supports academic and career success. UM-Flint is nationally recognized for its attention to student veterans, and is recognized by the Michigan Veterans Affairs Agency as a gold-level “veteran-friendly school.”
- Many student groups, such as the Black Student Union, PRIDE Student Organization, and Muslim Student Organization also provide support for the diverse UM-Flint population. (See 3.E.1.)

University curricula require a global studies course as an element of the General Education Program, with about 85 courses from which to choose, varying by semester.

For 40 years, the university has sponsored the popular and public Critical Issues Forum, which brings
a diverse and thought-provoking group of guest speakers to campus. Guests in recent years have included civil rights lawyer Robert Kaplan, political writer George Will, Girls Who Code founder Reshma Saujani, Pakistan-born activist and NOW Ventures CEO Shiza Shahid, ABC News correspondent and What Would You Do? host John Quiñones, and English primatologist and anthropologist Dr. Jane Goodall.

**A Diversity Events document provides a sampling of other diversity initiatives:**

- Since 2016, the College of Arts and Sciences has employed strategies from its STRIDE training for all tenure track faculty searches. STRIDE (Strategies and Tactics to Increase Diversity and Excellence) is a U-M program that provides information and advice to maximize the likelihood of identifying diverse, well-qualified candidates for faculty positions.
- In March 2019, the English Department and Office of Outreach sponsored Dr. Adam Haviland in an information session about the heritage language of the Anishinaabek (Ojibwe, Odawa and Potawatomi) of Michigan. The session was funded by the Flint Truth and Action Partnership Project through a W.K. Kellogg Foundation grant.
- In February 2019, UM-Flint’s Intercultural Center hosted civil rights activist and co-founder of the Black Panther Party Bobby Seale for his free, open-to-the-public Black History Month speech on social justice and the importance of coalition politics.
- In December 6, 2018, the Office of Outreach and Department of Sociology, Anthropology and Criminal Justice sponsored two lectures by distinguished scholars:
  - Professor Yolanda Moses (University of California, Riverside) spoke on Beyond Diversity and Inclusion: Creating Culturally Competent Institutions for a Socially Just World. Sponsorship of Dr. Moses was part of UM-Flint’s participation in the American Anthropological Association’s RACE Project (“RACE: Are We So Different?”), in which UM-Flint faculty served on panels at four of six other local events throughout the year.
  - Dr. Jason De León (University of Michigan-Ann Arbor), who presented Soldiers and Kings: Violence, Masculinity, and Photoethnographic Practice in the Context of Human Smuggling Across Mexico.
- In 2016-17, the Winegarden Visiting Professor honor went to physician and researcher Camara Phyllis Jones, president of the American Public Health Association and researcher at Morehouse School of Medicine.
- In 2015-16, the university named social justice activist and educator Angela Davis, Distinguished Professor Emerita of the University of California Santa Cruz, as the Winegarden Visiting Professor.

See details in the [Diversity Events document](#).

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1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1: One of the three values in the UM-Flint mission is civic engagement. This is not simply a slogan at UM-Flint. The region has experienced a number of challenges for decades, and UM-Flint has been deeply committed to partnering with the community and to offering assistance as appropriate.

UM-Flint has a significant economic impact on the city of Flint and surrounding region, and has received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. In 2018, the university was awarded the Governor’s Service Award. The partnerships involved run the gamut from health care to environmental protection, cultural promotion, and P-12 education.

- The university has provided free tax services to the community since 1984 through its Volunteer Income Tax Assistance program, created by an Accounting Club student who is now a faculty member. In 2016, the Internal Revenue Service recognized the program for its decades of service.
- As discussed in 3.E.2, the university took a leading role in the infamous 2014-16 Flint water crisis, mapping the location of lead pipes, creating a free community course on important water topics. Of special note was the partnering with Flint Community Schools to open an early childhood education program at two locations free to Flint families whose children were affected by lead. One of the programs later transitioned to Flint Community Schools (August 2018) and the other to Genesee Intermediate School District (January 2019).
- In 2016, UM–hosted CNN on-campus as they broadcast their news coverage of the Democrats’ presidential debate between candidates Bernie Sanders and Hillary Clinton, held at Flint’s Whiting Auditorium. In addition to space and technology, the campus provided overflow accommodations billed as a “debate watch party,” open to the public.
- UM-Flint provides a holistic Promise Scholar Program for up to 50 area students who display a desire and the potential to succeed in higher education, but who do not meet UM-Flint’s standard admission requirements. It also is a full partner in the Flint and Detroit Promise programs managed by the Flint and Genesee Chamber of Commerce and the Detroit Regional Chamber of Commerce respectively, ensuring tuition-free opportunities for students within those zones.
- As detailed in 3.E.2, the Office of Outreach sponsors numerous programs contributing to...
economic development, community service, and entrepreneurship. In curricula, a civic engagement course indicator helps students select classes that involve community service and interaction.

1.D.2: UM-Flint is a public, not-for-profit institution, the smallest of three campuses of the University of Michigan, a Michigan Constitutional corporation established by Article VIII, Section 5 of the Michigan constitution. The university has an obligation to serve the public good through educational and research activities. In FY 2017-18, 48 percent of UM-Flint's total expenses were used for instruction. In addition, 10 percent of total expenditures were used for academic support functions, and another 8 percent of total expenditures were to support student services. According to the National Center for Education Statistics most recent report, instruction, including faculty salaries and benefits, is the largest single expense category at postsecondary institutions, and in 2015–16 accounted for 30 percent of total expenses; student services, academic support and institutional support accounted for another 24 percent. The data below is from UM-Flint’s Integrated Postsecondary Education Data System (IPEDS) finance reports.

**Percentage of total expenditures by functional areas:**

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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>46.41</td>
<td>46.26</td>
<td>44.50</td>
<td>48.14</td>
<td>48.44</td>
<td>47.42</td>
<td>50.05</td>
<td>50.87</td>
<td>48.62</td>
<td>48.13</td>
</tr>
<tr>
<td>Academic Support</td>
<td>11.53</td>
<td>10.67</td>
<td>9.73</td>
<td>10.40</td>
<td>10.20</td>
<td>10.43</td>
<td>11.11</td>
<td>10.60</td>
<td>10.34</td>
<td>10.56</td>
</tr>
<tr>
<td>Student Services</td>
<td>8.53</td>
<td>8.82</td>
<td>7.94</td>
<td>8.23</td>
<td>8.24</td>
<td>8.33</td>
<td>9.24</td>
<td>9.19</td>
<td>8.37</td>
<td>7.90</td>
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<tr>
<td>Institution Support</td>
<td>13.11</td>
<td>12.49</td>
<td>11.79</td>
<td>12.16</td>
<td>12.77</td>
<td>11.75</td>
<td>12.96</td>
<td>13.28</td>
<td>12.74</td>
<td>12.70</td>
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Internally, there are a number of structures to help ensure that academic interests remain the primary focus of the university. These include Governing Faculty, the Faculty Council, and 18 faculty advisory committees for the various administrative units, all described in detail in C.2.4. UM-Flint does not pass funds to the Ann Arbor campus except to compensate for actual services and benefits received. (See Criterion 5.)

1.D.3: The Office of Outreach supports a wealth of programs that directly engage external constituents. The Outreach programs also provide learning and teaching opportunities, such as the alternative spring break and the Innovation Incubator in downtown Flint. The Criterion 3.D.4 discussion of infrastructure and resources provides more detail about these programs.

The university serves local K-12 schools through such programs as Dual Enrollment Educational Partnerships, which offers college-credit courses in high schools (see 3.A), and five early colleges. Other programs include the annual Super Science Friday for as many as 600 seventh- and eighth-graders, the Summer Entrepreneurship Institute for high school juniors and seniors, and GEMS summer camp program for students in grades 7-9 to promote engineering, math, and science.

The Department of Public Safety maintains significant ties with the local community, including the Connection Officer Program for community-oriented policing (page 8) and the University Avenue
Corridor Coalition, which is working to create a safe, walkable corridor connecting Kettering University, Mott Community College, and UM-Flint.

The university’s long-running, public Critical Issues Forum, and the accompanying Sullenger Dialogues, enable community members to hear a wide variety of nationally known guest speakers on a variety of topics.

Most notably, UM-Flint has engaged with its external constituencies in addressing the recent Flint water crisis, playing a leading role in navigating the immediate effects on the city’s population. The arguments for Criteria 3 and 5 detail the numerous contributions of the university to this issue.

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1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

UM-Flint’s mission is clear and is articulated publicly and frequently; it guides the university’s operations. UM-Flint's vision, which has driven the campus for over a decade, fuels the mission with emphasis on excellence in teaching, learning and scholarship; student centeredness; and engaged citizenship. These values are exemplified in the 2017 High-Level Strategic Priorities, the 2015-2020 Strategic Enrollment Management plan, the 2011-2016 Strategic Plan and correlating 2015 Prioritization Update, the annual updates to the Five-Year Capital Outlay Plan for the State of Michigan, and the annual budget process.

Sources

*There are no sources.*
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Michigan Board of Regents governs UM–Flint, including financial, academic, personnel, and auxiliary functions and policies, in accordance with state and federal laws. Eight regents are elected to at-large positions, with two members elected every two years for an eight-year term; the president of the university serves as an ex officio member of the board.

The board has established clear policies in its bylaws, which define their financial and academic policies and practices, and ensure they operate fairly and ethically. The board adopts bylaws directly in the exercise of its legislative powers, although bylaws may and often do actually originate in the form of recommendations from a school or college, the University Senate, or other sub-legislative forum. In practice, the board processes the updates once a year unless there are significant issues under consideration. The board has approved an extensive set of policies known as standard practice guides (SPGs) related to the conduct and management of the three campuses.

Finance: The UM–Flint Department of Financial Services and Budget manages the university’s financial operations under the auspices of U-M Ann Arbor Financial Operations, ensuring that all three campuses are using the same methods for a fair and consistent presentation of the financial statements in accordance with generally accepted accounting principles. External certified public accountants audit the consolidated financial reports annually; see the 2018 audit statement from PricewaterhouseCoopers LLP, Detroit.

The Ann Arbor Office of Internal Controls provides guidance, support tools, and documents to help units across all three campuses manage finance-related processes in three categories, as described in the U-M Fiscal Responsibilities standard practice guide: effectiveness and efficiency of operations, compliance with laws and regulations, and reliability of financial reporting. UM–Flint’s Financial Services and Budget (FSB) leads this process for the Flint campus. FSB creates and distributes numerous reports throughout the year to UM–Flint’s executive officers and administrative personnel. These include budget modeling, financial projections, year-to-date reporting, and several project-based analyses and reports. The budget and financial reports are high-level campus summaries, which are provided to U-M Ann Arbor for inclusion in U-M system reports.

Academic integrity: The Bylaws of the Board of Regents specify that academic matters are the purview of faculty throughout the U-M system, and the U-M Faculty Handbook addresses the rights and responsibilities that apply to faculty at all three campuses. In addition, the UM–Flint Faculty
**Code** ensures that issues unique to the campus are addressed consistently and fairly, while the **Lecturer’s Employee Organization Agreement** covers issues for their members and non-member adjunct faculty. UM–Flint’s **Conflict of Interest/Conflict of Commitment (COI-COC) Policy** is provided to every faculty member upon hire, with accompanying tutorials. All faculty must acknowledge receipt when they receive the policy, and are reminded annually to submit any new or potential conflicts of interest.

**Personnel:** UM–Flint’s University Human Resources coordinates operations with U-M Human Resources, **applying policies and procedures specific to Flint**, as well as policies described in the **University of Michigan Staff Handbook**, **Faculty Handbook**, **university standard practice guides**, and union contracts.

**Administrative Services:** Each UM–Flint administrative office operates in compliance with professional standards of the specific area, such as those established by the American Association of Collegiate Registrars and Admissions Officers, and National Association of Student Financial Aid Administrators. Standard practice guides also provide detailed expectations, such as the information technology standard practice guides covering responsible use, privacy, security, procurement and licensing.

**Audits:** Adding to the numerous UM–Flint controls, the **U-M Office of University Audits conducts internal audits**, selected on such factors as risk analysis, management request, and time elapsed since the last audit. In recent years, UM–Flint’s vice chancellor of business and finance requested audits of several units within his purview—Information Technology Services (ITS) regarding telecommunications closets and the Human Resources Department, both completed in 2018, and Facilities and Operations, which will be completed in 2019.

The review of **ITS telecommunications closets** included physical access, security, policies and procedures. The audit resulted in improved capturing, monitoring, documentation and analysis of incidents to more proactively address problems and reduce downtime. It also identified temperature issues that were resolved in order to prevent IT equipment damage.

The review of the **Human Resources (HR) Department** found full compliance with federal and state laws and University of Michigan standard practice policies. However, in the 2016 campus climate study, faculty had expressed some concerns about hiring and termination policies. The audit addressed these issues and noted that, while HR provides guidance to ensure compliance with university policies and procedures, units have the autonomy to make final personnel decisions to ensure fit with mission and budget. The audit identified communications and training as issues that may have contributed to faculty concerns, and the report highlighted the need for better campus-wide understanding of hiring processes and HR’s consultative role. In response, HR developed a set of guidelines for search committees and updated numerous policies. At the same time, the university licensed the Interfolio faculty management software for faculty searches and promotion and tenure dossiers to facilitate consistency across the university.

In 2017, University Audits (UA) reviewed (1) the **College of Arts and Sciences** regarding financial controls, compliance with employment practices, and governance; (2) **university labs and processes** related to safety and oversight, regulatory compliance, record keeping and reporting; (3) UM–Flint’s **student grade process**. In 2016, UA completed an audit of distance education processes including role-based access to technology systems, backup systems, accessibility, copyright, and virtual proctoring. Other audits have included the **Department of Public Safety** (2015), **Banner student information system** (2013), **UM–Flint Housing** (2012), and **UM–Flint business continuity** (2011). See
the Internal University Audits document for all 2010-2019 audits.

As part of the process, University Audits conducts follow-up sessions to ensure that all deficiencies have been addressed within the predetermined amount of time. It then issues final reports to UM–Flint and unit leadership, U-M’s president and executive officers, and the board of regents.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

**Argument**

UM–Flint’s relationship to the main Ann Arbor campus and distinctions between the campuses are clearly articulated in the U-M Annual Report, in various places on both the UM–Flint and Ann Arbor websites, in the UM–Flint catalog, and through numerous student communications channels.

**Programs:** UM–Flint provides detailed program information via the publicly available university website and the university catalog, both of which include academic, accreditation, and course information for each major and degree. **Accreditations** are summarized on the UM–Flint and individual program websites, with links to each accrediting agency for easy verification.

For online programs, the university has been careful to inform students as to state authorization and licensing agency requirements, in phone advising, on UM–Flint’s State Authorization webpages, and in writing in the student acceptance letters. See the sample letters.

**Admissions:** General requirements for admission to undergraduate programs and to graduate programs are provided in the university catalog; in addition, each graduate program provides additional, program-specific admission requirements in both the catalog and on the Graduate Programs webpages.

**Advising:** For lower-level undergraduate students, the university publishes regular announcements via website postings, emails, letters, social media, etc. and strongly encourages students to contact their advisor regularly. For upper-level undergraduate and those with declared majors, academic unit professional and faculty advisors provide degree information and course plans in writing, communicate with students face-to-face, via mail and email, and videoconferencing. They also travel to the satellite sites in Lansing and Port Huron, Michigan, to advise students. Staff and faculty document such communications through software tools **Advisor Notes** and **DegreeWorks**. Students also may use DegreeWorks to monitor their progress toward degree completion and determine remaining course requirements. See 3.D.3 for more discussion on advising.

**Financial Aid and Consumer Information:** The **Office of Financial Aid website** lists up-to-date tuition and fees and provides a net price calculator, along with information related to cost of room and board, and information and advice on FAFSA applications, scholarships, billing and payments. The Office of Extended Learning provides information on state authorization for students taking UM–Flint courses and doing internships in other states. Students are also informed how to file complaints, both on the state authorization website and in the university catalog under Information for Out-of-State Students on State Authorization. The Office of Financial Aid provides a summary of this and other consumer information on its website; consumer information is also a major link at the bottom of every university webpage. **Academic units provide out-of-state students information** regarding state and licensing agency authorizations in letters and email correspondence.
Control: Organizational charts for the UM–Flint Office of the Chancellor and executive officers are housed in the online U-M Standard Practice Guide website; see the organization chart for UM–Flint’s Office of the Chancellor. The university administration is listed on the official websites of the chancellor, provost, and respective college/school; faculty and staff are often—but not consistently—listed on websites of the colleges, schools, and academic departments.

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1: Authority for the Board of Regents and university president to act for the University of Michigan began as early as 1821 with appointment by the governor, and reaffirmed in the Michigan constitutions of 1850, 1908 and 1963. The regents meet publicly once a month 8-10 times per year; schedules and agendas are published online. Five voting members are sufficient for a quorum.

The preface of the Bylaws of the Board of Regents describes three levels of rule-making: (1) the bylaws, (2) rules initiated by subordinate university authorities that become effective only upon approval by the board of regents, and (3) rules adopted by subordinate university authorities under delegated legislative powers. The board delegates executive powers and administrative authority to senior officers through its bylaws and regent actions. In turn, certain powers are delegated to flow down through the university’s organizational structure. The organizational chart for the Office of the President, including the regents, shows that the UM–Flint chancellor reports directly to the president of the University of Michigan.

2.C.2: The Michigan constitution charges regents with general supervision of its institution and the control and direction of all expenditures from the institution's funds. Regents receive public comments on agenda-related topics, and receive reports on investment, finance, property, infrastructure, the U-M Health System, human resources, litigation, research, student life, programs and activities on the Ann Arbor, Dearborn, and Flint campuses, faculty governance, student government, and others for each meeting. The regents also hear reports on personnel actions, retirements, memorials, degrees, and public comments on non-agenda related items. The minutes of the September 2018 board meeting demonstrate the type of topics for consideration emerging from both internal and external stakeholders. The wide-ranging topics included reaching out to student victims of Hurricane Florence, acceptance of a $10 million gift to the university, sexual misconduct policies, and approval of a new physician assistant program at UM–Flint. The board also heard a report from UM–Flint’s chancellor on enrollments, K-12 partnerships, a cybersecurity summit and workshops, and memorandums of understanding with the University of Barcelona and the University International Catalonia.

2.C.3: Independence from undue influence is addressed at length in the Bylaws of the Board of Regents, which include the 2005 supplemental procedure for handling potential conflicts of interest
involving a regent (pp. 1-6), and the 2006 supplemental procedure for handling potential conflicts of interest involving the president (pp. 1-9). Chapter 1, Section 1.14 (pp. 1-4) states:

“Regents and executive officers of the University of Michigan, and the senior officers of the University at Dearborn and at Flint, will at all times act in a manner consistent with their fiduciary responsibilities to the university and will exercise particular care that no detriment to the university results from conflicts between their interests and those of the university. If a regent or an executive/senior officer believes that he or she may have a conflict of interest, the regent or executive/senior officer will promptly and fully disclose the conflict to the secretary of the Board of Regents and should refrain from participating in any way in the matter to which the conflict relates until the conflict question has been resolved. The minutes of a regents' meeting where a disclosure of conflict or possible conflict of interest is made will reflect the disclosure and that the regent or executive/senior officer having such abstained from participation in the matter.”

The minutes of each board meeting must detail decisions that involve a disclosed conflict. For example, the September 20, 2018 minutes, pages 11-17, list numerous such decisions, each having a “pecuniary interest” and description of the possible conflict. The March 29, 2018 minutes describe the board’s review of U-M investment operations and procedures from the perspective of possible conflicts of interest, and approved changes in procedures to ensure transparency and propriety.

In addition, Chapter II of the bylaws prohibits board members from accepting gifts of value, Chapter 3 prescribes how gifts to the university must be received, and other chapters guide asset transactions, agreement for sponsored projects, execution of contracts, expenditures from gift or trust funds, ownership of patents and copyrights, licensing, etc. Biographies and contact information for members of the board are published on the U-M website. They include relevant information on educational backgrounds and professional endeavors, voluntary and professional service and activities, and political affiliations.

2.C.4: Chapter II of the Bylaws of the University of Michigan Board of Regents defines the university leadership.

- Executive officers: Section 2.01 states, “The president, the chancellors of the university at Dearborn and at Flint, and the vice presidents constitute the executive officers of the university. All executive officers of the university perform their duties under the general direction of the president.”
- Chancellor: Section 2.03 states, “The chancellor of the University of Michigan–Flint will be appointed on recommendation of the president and, subject to the general direction of the president, will serve as the chief executive officer of the University of Michigan–Flint in all educational, service, and supporting activities of the campus, including general oversight of the teaching and research programs; the libraries and other supporting services; the general welfare of the faculty and supporting staff; the business and financial welfare of the campus; and the maintenance of health, diligence, and order among the students. The chancellor will meet with the board.”
- Faculty governance: Section 4.01 states “Jurisdiction over academic policies shall reside in the faculties of the various schools and colleges, but insofar as actions by the several faculties affect University policy as a whole, or schools and colleges other than the one in which they originate, they shall be brought before the University Senate.” Section 5.04 states the faculty will adopt rules for its own government and procedures.
The Organization of The University of Michigan–Flint: UM–Flint’s Faculty Code describes the powers and duties of the governing faculty specifically at UM–Flint. Article 1, Section 1, states, “The faculty of each instructional unit shall from time to time recommend to the Board of Regents for approval such regulations as are not included within these Bylaws and which are pertinent to its structure and major operating procedures, such as departmental organization, requirements for admission and graduation, and other educational matters, the determination of which is within the peculiar competence of the faculties of the several instructional units.” The public can access the full list of faculty governance items online in the Faculty Code.

Matters Delegated to the Governing Faculties by the Board of Regents: Article 2 of the Faculty Code states that faculty may recommend to the board of regents for approval various regulations not already included in the bylaws that are pertinent to the university and major operating procedures, such as departmental organization, requirements for admission and graduation, and other educational matters.

Subject to the ultimate authority of the board, the faculty of each instructional unit is vested with plenary powers to make rules and regulations concerning admissions, degree requirements, curriculum, general education, grading, class attendance, operating procedures, and internal department matters. The Faculty Code reiterates regents bylaws Section 5.03, stating that each department faculty must provide suitable instruction for the students enrolled in its instructional unit, and recommend to the board their students who qualify for degrees. The bylaws also instruct the faculty, as a whole, to adopt rules and procedures for its own governance.

The University of Michigan–Flint Faculty: Article 3 of the UM–Flint Faculty Code describes the 10-member Faculty Council, which acts on behalf of the UM–Flint faculty in all matters of fundamental importance to the university to be voted upon by the UM–Flint faculty, such as major changes in academic policy or academic governance structures. The council advises and consults with the chancellor on matters of university policy.

The Faculty Code also describes the 18 standing faculty committees, all of which include a faculty member from each college and school, as well as other faculty, to advise the university in its operations and governance. Those of special interest include:

- Chancellor's Advisory Committee for Budget and Strategic Planning—Advises the chancellor on matters of general university policy, particularly budget and resource allocation, including space. The committee reviews budgets of proposed new programs and reports to the Academic Affairs Advisory Committee and, when appropriate, the Graduate Board. The committee looks for congruence between budgetary decisions and the strategic plan (p. 11 of the Faculty Code).
- Academic Affairs Advisory Committee—Advises the provost on programs having campus-wide implications affecting academic affairs. This includes coordination and allocation of resources among instructional units; clarification of the jurisdiction of instructional units over curricular areas, academic support matters, preparation of the calendar and the official UM–Flint catalog.
- Graduate Board—Advises the provost or designee on development and operation of graduate programs, with special regard to program quality through timely review. The board acts as a liaison with U-M’s Rackham Graduate School (p. 13).

Sources
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Freedom of expression and the pursuit of truth in teaching and learning are bedrock principles of the University of Michigan (U-M) system. UM–Flint policies demonstrate commitment to protecting the rights for free expression and ensuring an environment in which teaching and learning may thrive. **U-M Standard Practice Guide 601.01** states, “Expression of diverse points of view is of the highest importance, not only for those who espouse a cause or position and then defend it, but also for those who hear and pass judgment on that defense. The belief that an opinion is pernicious, false, or in any other way detestable cannot be grounds for its suppression.”

The UM–Flint Student Rights and Responsibilities provides protection of freedom of expression, protection against improper disclosure of student views, beliefs, and political associations, and protection against improper academic evaluation as a result of prejudice or capricious evaluation. Policies are in place whereby faculty, staff, and students may appeal negative decisions, grievances, and complaints.

**U-M’s Standard Practice Guide 601.07**, Responsible Use of Information Resources, applies to all three campuses. It states, “The university's commitment to the principles of open expression extends to and includes the Internet and information technology environments. In general, the University cannot and does not wish to be the arbiter of the contents of electronic communications. Neither can the University always protect users from receiving electronic messages they might find offensive. It is the policy of the university to maintain access to local, national, and global sources of information and to facilitate an open culture that encourages vigorous exchange of ideas, including ideas that may be controversial or contain content that may be perceived by some as offensive. In general, no conditions or restrictions should be imposed upon access to and use of information technologies more stringent than limits that have been deemed acceptable for the use of traditional channels of communication.” The guide also provides a list responsibilities for users of university-provided information technology resources and services whether located at the university or elsewhere. Users must comply with applicable laws, regulations, and university policies; they must respect the intended usage of the resources, and the rights and privacy of other users.

**Standard Practice Guide 601.16**, Electronic Access to Potentially Offensive Materials reiterates the university’s commitment to freedom of speech: “Censorship is incompatible with the goals of an institution of higher education. Research and instruction take many forms. Therefore, information accessible on the network may not be restricted through censorship.”

The UM–Flint Thompson Library is fully committed to the free exchange of ideas. The **Thompson Library Statement of Intellectual Freedom** states, “…individuals should be free to research and develop ideas without interference.” This principle is applied to the library collection development policies: basing acquisitions decisions on the academic merits of material, diffusing responsibility for collection development by the library faculty and the departmental faculty, and noninterference in the acquisitions choices of the academic departmental faculty. The Thompson Library is a member of
the American Library Association (ALA), which affirms that all libraries are forums for information and ideas. The ALA Library Bill of Rights holds that libraries should provide materials for all people, resist censorship, and cooperate with those concerned with resisting abridgment of free expression. See the Library Statement.

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2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1: The Office of Research and Sponsored Programs guides university research and collaborates with the Institutional Review Board (IRB) whose goal is to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the University of Michigan. All research projects involving human subjects at UM–Flint must be submitted electronically through the electronic software program eResearch and go through a sequence of approvals by the IRB before beginning any project. All research is guided by the Standard Practice Guides 303.01, 303.03, and 303.05, as well as Chapter 7 of the University of Michigan Faculty Handbook, and is in accordance with federal law as regulated by the Department of Health & Human Services. A research compliance specialist offers both in-person and online training for researchers through the Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) and the Responsible Conduct of Research training.

The UM–Flint Thompson Library and the University of Michigan Library comply with copyright law and advise faculty and researchers on issues regarding research and course materials.

2.E.2: The General Education Program includes several learning objectives that incorporate the ethical use of information resources, such as becoming competent researchers able to analyze data and primary source materials, and being able to analyze, interpret, and extrapolate information as a critical thinker. See the General Education Rubric.

The Thompson Library provides classroom instruction sessions on available library services and specific topics on the use of information sources. It has devoted webpages to fake news and how to sort fact from fiction; understanding peer-reviewed, scholarly, and popular journals; and properly citing sources using Chicago, APA and MLA styles. Library staff also help students understand concepts of the American Library Association’s Framework for Information Literacy for Higher Education, which the library encourages faculty to apply in their classes. The Framework sees students as having both a role and responsibility in creating new knowledge, understanding the changing dynamics of information, and in using information, data, and scholarship ethically.

Staff from both the library and writing center conduct classroom visits (including virtual visits for online courses) and workshops to coach students in the search, analysis, and use of information from various sources, copyright, citations, academic integrity, and avoiding plagiarism.

2.E.3: The university’s academic integrity policy is published in the university catalog and is publicly available online. It defines plagiarism, cheating, fabrication, aiding and abetting dishonesty,
misrepresentation, and identity theft. The catalog states, “Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another person, can be tolerated in a community of scholars. Such transgressions may result in action ranging from reduced grade or failure of a course, to expulsion from the University or revocation of degree.” Information about these policies and the appeals process is available from the appropriate administrative office of the instructional units, as explained below.

The College of Arts and Sciences publishes its own Academic Integrity and Misconduct Guidelines on its website and in pdf form, to which the English Department has added specific guidelines for the First-Year Writing Program. The School of Management publishes its honor code in the university catalog; the other schools and college websites point back to the catalog, as well.

All university instructors are encouraged to include a statement about academic integrity on their syllabi. The library provides 4-8 plagiarism workshops and webinars each year—35 since 2015, including eight online—and has partnered with the Marian E. Wright Writing Center and faculty on the content of the sessions. Information about avoiding plagiarism and proper citation is contained on many of the library’s research guides. In 2019, library staff created an online, self-enroll, noncredit module on plagiarism, which students may access through the Blackboard learning management system.

Units with professional programs have high expectations of professional integrity and align their policies with those of the profession. For example, in the College of Health Sciences (CHS), the Physical Therapy Department requires students to model values and behaviors of the profession as described in the American Physical Therapy Association (APTA) Code of Ethics, APTA Standards of Practice, and APTA Professional Core Values, 2010. Students must accept the stated philosophy as a condition of enrollment in the professional Doctor of Physical Therapy program. The Doctor of Nurse Anesthesia Practice program advises student candidates prior to acceptance into the program that they will be expected to adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist. In the College of Nursing, both graduate and undergraduate programs follow standards of ethics established by the American Nurses Association, and academic standards of integrity established by the school and described in the student handbooks.

Even with the numerous reminders to observe standards of academic integrity, transgressions occur. As a result of discussions during this self-study, the provost and deans have agreed it might be useful to create a centralized database of student academic misconduct by 2020, most likely through its already-licensed Advocate software. This mechanism would enable academic programs to track student misconduct across the entire university, instead of just within the program/academic unit, and intervene more appropriately. It would ensure consistency and transferability of information across units; improve security of student data; create standards in storage, protocol and policies; and help with accreditations and reporting. The intent is to limit access to a small number of individuals at the dean/assistant dean level. Further discussion with Faculty Council and Faculty Governance must occur before a decision can be reached.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UM–Flint acts with integrity; its conduct is ethical and responsible in its financial and academic activities, in its dealings with faculty, staff and students, and in its engagement with the community. Numerous components within the shared governance at UM–Flint ensure a system of checks and balances, and policies and practices shared with the University of Michigan ensure processes are in place to maintain institutional integrity. In March 2019, the University of Michigan president published a system-wide message reiterating the university’s commitment to maintaining the highest ethical, scholarly and professional standards. “It’s up to us to ensure that we continue to excel as a top public research university by enhancing our strong foundation of ethics, integrity and compliance. . . Following all laws, applicable regulatory requirements and university policy is the responsibility of each employee. It’s about doing the right thing, always, and maintaining the highest standards as we advance the University of Michigan’s public mission.” In his message, the president announced a new website with relevant policies, procedures and resources, and UM–Flint published a correlating webpage listing its resources in support of the president’s message.

Sources

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3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

UM-Flint governing faculty are charged with establishing degrees and programs within their respective units (Faculty Code). Faculty maintain program currency by meeting specialized program accreditation standards, participating in professional development, conducting routine program reviews, and for some programs, interacting with external advisory committees.

Accreditations: UM-Flint has programmatic certifications and accreditations in business, chemistry, education, mechanical engineering, English as a second language, health care administration, music, nursing, nurse anesthesia practice, physical therapy, radiation therapy, respiratory therapy, and social work, all of which help keep programs current. Several new programs are also seeking accreditations, writing and revising their curricula to the accrediting agency standards to ensure appropriate content and learning outcomes. See University Accreditations.

New Program Approval: UM-Flint has a disciplined approach to adding new programs to its offerings. Programs are considered for consistency with mission, need, curriculum and scheduling, human resource needs, and budget and revenue generation. At both the graduate and undergraduate levels, and regardless of mode of delivery [in compliance with Council of Regional Accrediting Commissions (C-RAC) Guidelines], new program proposals for all categories (major, minor, concentration and track) are initiated by the governing faculty within the academic unit. They must include a needs assessment, competencies the program will address, learning objectives, general course descriptions and assessment plan. The proposals also include a business plan listing required resources and revenue projections.

Proposals for new programs are submitted to the curriculum committee within the school or college and have two readings; they are also reviewed concurrently by the Academic Assessment Committee. Graduate program proposals are also submitted to the Graduate Programs Committee; see the Graduate Program Approval Process and the new program form.
Proposals are then reviewed and approved by:

- Academic Affairs Advisory Committee and Provost
- Chancellor’s Advisory Committee for Budget and Strategic Planning and Chancellor
- Michigan Association of State Universities
- University of Michigan Board of Regents (proposed specializations, tracks and existing degree types, e.g. Master of Arts, are not submitted to the regents).

Prior to the 2018-19 academic year, the program approval process was a paper process. Although proposals may have been distributed electronically, the actual approvals were signed on paper and distributed to others according to the documented flow chart. Because the paper process occurred in academic silos, it bypassed student support offices and often resulted in missteps and missing information. In May 2018, the university rolled out Curriculog catalog software, which provides a fully digitized process, record of activity, and document repository. The use of Curriculog for new program approval prompts the Office of the Registrar to review proposals and flag student service units about new programs and program changes, ensuring units provide appropriate and accurate support. Among other benefits, it enables prompt implementation of changes through the Financial Aid Office as may be required by regulation(s) and/or the Eligibility and Certification Approval Report; through the Cashiers Office for the addition or change of course fees; and through the International Center in its communication with the government's Student and Exchange Visitor Information System (SEVIS).

Program Review: Academic programs are reviewed on a regular schedule to ensure currency, quality and relevancy. See 4.A.1 for detailed discussion.

Advisory Committees: Where appropriate, academic units look to community and professional advisory boards for their particular field to ensure currency of programs and courses. See Professional Community Advisory Boards.

Transferred Courses: Program and course transferability from other colleges is determined by the respective academic units. The Office of Undergraduate Admissions manages an online, publicly available, searchable database of course equivalencies. See 4.A.3 for detailed discussion.

3.A.2: Each UM-Flint college and school has a curriculum committee that identifies appropriate competencies for the level of degree, and each program determines its own learning outcomes. Several university-wide governing faculty standing committees also contribute to learning outcomes development: Academic Assessment Committee, General Education Curriculum Committee, and Curriculum Coordination Committee.

At the course level, differentiation occurs at each level of student status: 100-numbered courses are typically for first-year students, 200 for second year, and so on; unit faculty determine the distinctions. Courses at the 500 level and above are for graduate students. The university has a policy for determining when an undergraduate course may be taken by a graduate student, and vice versa. See UM-Flint Undergraduates Taking Graduate Courses.

UM-Flint also takes a disciplined approach to curriculum mapping, ensuring that the programs address each of the competencies appropriate for the degree level and identify the course(s) in which development occurs. The attached document provides examples of such mapping, as completed for the Bachelor of Social Work, Bachelor of Science in Health Care Administration, Master of Science in Accounting, Master of Science in Leadership and Organizational Dynamics, and all three
Bachelor of Science in Nursing programs.

3.A.3: **Program Quality**: UM-Flint's program quality and learning goals are consistent across all modes of delivery and all locations, primarily because all online and off-campus courses (including dual enrollment courses) are taught by the same faculty as those who teach on the main campus. All courses and programs follow established review and approval processes, regardless of location or mode of course delivery. The syllabi for a specific course title contain the same general structure of content, learning objectives, and outcomes.

**Online Learning**: In 2019-20, UM-Flint is offering six undergraduate degree completion programs, two programs online except for two courses each, and one program completely online. At the graduate level, there are 11 completely online degree programs, seven hybrid programs, and numerous graduate-level certificates. The university offers a full range of resources in support of online programs through the Office of Extended Learning (OEL), which centrally manages the learning management system, user support, and an extensive program of faculty professional development. The program includes an 8-10-week online course in which faculty participate as online students while they develop the structure of a course and two weeks of content. OEL provides a fully appointed video production studio, workshops, and instructional designers to work one-on-one with faculty. Because it is a non-academic unit, OEL provides a development stipend of $1,000 per credit with the condition that instructional designers may conduct a one-time quality review before the course is offered.

In 2017, the senior vice provost initiated a longitudinal study to compare outcomes from face-to-face and online sections. The study examined data beginning with the 2013-14 to evaluate attrition, grade point average and student satisfaction. At the graduate level, there was no statistically significant difference for any of the three metrics. At the undergraduate level, the study found GPA and student satisfaction were lower for online students, and attrition higher, especially for lower-level students. The study is continuous and results are shared with the colleges and schools to be incorporated into actions that can help ameliorate the differences in their respective units. See the [Online Learning Efficacy Study](#).

The School of Management (SOM) has similarly tracked learning outcomes. In a review of 274 students, there was no significant difference in the outcomes of online undergraduate students compared to those of in-seat students. In a study of the NetPlus hybrid MBA (online with two campus weekend residencies per semester) student outcomes compared with those in the traditional, on-campus program, the SOM Assessment Results show the NetPlus students’ average score significantly higher in the standardized Educational Testing Service exit exam—the Major Field Test for Master of Business Administration—averaging six points higher.

All courses, regardless of delivery mode, incorporate an online course evaluation at the end of the semester in which students self-report on their learning, satisfaction, and course delivery. See the course evaluation discussion in 3.C.3.

**Off Campus**: UM-Flint supports staffed, off-campus Michigan sites at Lansing Community College in Lansing and St. Clair County Community College in Port Huron. Programs are a blend of mixed-mode (hybrid) and online courses. The courses are taught by the same academic unit faculty who teach on the main UM-Flint campus, and students have online access to digital library resources and student services.

**Transfers from Other Institutions**: UM-Flint has a detailed process for ensuring accepted credits meet
program standards; see 4.A.3 for more discussion.

**Dual Enrollment**: The quality of the Dual Enrollment Educational Partnerships (DEEP) program is evidenced in the seamless transfer of the credits to the students’ selected colleges. This success can be attributed to three factors:

1. The high school students must be admitted to the UM-Flint as non-degree students, requiring them to meet the GPA threshold.
2. The program employs only regular UM-Flint faculty, approved by the Board of Regents, to teach dual enrollment courses, unlike some colleges that employ high school teachers as instructors. See Dual Enrollment Faculty 18-19.
3. The courses follow the same general syllabus content and outcomes of courses taught on campus.

DEEP courses at the area high schools are scheduled a year in advance and must be approved by the dean of each college.

**Early College**: UM-Flint provides four early colleges on the campuses of Byron, Clarkson, Carman-Ainsworth STEM, and Grand Blanc school districts, with the UM-Flint courses being taught by UM-Flint faculty. College courses during the 11th- and 12th-grade years focus on general education requirements, building a strong foundation and skill set (writing, problem solving, logic and communication) to prepare students for their university experience. In the 13th grade, students attend classes on the UM-Flint campus and participate in courses specific to their desired degree. A fifth early college—Genesee Early College—is offered on the UM-Flint campus in conjunction with the Genesee Intermediate School District, and is open to students from 21 local districts in Genesee county. As with the others, college courses are taught by UM-Flint faculty.

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Argument

3.B.1. The General Education (GE) Program at UM-Flint is “designed to provide training in reasoning and critical thinking, and to introduce the fundamental disciplines through which people seek to understand themselves, their surroundings, and cultures different from their own. In accordance with the university’s mission, the program aims to educate all students in an environment that emphasizes literacy, critical thinking and humanistic and scientific inquiry.” Thus, the GE program supports UM-Flint's mission of advancing our local and global communities, and engaged citizenship, as a community of diverse learners. See 3.A.2, General Education Program and University Mission.

General education goals focus on four areas, exemplifying qualities that prepare a liberally educated person for a successful and satisfying life:

- Integration into the learning community of UM-Flint
- Enhanced communication skills (written, verbal and non-verbal)
- Enhanced breadth and interconnectedness of knowledge
- Engaged citizenship (local to global)

Toward these goals, there are 12 general education learning objectives (GELOs) accompanied by detailed rubrics for 10 of the objectives. Learning objectives focus on developing reflective learners, competent researchers, and critical and creative thinkers. Embedded in the objectives are opportunities to produce competent written work, participate in respectful dialogue, and use visual or nonverbal tools to enhance and decode messages. Students are expected to be able to use multiple perspectives and methodologies to analyze problems, investigate the nature of citizenship, and apply knowledge to complex issues.
All courses within the distribution areas must address at least three general education learning outcomes, as listed in the general education rubric. Each academic year, two outcomes are selected for data collection; results are documented in the third-party TK20 assessment management software program, which facilitates data collection and analysis. First year experience courses must specifically address outcomes 1, 2, 5, 10, and 12. Capstone courses must also address five outcomes, as described in the general education capstone requirement. The GE Program also participates in the university-wide effort to assess its academic programs. Information on assessment plans, including goals, methods and outcomes is discussed in detail throughout Criterion 4.

3. B. 2. UM-Flint

UM-Flint is a member of the Association of American Colleges and Universities (AAC&U) and its Liberal Education and America’s Promise (LEAP) Initiative, both of which support UM-Flint's mission to provide a strong foundation in the liberal arts. General education requirements apply to all students pursuing baccalaureate degrees at UM-Flint, as noted in the General Education Program in the university catalog.

UM-Flint's General Education Program has four components, each with a distinct set of objectives. While the program offers students considerable flexibility in course selection, it has a set of common educational objectives for all students.

1. The First Year Experience (FYE) exposes students to multiple perspectives of a particular theme and explores connections between local, national and global issues. Students are introduced to research and information literacy skills that will benefit them throughout their academic careers.
2. English Composition helps students develop competency in writing.
3. Distribution Areas ensure students have a well-rounded foundation through courses in each of the following: humanities, social science, global studies, fine arts, health and well-being, finance and quantitative literacy, natural science, and technology.
4. The Capstone Experience provides an opportunity for applied integration and synthesis of knowledge gained through general education, combined with the major.

The General Education Curriculum Committee (GECC) is charged, as a governing faculty standing committee, with conducting periodic reviews of the entire program to make sure that the program goals are met. See 4.B.3 for discussion related to assessment of the GE program.

3. B. 3. Engagement of students in information gathering and analysis begins with the core General Education Program requirements that apply across all academic units, and those additional general education requirements required for specific programs. Research techniques are included in both the General Education Program and specific majors, and students participate in numerous research projects. (See sections 3.D.5 and 3.E.2.) The culmination of the General Education Program is the capstone course, in which students apply the data collection and analysis skills they have practiced throughout their academic program. The capstone course is also an integral part of most major programs of study and serves as a means of assessing students’ skills in a summative fashion, also addressing skills specific to each major. Majors that do not have a capstone may rely on the GE designated capstone courses to accomplish the same goals.

UM-Flint offers students real-world experience for their professional careers and lives as engaged citizens through civic engagement courses, beginning with the first year experience (FYE) course. The FYE course must include a civic engagement component. This may take the form of service learning or community involvement. It may also take the form of reflection upon the larger socio-political implications of the topic under study.
In addition to general education courses, faculty are encouraged to incorporate an evidence-based civic engagement (CE) project and attach the CE indicator to some of their courses; there were 65 civic engagement courses in the fall 2018 semester, 42 in winter 2019, and 30 in spring. Criteria for the CE designation are described in 3.E.2.

At the graduate level, most programs have either a thesis requirement or similar option, or a research project—some form of activity demonstrating the collection, analysis, and application of information. The Office of Graduate Programs maintains a repository of thesis papers, and a web page listed the top 50 most downloaded titles. Some programs require a team project, either at the program level or embedded within an individual course. For example:

- **The Master of Business Administration (MBA) boasts classes that take a team-based, case-study approach to** business situations demonstrating best practices, innovation, implementation, risk management, and decision-making. An example is INB 585–Global Dimensions of Management, in which student teams of four create a new, genuine market opportunity, adapting the product or service to the characteristics of an emerging country. Students address typical risks involved in international business activities and decide entry strategies. In MGT 531–Marketing Management, required of all MBA students, one case study involves in-depth research on an existing brand, after which students must create a brand extension and full rationale. In FIN 561–Financial Management, students work on a group project and two group case analyses and presentations based on three successive years of financial statements, which they acquire from a company of their choosing for analysis and recommendations. In MGT 541–Organizational Behavior, student teams take on a managerial challenge for which they gather and evaluate the best available research to identify the best approach.

- **The Master of Applied Communication** fall 2018 cohort is working on a 17-month, team-based project to raise awareness of human papillomavirus (HPV), its effects, and prevention, on behalf of the School of Nursing, Genesee County Health Department, and Center for Disease Control. The project will include information gathering, creation of a proposal and client presentation, development of communications materials, execution of the campaign, post-campaign analysis, and plan for campaign continuance.

- **The Master of Public Health program stresses the importance of an interdisciplinary approach to** the profession. In a 2018 session of biostatistics, students from both the Flint and Ann Arbor campuses—from such fields as nursing, physical therapy, public health education, health administration, and pharmacology—exchanged views on a given hypothetical situation. After completing a personality quiz, students were teamed first with individuals with similar traits and later with students who had opposite traits. Students applied their discoveries to the scenario to demonstrate the effects of interdisciplinary exploration.

3.B.4. Recognizing the complex needs of the urban community, UM-Flint has demonstrated significant effort to fairly representing the constituencies. Of fall 2018 full-time faculty, 22.4% were from minority groups, and 11 were international (nonresident aliens); 19.5% of full-time staff were from minority groups. UM-Flint has also made significant investments in civic engagement throughout the greater Flint area via outreach, partnerships, study abroad, and curricular engagement. (See 3.A.1 and 3.E.2.) The university strives to create and sustain a safe and inclusive campus community by providing academic support, education programs, social and educational events, resources, outreach and advocacy for all students. Academic departments sponsor such events as Human Rights Day and Africa Week; non-academic departments such as the Center for Gender and Sexuality, Student Veterans Resource Center, International Center, and Intercultural Center.
sponsors numerous events, workshops and scholarships. The Ann Arbor campus’ Center for Research on Learning and Teaching shares faculty tools for assessing intercultural and global competence, conducting cross-cultural group work, and internationalizing the curriculum.

Integral to the strategic planning process in fall 2016, the university surveyed students, faculty and staff, and the larger community to (1) identify successful initiatives, (2) uncover any challenges facing members of the UM-Flint academic community, and (3) develop strategic initiatives to build on the successes and address the challenges. Known as the climate study and discussed in 1.C.1, the report in May 2017, Campus Survey—Independent Assessment of Learning, Living, and Working conducted by Rankin & Associates Consulting identified underlying issues related to perceptions of discriminatory attitudes and conduct. This document is among those that will inform future administrations in their efforts toward a diverse, inclusive and equitable campus environment.

Another useful survey is the Higher Education Research Institute (HERI) Faculty Survey (N=177), conducted in 2016-17, comparing UM-Flint against the pool of national HERI results on such factors as commitment to diversity and campus climate. With 73.6% of UM-Flint faculty identifying as white/Caucasian, 73.4% agreed that the institution has effective hiring practices and policies that increase faculty diversity, compared to the national rate of 70%. However, 53.7% of UM-Flint faculty stated they did not feel prepared to deal with conflict over diversity issues in the classroom, slightly higher than the 53.1% national rate. A small percentage—25.4%—believe there is a lot of campus racial conflict, compared to 30.4 nationally; 57.1% of racial minority faculty have experienced stress due to discrimination, compared to 54.4% in the comparison group. Section 1.C. also discusses activities that address diversity at UM-Flint.

3.B.5. One of the five high-level priorities states UM-Flint will embody U-M academic excellence by increasing support for original research, scholarship, and creative endeavors that advance knowledge and improve the quality of life for all. Faculty and students contribute much to the body of research at UM-Flint, discussed in detail in 3.D.5, but there are also numerous publications and contributions each year that add to the body of knowledge and creative work. The following is just a sampling.

- UM-Flint boasts at least 10 faculty and two students who have participated in the prestigious and highly competitive Fulbright Scholar Program, teaching and learning in foreign countries, sharing their knowledge and skills, and returning with expanded cultural perspective.
- In 2019, the Department of Social Work chair received a Carnegie African Diaspora Fellowship from the Institute of International Education for her project “Internationalizing the Social Work Curriculum: Breathing Life into New Possibilities” in collaboration with the University of Fort Hare in South Africa. She also sponsors a social work, study abroad class to South Africa every two years.
- In 2018, a nurse anesthesia student won first place in UM-Flint’s Hagerman Center for Entrepreneurship and Innovation Business Pitch Competition, an event run by the center and the School of Management (SOM). The winning pitch was for a minimally invasive, expandable endotracheal tube (MieT Tube) that could be tailored to a patient’s individual needs and size. Coached by SOM faculty, the student has applied for a provisional patent and sought out potential investors to market the product.
- In 2018, a Doctor of Physical Therapy student received the Student Research Award from the Oncology Section of the American Physical Therapy Association for co-authoring two peer-reviewed publications and 13 conference presentations with her faculty mentor on the topic of balance disturbances in people with cancer.
- Also in 2018, a UM-Flint computer science and mathematics student led a team of coders to
first-place victory at SpartaHack, an annual, student-run coding competition hosted by Michigan State University. The team developed a software application that allows a user to play video games by producing notes on a musical instrument.

- In 2016, a UM-Flint and a U-M faculty member headed a team of students from the Michigan Data Science Team and UM-Flint to develop a Google-funded mobile app and website to help the community and agencies manage the ongoing water crisis. The app includes a map showing pipe replacements and step-by-step instructions for water testing.
- Also in 2016, during Flint’s “Back to the Bricks” celebration of the automobile, engineering students showcased an off-road racer they created for a Baja SAE competition from the steel and aluminum auto parts to the electrical system.
- In 2016, a theatre student participating in the Kennedy Center American College Region III Theatre Festival in Milwaukee was a finalist for the Region 3 John Cauble Short Play Award and the National Playwriting Program One Act Play Festival.
- In 2014, a Flint resident discovered an artifact near the UM-Flint campus. He took his find to the university’s archaeology and biological anthropology lab, where a professor determined the object was likely a bracelet of trade silver dating to the 18th century. The professor and 15 of her students conducted excavations to help determine whether the artifact was original to the site. They reported their findings to a local museum, Saginaw Chippewa Tribe, Genesee County Land Bank, and State Archaeologist.

In addition, see the College of Arts and Sciences list of performances and exhibitions.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. In fall 2018, UM-Flint had 568 instructional faculty (299 full-time and 269 part-time), with a student-to-faculty ratio of 14:1 (see Common Data Set, page 26). In fall 2018, 86% of undergraduate classes—616 of 717—had fewer than 30 students, affording an environment for effective interaction between student and faculty. UM-Flint's small classes and reasonable student-to-faculty ratio clearly align with the university mission, which emphasizes the personal attention made possible through small classes.

The UM-Flint Faculty Code (p.4, 1.a) states, “The term ‘faculty’ shall include members of the teaching and research staff together with the executive officers; the directors of various teaching, research, and library units; research associates, curators, and persons with similar duties.” Section 1.d states, “The term ‘governing faculty,’ when used in connection with a school or college, shall include those members of the school or college who are professors, associate professors, assistant professors, and clinical professional staff. The governing faculty shall include instructors and lecturers who hold appointments of one-half time or more provided that they have held appointments for one or more years and are authorized to vote by a majority of the professorial staff of the appropriate school or college.”

University Human Resources maintains an up-to-date faculty roster listing the degrees of each faculty member. Faculty are involved deeply in faculty governance and curriculum oversight. The UM-Flint Faculty Code defines duties and expectations of 19 university-wide standing faculty committees (pp. 9-18), including the Academic Affairs Advisory Committee, Academic Assessment Committee, Curriculum Coordination Committee and Graduate Board. The Roster of UM-Flint Governing Faculty Standing Committees shows broad participation across all academic units.

UM-Flint faculty are involved in numerous activities both inside and outside the classroom. These
activities may include advising, supervising student research, working with student clubs, curriculum development, and program assessment.

- UM-Flint faculty are responsible for developing curricula. New programs and program changes originate with the faculty of an academic unit; see new program change and request forms. A vote of the academic unit’s faculty is the first step in gaining program approval. Additionally, some departments designate specific faculty to oversee curricula. For example, the English department has both a director for the Marian E. Wright Writing Center and a composition studies coordinator to oversee composition courses required for all UM-Flint students.
- Each major program in each department has a faculty-written assessment plan; see the academic assessment website. Every program is required to submit annual reports on assessment activities including data gathered over time. Faculty who teach general education courses submit general education outcome evaluations using the TK20 software program.
- Faculty are involved in establishing academic credential requirements beginning with the hiring process. They work with the chair/division head to determine the specifics of the open position, and participate on search committees in conformance with university hiring policies and processes for all faculty, including instructors in the Lecturers Employee Organization and tenure track faculty.

Given the wide range of responsibilities and expectations, the Committee on the Economic Status of the Faculty conducted a survey of 244 faculty to determine faculty attitudes about their compensation, teaching, scholarly activity, service loads, and work-life balance. Fifty-five percent (134) responded.

- Sixty-eight percent said they are dissatisfied with their salary at UM-Flint; AAUP data from 2016-17 (the most recent available) showed UM-Flint slightly above the average among the Michigan peer group, but significantly lower than UM-Dearborn faculty salaries.
- Respondents also said service requirements interfere with teaching, research, and work-life balance; 70.8% said their service requirements "unreasonably interfered with their scholarly work," including 100% dissatisfaction from faculty in both the College of Health Sciences and the School of Education and Human Services.
- On the plus side, 71% said they are satisfied with the level of departmental support for teaching, although less so at the institutional level.

The report's seven recommendations include conducting a faculty salary equity study, providing more course release time and funding for research and scholarly activity, developing a system for more equitable service distribution, and providing mentoring incentives to experienced faculty.

3.C.2. UM-Flint recognizes that it is essential for faculty members to have appropriate credentials and expertise, and has adopted the HLC Guidelines on Faculty Qualifications, which in general state that faculty possess an academic degree relevant to what they teach and at least one level above the level at which they teach and/or develop curriculum. In June 2016, the senior associate provost initiated a series of meetings to ensure UM-Flint met the Higher Learning Commission’s Assumed Practices regarding faculty qualifications, effective September 1, 2017. This group worked with each academic unit and department in developing criteria for their respective faculty qualifications. For a very few faculty who are found to be lacking certain credentials, the academic units have developed specific plans to ensure faculty are working toward meeting those criteria. All academic unit policies are forwarded to the Office of the Provost and the Office of the HLC-ALO.

As reported in the 2018 Common Data Set, of 568 instructional faculty, 55% hold a doctorate or
other terminal degree and 41% a master's as the highest degree (not terminal master’s). Four percent of faculty hold the bachelor's as their highest degree, but are deemed to have appropriate faculty qualifications through tested experience. As noted in the UM-Flint Human Resources November 1, 2018 data snapshot, 43.1% of full-time faculty are tenured, and 24.1% of full-time faculty are tenure track, indicating they have satisfied the credential standards for pre-tenure and tenure review.

Following university policy, only UM-Flint faculty teach college-level, dual-enrollment and early college courses in area high schools. (See 3.A.5.)

3.C.3. All faculty—full-time or part-time, tenured, tenure track, clinical track, or LEO— are evaluated annually by department chairs or department directors. Each tenured, tenure track, and clinical track faculty member undergoes a thorough annual review, which in turn is used as a part of the faculty merit-based pay increases. Lecturers Employee Organization (LEO) instructional faculty are reviewed annually by the terms specified in their bargained contract. See the LEO-UM agreement.

Usually, new tenure track faculty begin as assistant professors, at which time they are notified of the requirements for tenure. These metrics are relevant to the goals and needs of the university, college and department. All faculty are evaluated annually; more thorough reviews usually occur at the second and fourth year for tenure track and clinical faculty, depending on the academic unit guidelines. For example, the School of Nursing (SON) has one significant mid-cycle review in the third year in addition to annual reviews for tenure track faculty, and reviews clinical faculty annually without the requirement for a mid-cycle review. In the College of Health Sciences (CHS), the fourth-year review for tenure track faculty is optional. CHS clinical track faculty must undergo a “preliminary review” prior going up for promotion; however, the timing of that preliminary review is not dictated as it is in the tenure track reviews.

Across the university, tenure track and clinical faculty are informed in writing of their progress toward tenure and/or promotion with notice of any specific areas of improvement needed. Evaluations become part of any application for tenure and/or promotion. The process leading to full tenure and/or promotion is detailed in the Promotion and Tenure Guidelines for Tenure-track Faculty and the guidelines of each college or school.

Course Evaluations: Because student feedback is vital to improving the quality of education, UM-Flint administers end-of-semester student course evaluations for every course taught, every semester, using a web-based program that provides an anonymous, secure, password- and role-based online environment. Student feedback informs course modifications and program reviews, and is useful in annual faculty reviews, reviews for tenure and promotion, and LEO reviews. Results for individual courses can be compared against both department and school/college results. (See Sample Course Evaluation Report.) To ensure a fair evaluation system, UM-Flint needs to improve the student response rate: fall semester responses have fluctuated between 39.2% and 46.8% since implementing electronic evaluations in 2012. Over the years, faculty have tested possible solutions, such as offering incentives, extending/limiting the response window, and promoting participation to students by emphasizing the importance of this evaluation process. In particular, some faculty have highlighted how they have incorporated student feedback from the previous semester into the planning and organization of the current semester’s course. The Office of Extended Learning, which maintains the course evaluation system, also reprogrammed the surveys to be presented to students in random order to help ameliorate the effects of survey fatigue. Governing Faculty has indicated its intent to address response rates again in 2019-20.
3.C.4. UM-Flint demonstrates its commitment to the faculty’s currency of scholarship, classroom excellence, and professional development from the point of initial hire throughout their careers through the following:

- Requiring up-to-date scholarship as a criterion for hiring
- Reviewing teaching methods and content once hired, and through promotion and tenure
- Providing resources and support to faculty in their research and pedagogical endeavors
- Providing funding for conference participation
- Providing sabbaticals for tenured faculty.

At hiring, faculty candidates must meet university-mandated credentials, as well as scholarship requirements determined by the academic department faculty, who screen and interview the candidates. These requirements usually require a record of presentations and manuscripts. For example, see the May 2018 posting for a physical therapy tenure track assistant/associate professor. It is typical for such positions, prescreened candidates to make a presentation to an audience of faculty, staff and students, and meet with the school’s dean and the university’s director of research. The search committee then submits their list of finalists and recommendations to the appropriate dean. See 3.C.3. for continued review, evaluation, and support for faculty.

**Scholarship:** The two colleges and three UM-Flint schools independently establish promotion and tenure requirements, which define scholarly activities and expectations for professional development. All require exemplary teaching, scholarly activity, and service. More specifically:

- **College of Arts and Sciences promotion and tenure criteria** specify that scholarly and creative activities will be evaluated on their significance and quality, not quantity, and may include creative works, applied research, or traditional scholarship in the arts, sciences, humanities and social sciences. CAS obtains a minimum of five confidential evaluations from outside reviewers regarding promotion to associate professor and professor.
- The College of Health Sciences describes its expectation for scholarship in the **CHS Criteria for Tenure and Promotion policy**, based on Boyer’s five categories of scholarship—discovery, integration, application, teaching, and engagement. Candidates for promotion are evaluated on the quantity, quality, and impact (taken together) of their scholarship.
- The **School of Education and Human Services (SEHS) promotion and tenure criteria** state that scholarly activity must be in the pursuit of new knowledge that has an impact beyond SEHS, and that teaching may be considered scholarship if it meets criteria outlined in the Carnegie Foundation statement on the scholarship of teaching.
- **School of Management promotion and tenure criteria** list specific teaching and advising activities that demonstrate teaching commitment and proficiency, such as innovative practices, the use of research in instruction, and experimentation with media and materials, including the use of computer applications.
- The **SON Criteria and Procedures for Tenure and-or Promotion Review** require School of Nursing (SON) faculty to pursue scholarship to ensure they are current in the theory, knowledge, skills, and pedagogy of nursing as an academic discipline and as a healthcare profession. The scholarly expectations for nursing faculty are consistent with the mission and purposes of the SON and UM-Flint. Practice-focused scholarship, as well as research-focused scholarship, are valued.

**Professional Development:** Faculty may stay up to date in their fields through research (see 3.B.5), conferences and professional development. The university provides paid sabbatical leaves of absence for research and/or study to enable faculty to enhance their effectiveness as teacher and scholar.
Tenured instructional faculty with six professorial years of service may be granted a full annual appointment period for sabbatical at one-half regular salary or a half-annual appointment period at regular salary. See Standard Practice Guide 201.30-2.

The university supports faculty conference presentations and professional development by providing conference and travel funds through the academic unit budgets; however, financial support varies by unit. The 2018-2021 Lecturers’ Employee Organization Agreement provides a $12,000 professional development fund for individual awards up to $1,000 to enable lecturers to attend professional development conferences and an additional $6,000 fund for faculty professional development in inclusive teaching.

The Thompson Center for Learning and Teaching provides nearly $10,000 annually to facilitate the exploration and development of pedagogical interests among faculty, limited to $7,500 to individual faculty members every five years. Grant funding may be used to purchase new materials and equipment for courses and to support attendance at workshops, seminars or conferences relevant to teaching and learning.

The Thompson Center is dedicated to the professional development and support of all faculty, and maintains an online faculty resource guide known as Faculty Commons. Support includes new faculty orientations, teaching circles and faculty mentoring. The Office of Extended Learning provides faculty training and support for those teaching online. Each provides the following:

- Grants and stipends for course development
- Assistance in instructional design
- Recognition and cash awards for exemplary lessons
- Workshops related to instructional design, pedagogy, technology and best practices
- Faculty Peer Observation and Coaching Program for faculty teaching either face-to-face or online

The university is part of the local Quad-POD Consortium with Kettering University, Mott Community College, and Baker College. Collectively, they sponsor professional development workshops and speakers centered around teaching pedagogy, and faculty learning communities program, which may be the only such program in the country offered across multiple institutions. The Quad-POD encourages faculty to become more reflective about their teaching practices, more familiar with best practices, and more knowledgeable about new methods and technologies.

See the Office of Extended Learning Faculty Resources and Thompson Center for Learning and Teaching (TCLT) website for additional faculty professional development opportunities.

3.C.5. Faculty include office hours on their syllabi, and whether teaching in the classroom, mixed mode, or entirely online, are available to students through campus email and Blackboard communication tools. All courses, regardless of delivery mode, have a Blackboard course shell, providing such features as discussion boards, automatic announcements, email and a synchronous meeting tool to communicate one-to-one or one-to-many. Some faculty use group texting to keep students abreast of class information.

Individual academic units have their own policies regarding office hours. Some post faculty office hours online, such as noted on the Economics Department Faculty Office Hours webpage. The Office of Extended Learning training for online faculty encourages online faculty to have regular, virtual office hours, as well as to publish their online availability, and to respond within 24 hours (no more
than 48 hours) to student inquiries. UM-Flint end-of-semester student course evaluations include a question related to accessibility of instructors; for example, all College of Arts and Sciences and School of Management evaluations include the statement, “The instructor was willing to help students outside of class.” (See Sample Course Evaluation Report.) The Office of Graduate Programs conducts a biennial student survey with the question “Faculty are usually available after class and during office hours,” which in 2018, scored 4.19 on a five-point scale.

3.C.6. Staff members who perform student support services are hired according to rigorous University Human Resources processes and guidelines to ensure staff are trained and qualified. Required credentials, training and experience are detailed for every job category and position. All credentials are verified, and potential employees are subject to a criminal background check prior to hire. Tutoring, supplemental instruction, and new and transfer student orientations operate under the auspices of the Student Success Center (SSC) in collaboration with the five colleges and schools. All of the SSC professional staff have a master’s degree or higher, and the Support Staff Credentials document details when each of the tutoring and supplemental instructors were trained.

Academic advising is shared by the Student Success Center (primarily for new students and those who have not declared a major), and professional advisors and faculty in the schools and college of the students’ major.

Staff employed in the Office of Financial Aid (FA) must possess a minimum of a bachelor’s degree in almost every capacity, with supervisory positions preferring a master’s degree. Given the nature of the work performed and the federal and state regulations to which financial aid employees must implement and adhere, regular training is a must. Staff rotate to various conferences and participate in multiple webinars per year; some engage in the state, regional or national credentialed training. At any given time, one-third to half of the financial aid staff are engaged at some level with the state, regional or national associations. See the FA training and engagement schedule.

All university staff members undergo an annual review process designed to recognize accomplishments, locate competencies/skills in need of improvement, identify resources needed for improvement, and plan for future years. See the Staff Performance Evaluation Form.

University Human Resources in Ann Arbor offers numerous professional development workshops for professional and personal development of staff, covering topics such as grant writing, communication effectiveness, time management, supervision skills, interpersonal relations, personal health, well-being, and financial management. Occasionally, these workshops are presented on the Flint campus. Staff are also encouraged to attend academic classes within UM-Flint or at other institutions, and obtain degrees and other credentials. See UM-Flint's Tuition Support Program, which is U-M Standard Practice Guide 201.69.

Academically related co-curricular activities have faculty advisors—typically doctorally qualified individuals and specialists in their fields. Directors of co-curricular programs are usually hired through national searches, especially for such programs as those offered by the Center for Gender and Sexuality, Intercultural Center, University Outreach, and Center for Student Involvement and Leadership.

Sources

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1: The university provides student support through the Division of Student Affairs, which includes a range of services from counseling and psychological services to programs for specific populations such as LGBTQ students, veterans, fostered students, and various cultural groups. The division of Enrollment Management (EM) has overall responsibility for recruiting and admissions of all students, and for supporting new undergraduate students through the Student Success Center with orientation sessions, placement exams, academic advising, and tutoring and supplemental instruction.

In 2014, a UM-Flint environmental scan found that 40-50% of all freshmen leave the university after two years. To address the issues related to student success and retention, the university subsequently developed its 2015-2020 Strategic Enrollment Management Plan. Strategies include creating a structured advising and student support program, and strengthening supplemental instruction, which the university has accomplished.

Concurrently, with support from governing faculty, UM-Flint petitioned the Higher Learning Commission to participate in its Academy for Student Persistence and Completion, focusing on retention and student support as UM-Flint’s quality initiative.

The HLC quality initiative tactics focused on

1. Restructuring the advising system to ensure a greater number of advising contacts and higher quality advising.
2. Improving supplemental instruction.
3. Involving more students in high-impact practices, beginning with the revision of the first-year experience (FYE) courses.

UM-Flint's participation in the Academy for Persistence and Completion concluded in fall 2018. Results indicated improvement in advising and supplemental instruction, and included recommended improvements for the first year experience course.
In May 2017, governing faculty extended the commitment to student success by approving the Strategic Planning Steering Committee’s five recommended high-level strategic priorities, which include “A Student-Centered Culture Focused on Student Retention and Success”:

The University of Michigan–Flint will foster a student-centered culture that is committed, first and foremost, to the success and achievement of students—understanding students’ individual needs and goals, preparing them to succeed academically, and collaborating across departments to empower, support, and retain them throughout their college experience and through graduation.

Today, the core of student support services is the Student Success Center, which provides orientation, academic advising, tutoring, and learning support services in one center under the Division of Enrollment Management to enable better coordination of services for each student.

Special Populations: Numerous programs are geared to specific populations to enable students to succeed academically, professionally, physically and emotionally. UM-Flint's students are predominantly commuting students; about half are from Genesee County, which surrounds the university. In fall 2018, 62.1% of all students are female, and 23.4% of all students are ethnic minority or two or more races. Forty percent (39.7) of undergraduates and 62.8% of graduate students attend only part-time.

Programs under the Division of Student Affairs dedicated to support of students include the following:

- The Bridge Program provides credit-bearing English as a Second Language courses for international undergraduate students, who usually are also enrolled in general education courses. A noncredit English Language Program (ELP) full-time program is also available for international students and may be required prior to enrolling in academic courses. (The ELP program will be on hiatus from May through December 2019.)
- Counseling and Psychological Services provides enrolled students with counseling, therapy, limited psychological testing, and workshops.
- Disability and Accessibility Support Services helps students gain equal access to their education with support for any student with a learning, visual or hearing disability, autism, Asperger’s Syndrome, mental health concerns, and more.
- The Center for Gender and Sexuality works to ensure a safe, supportive, and inclusive campus community through outreach to lesbian, gay, bisexual, transgender, and queer/questioning students.
- The Intercultural Center provides programming, student support, and other efforts to increase the sense of belonging among people of color and other marginalized students, faculty, and staff.
- Mpowering My Success provides financial support and mentorship for students who are in, or aging out of, foster care. It focuses on college access, college success, and life coaching.
- The Office of Educational Opportunity Initiatives hosts a number of programs to support underrepresented students:
  - Sponsorship of the Committed to Excellence and Opportunity program, which provides middle and high school students with college preparation tools
  - The Promise Scholar program, which each year recruits and mentors up to 50 students who would not otherwise meet UM-Flint’s minimum enrollment requirements
  - Until 2018, participation in the U.S. Department of Education’s GEAR UP program to help prepare low-income students for success in higher education
The Office of the Ombuds assists students in resolving conflicts, disputes, or complaints with confidentiality.

The Veterans Resource Center assists veterans with a full range of support services, including enrollment, activating GI Bill® benefits, advising, and referral to services outside the University.

The Department of Student Involvement and Leadership (SIL) helps students become engaged and responsible leaders, think critically and creatively, and demonstrate inclusiveness. (See 3.E.1.)

3.D.2: UM-Flint has taken deliberate, holistic measures to improve and highlight both prescriptive and developmental advising through the Student Success Center, professional academic unit advisors, and by the faculty. In addition, the university prepares incoming students for their college studies in a variety of ways.

The Student Success Center administers the College Student Inventory (CSI) to incoming first time in any college students as a part of the orientation process, with both academic and social questions; students then discuss their CSI report with a professional advisor.

The Student Success Center administers placement exams to ensure students are advised to take courses that are appropriate for them. Placement exams address the fields of computer science, foreign language, math, physics, reading, and writing. The math exam results will direct the student to one of eight paths available to them, including taking an introductory course at a community college. Similarly, each subject area has multiple paths for progression, depending on the student’s score.

UM-Flint requires orientation for all incoming first-year undergraduate students; because UM-Flint assesses an orientation fee for all new students, most transfer students also attend. The Student Success Center ensures there are targeted sessions for transfer, online, international, veteran and dual-enrolled students, with special sessions for parents and family members. It also provides information specific to readmitted, guest and non-candidate-for-degree students. For online undergraduate students, the Office of Extended Learning created an online learning orientation, along with a short quiz instructors may employ in their courses as proof of student readiness for online learning.

Orientations for graduate students vary. The Office of Graduate Programs has an overall orientation for 11 academic programs that do not have their own, such as English, liberal studies, and mathematics in the College of Arts and Sciences. The remaining programs have their own orientations, such as the School of Nursing, which requires all students to attend an on-campus session, including students in the online Master of Science in Nursing and Doctor of Nursing Practice programs. The Office of Extended Learning has collaborated with these and other advanced degree programs, such as the Transitional Doctor of Physical Therapy, to create program-specific online orientations helpful to older, returning professionals.

The First Year Experience (FYE) course is required for all first-time-in-any-college (FTIAC) students, as well as transfer students with fewer than 25 college credits. This course was intended to address the transition from high school to college and to help develop community engagement, reading/writing/critical thinking skills. It was also expected to orient students to the work and services of the university while engaging students in disciplinary or multidisciplinary views that would support or direct students toward possible careers and majors. The program has been under review, and recommended changes were implemented in 2019. See 4.B.3 for more FYE discussion.
The Student Success Center provides specially designed retention programs:

- The Academic Advantage Plan systematically monitors student progress and intervenes when GPA falls below 2.0.
- The Graduation Support Program creates an individualized program strategy for each student in consultation with the academic units.
- The College Student Inventory surveys academic and social factors to serve as the introduction step to advising.
- The Pre-Nursing Low GPA Program assists those who are not progressing towards admission to the program.
- Second Year Student Assessment is a peer advisor program for struggling students identified by cumulative GPA.
- The Supplemental Instruction (SI) offers group study sessions in high-fail-rate courses, such as chemistry, computer science, math, and physics. Sessions are led by a trained SI leader, and are available for online students.
- One-on-one tutoring is available for many 100- and 200-level courses, and selected upper-level classes.
- Group tutoring is available for math, nursing, physics and physical therapy.

Academic units also offer retention support:

- The School of Management graduate student instructors provide assistance in a number of management courses.
- The College of Arts and Sciences early alert system informs advisors when certain indicators occur, such as a student’s GPA declines or a student drops a course.
- The English Department sponsors the Marian E. Wright Writing Center with more than 20 tutors to serve all writers, including online students via video chats.
- The Mathematics Department provides its own Math Lab tutoring center offering assistance through calculus II. The Online Math Help Desk serves students in Math 090 and Math 111.
- The Promise Scholars Program is part of a supportive learning community dedicated to academic success, personal development, and community engagement.

Engagement Campus Resources: Because engagement in the campus community is linked to student retention, many resources are available for students, who are encouraged to become engaged in the campus culture by connecting with groups and activities that mesh with their interests. Such activities could include getting involved in the performing arts, volunteering or service experience, work-study or internships, student organizations, and participation in the Recreation Center and intramural sports. Also see the MGagement Portal.

Some academic programs have specialized tutoring or mentoring programs, such as the School of Nursing’s Chance to Succeed (ACTS) Mentoring Program in which pre-nursing and nursing students are matched with professional registered nurses to provide support, guidance, and encouragement to achieve their personal and professional goals.

3.D.3: All undergraduate students have a primary and non-primary advisor based on their declared major. The primary advisor is typically a faculty member and/or professional advisor in the student’s academic department. The non-primary advisor resides in the Student Success Center (SSC), providing academic advising for newly admitted undergraduate students until they are transitioned to advisors in the department of their major. The SSC also serves as the primary advising office for Major Not Declared/Exploring students. Graduate students continue to be advised by their respective
academic departments or programs.

Advising ranks high in importance to students. Every three years, the Division of Student Affairs administers the Noel Levitz Student Satisfaction Inventory (SSI) to seniors who started at UM-Flint as freshmen. Results from the fall 2014 Student Satisfaction Inventory, with responses from 1,373 students, included information on 11 factors affecting retention. Academic advising was ranked as the third most important factor by the UM-Flint student population after safety and security and instructional effectiveness.

In 2016, results of the Campus Climate Survey, tallied the responses of more than 800 students.

- 89% (n=814) of the student respondents thought that effective academic advising at the Student Success Center was available at UM-Flint; of those, 86% (n=703) believed that effective advising positively influenced the climate.
- 88% (n=806) of the student respondents thought that effective academic advising in their particular academic department was available at UM-Flint. Of those, 88% (n=707) believed the academic advising positively influenced the university climate.

Results from these and other studies indicate that shared undergraduate advising is contributing to the desired results at UM-Flint. As participants in the HLC Quality Initiative, the College of Arts and Sciences (CAS) in fall 2017 began a pilot in select department of an advising model in which students were advised at least twice per year; CAS saw an approximate 3% increase in first-to-second-year year retention rates. The Student Success Center then committed to this model and created a policy, effective winter 2019 semester, stating that students who have not declared a major will work with a dedicated advisor on a Major Exploration Plan each semester from the time they enter the university until they declare their major. Advising holds will be placed on undeclared students’ accounts prior to every fall and winter registration period, and will only be removed after the students discuss their Major Exploration Plan with their advisor. This will help keep students on track to graduate in 4-5 years with a goal in sight, and help them reduce their costs and student loan debt.

In winter 2019 semester, the Student Success Center and the Office of the Registrar finalized a university-wide major declaration policy requiring all degree-seeking students to declare a major with the Office of the Registrar by the time they complete 54 credit hours. The policy was vetted by a number of groups, including the University Academic Advising Committee, the Academic Affairs Advisory Committee, the Enrollment Management director’s group, Council of Deans, cabinet, and student focus groups. Both institutional and national data support the need for such a policy, which has demonstrated positive effects on student success, retention and completion.

UM-Flint’s fall 2017 continuing freshmen/sophomores overall retention rate was 76.39% vs. 68.85% for undeclared, continuing freshmen and sophomores; the fall 2017 transfer student retention rate was 68.54% vs. 55.56% for undeclared transfer students. This institutional data follows national trends that undeclared majors are retained at a lower rate than declared majors.

3.D.4: UM-Flint provides the infrastructure and resources to support effective teaching and learning through the following.

Library: The Thompson Library’s mission is to foster learning and academic achievement by providing access to authoritative sources of knowledge and information and by teaching critical information literacy skills and concepts.
The Thompson Library holds over 250,000 print volumes in its monograph collection, and adds thousands of new titles annually, selected by both librarians and departmental faculty. The circulating collections of the Ann Arbor campus are available to UM-Flint students, faculty, and staff via the Get This delivery service.

UM-Flint affiliates have access to more than 1,000 databases from leading scholarly publishers and indexing services, including Elsevier, Taylor & Francis, Wiley-Blackwell, Springer-Verlag, JSTOR, ProQuest, EBSCO, and Web of Science. More than 150,000 unique online journals and nearly a million unique e-books are available through the library’s Summon discovery tool.

Skilled librarians provide step-by-step guidance for starting a research project, maintain research guides for 60 academic subject areas, create how-to videos, and offer individualized assistance. There are nine full-time librarians—all with the rank of faculty—who specialize in subject areas and work in partnership with academic classes to ensure students are able to effectively use research and information resources.

IT Infrastructure: UM-Flint's Information Technology Services (ITS) provides a fully wireless campus, as well as hard-wired resources, 24-hour computer labs, a fully web-accessible student information system housing all student records and course information, and help desk support with extended hours, seven days a week, for general IT assistance. ITS supports 637 computers in 13 computer labs and five laptop carts on the UM-Flint campus for both general and instructional use by registered students, faculty and staff. Of these, ITS maintains four open computer labs, two of which are staffed, and one that is unstaffed and open during building hours. The fourth lab is open 24 hours a day, seven days a week, closing only during maintenance windows that will impact lab service. ITS also maintains open computer stations housed on all three floors of the Thompson Library, and four instructional computer labs. A new service is LabAnywhere, which provides off-campus and mobile access to campus computer lab resources and software. In addition, 18 academic departments have their own computer labs, which the departments individually support.

In general classrooms, the Mediated Classroom Services unit within ITS supports computing and presentation systems such as the Crestron Media Manager System, mediated carts, and mobile (laptop) carts.

In October 2018, Michigan’s governor announced that UM-Flint would be serving as a statewide hub in the Michigan Cyber Range Network, the nation’s largest unclassified cyber range, in partnership with the Merit Network and Michigan Defense Center, an extension of the Michigan Economic Development Corporation. The Cyber Range hubs offer students and communities access to world class, hands-on cybersecurity education and workforce. UM-Flint’s hub, when available in 2019, will add momentum to its computer science curriculum development.

Scientific Laboratories: Major lab renovations occurred over a two-year period beginning in 2014 with a $23 million investment in the Murchie Science Building for new equipment, emergency power generator, improved accessibility, and modern learning and study spaces for students at all levels.

- $2.5 million was used to update the then-25-year-old biology and chemistry labs equipment and provide additional areas where students can study. More than 100 fume hoods were replaced to facilitate a safer environment for students and improved energy efficiency
- A new cold room was created to provide proper storage in the gross anatomy lab. The cadaver anatomy lab space was nearly doubled, enabling more dissection tables and dry-lab activities conducive to collaborative student learning.
- The Engineering Department built three new labs—electronics, dynamics, and project design.
The project included a special study room designed for their course work. Two new computer science labs were designed to work on artificial intelligence and WiFi research.

- A lounge adjacent to the math tutoring lab was turned into a commons for math students to collaborate and help each other.

In fall 2018, UM-Flint broke ground on a $39 million project to add 65,000 square feet in a new, third wing of the Murchie Science Building to further support STEM activities, including faculty and student research. The addition will create engineering-specific instructional and research laboratories, four general use interactive classrooms, collaboration spaces, and faculty offices. The design includes six new instructional engineering laboratories (dynamics/vibration, thermo design, fluids, solid mechanics/materials, robotics/mechatronics) plus assembly/workshop area for engineering senior design. One of the labs will have a large bay door to allow vehicles to enter, providing hands-on learning possibilities, and the robotics lab will enable study of modern systems. In addition, there will be a dedicated lab for Genesee Early College students to spur an early interest in science, and multiple spaces to facilitate student/faculty interaction. (Also see 1.A.3.)

**Performance Space:** The Theater and Dance Department boasts a 410-seat performance theater, complemented by dressing rooms and make-up area, continually updated lighting and sound, and backstage shop area. Theater classrooms include an up-to-date, 14-machine costume sewing room and make-up classroom with Mac computers for set design. The department provides music practice rooms, two computer music labs, 140-seat and 144-seat ensemble rooms, and tiered classroom/recital hall. The university recently updated its 175-seat kiva, which has a small stage and 30-foot projection screen. The Art and Art History Department provides art display space in the University Center Fine Arts Gallery. UM-Flint's location near the Flint Cultural Center enables student groups to perform and display at Flint Institute of Music and Flint Institute of Arts events.

**Clinical Practice Sites:** With the 2015 closing of the Urban Health and Wellness Center, all healthcare clinical experiences take place off campus at inpatient and outpatient medical facilities as well as community health settings. Legal contracts between the university and medical organizations are developed for every practicum site and maintained in a database. Although the university has been able to identify a sufficient number of clinical sites, it is becoming increasingly competitive because of the number of medical programs in the area.

The **Thompson Center for Learning and Teaching** (also see 3.C.4) works with faculty in their efforts to deepen knowledge of their current teaching practice, explore new methods for promoting active learning, and incorporate new technologies into their teaching. The center provides the following:

- New faculty orientations, faculty resource guide, and faculty mentoring
- Learning activities and services that promote teaching and best practices in course design, including the Catalyst Course Design Program, peer observation and coaching certification, teaching circles, workshops and events.
- Consultation for individuals and departments regarding pedagogical issues
- Grants, fellowships and awards in support of teaching

The Office of Extended Learning (OEL), in collaboration with Information Technology Services, provides the Blackboard learning management system, with robust load-balancing capability in two mirrored data centers, daily system backups and off-site data storage for emergent situations. The Blackboard system is critical to both online and face-to-face instruction; the university has allocated resources allowing for a 99 percent uptime record over the past five years, except for scheduled maintenance and upgrades. OEL provides a dedicated help desk for all Blackboard users and the
various specialized technologies employed by faculty teaching online. OEL offers professional development for faculty in online course instructional design, instructional technology, and video production, and course development stipends to faculty if they have completed the eight-week online instructor course. Additional workshops and one-on-one software training enable faculty to master specific skills as needed.

The Office of University Outreach connects campus and community to support learning, collaboration, and partnerships. It offers $1,000 Civic Engagement Course Implementation Grants, supporting courses with the civic engagement course indicator and enabling students to deepen their learning to become educated citizens. Outreach supports the Innovation Incubator (IN) workshop, as well as physical space in the downtown Ferris Wheel building, which provides workspace memberships to small businesses and entrepreneurs. (See 3.E.2.) Other programs include community-based, hands-on projects.

The Alumni and Career Center offers a full range of career and professional development services to UM-Flint students and alumni. The center offers an array of programs and services including individual and interactive online career advising programs, career and internship fairs, and experiential education opportunities. A special program is the Corporate Case Competition, started in 2013, which brings together undergraduate and graduate students in interdisciplinary teams to develop a solution to an issue currently affecting corporations on a global level. In 2017-18, the Alumni and Career Center reported 2,585 students and alumni using the Career Connection program, sponsored two career fairs involving 141 employers and 485 student and alumni attendees, and tracked 378 participants in internships and co-op placements.

3.D.5: Students are introduced to research principles from the start of their matriculation at UM-Flint through both the General Education Program and their major programs. Two of the 10 General Education Program objectives are to demonstrate facility with research methods and to use multiple perspectives and methodologies to analyze real or hypothetical problems. An example is English 112, a first-year required general education course that offers direct instruction in research and information literacy. Another is the capstone course, also a general education requirement, that requires students to demonstrate proficiency with research and information resources.

The Office of Research and Sponsored Programs (ORSP) supports faculty and student research, including connecting undergraduate students with hands-on research experiences. Services include training in proposal development, guidance for human subjects research, workshops, training in Qualtrics survey software, statistics support for faculty and students working directly on faculty projects, tips for student investigators, and research poster printing. (See Research and Sponsored Programs.) ORSP arranges U-M training and certification—the Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS)—for students and faculty who will be conducting research on human subjects, as well as training for the use and care of animals used in research.

ORSP provides assistance to faculty submitting applications for external funding, both in the administrative review of application documents and preparation of proposed budgets, and the post-award management of grant and contract funding. It conducts an internal seed funding program for faculty research, with competitions in the fall and winter terms, and has funding to support faculty travel to international conferences. ORSP provides guidance for human subjects research with the effort of a full-time research compliance specialist, who provides staff support to the UM-Flint Institutional Review Board.
New in 2018-19 is Mcubed, an initiative to involve all three University of Michigan campuses in joint research and scholarship by distributing real-time seed funding to multi-unit, faculty-led teams. Faculty from at least two different campus units can form a collaborative trio, or “cube,” and request either $60,000 or $15,000 to advance their idea right away. The program is housed in the U-M Office of Research and supported locally by the universities’ respective offices of research.

UM-Flint’s Office of Research and Sponsored Programs offers these programs for students:

- The Undergraduate Research Opportunity Program encourages hands-on research collaborations between UM-Flint undergraduate students and faculty researchers. See Undergraduate Research Opportunity Program (UROP) and Student Research Opportunities at UM-Flint.
- The annual Meeting of Minds Undergraduate Conference is a collaborative effort between UM-Flint, UM-Dearborn, and Oakland University to showcase research and creative activities across all academic disciplines, and to publish their ideas in the Meeting of the Minds Journal.
- The annual Flint-based Student Research Conference provides a forum for which students polish oral and poster presentations, and submit their writing for publication in UM-Flint's Journal of Student Research.
- The CELL-ebration! Science Symposium, held annually 2013-2017, showcased the research efforts of more than 120 UM-Flint biology students and dual-enrolled students with poster presentations and manipulative models.

There are numerous research opportunities outside the Office of Research and Sponsored Programs.

- The Graduate Student Research Assistantship program, funded through the Office of Graduate Programs, provides financial support for academically-related research activities of active UM-Flint graduate students.
- The Honors Program provides a combination of multidisciplinary courses and hands-on research. The program broadens students’ perspectives while promoting independent study and scholarship. It prepares students to present at regional/national conferences and also runs its own Interdisciplinary Colloquia.
- The Summer Research Opportunity Program, sponsored by the Rackham School of Graduate Studies on the main campus in Ann Arbor, reserves a spot for a high-performing undergraduate UM-Flint student. The program targets underserved students who are interested in pursuing a doctoral degree, and provides the opportunity to conduct intensive research on the Ann Arbor campus in an eight-week summer program. It provides a $4,000 stipend, mileage, room and board, a GRE preparatory course, access to campus facilities, and other benefits.
- Students have the opportunity to attend research conferences with their professors, including such meetings as the Michigan Academy of Arts and Letters Research Conference, Clement Stacey Undergraduate Conference/Purdue University-Calumet, the Sustainability Conference in East Lansing, Michigan, The Society for Photographic Educators Regional Conferences, American Physical Therapy Association conferences, and the American Chemical Society Annual Conferences. As an example, in 2017, the Psychology Department chair and student presented their research at the annual meeting of the Midwestern Psychological Association in Chicago.
- The SMART Lab provided by the Sports Medicine Assessment & Rehabilitation Team in the Department of Physical Therapy regularly provides extensive research training for both graduate and undergraduate students in experimental and clinical research.
Co-op courses have occasionally provided workplace co-op experiences that include research and presentation skill development; such courses have included Biology 490, Computer Science 395, and Health Care Administration 392.

The School of Nursing requires research courses at all levels, including NUR 308 at the undergraduate level, and completion of the full sequences for the graduate programs (NUR 595, 596, 597, 598 for the MSN program, NUR 700, 701, 901, 902, 910, 911, and 912 for the DNP program).

The Center for Cognition and Neuroethics, a joint affiliation between the Department of Philosophy at UM-Flint and the Insight Institute of Neurosurgery and Neuroscience in Flint, exposes philosophy students to the multidisciplinary complexities of the world under exploration by neuroscience. The Center supports a variety of scholarly activities, including compos mentis: Undergraduate Journal of Cognition and Neuroethics, the Journal of Cognition and Neuroethics, and research projects.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. UM-Flint provides events, programs and classes that extend learning beyond the classroom, enhancing student interest and engagement while affording them a sense of educational empowerment and satisfaction. Co-curricular activities and programing support the three pillars of the UM-Flint mission—excellence in teaching, learning, and scholarship; student centeredness; and engaged citizenship.

The International and Global Studies (IGS) Program provides students with a global perspective at three levels: chronological, spatial, and thematic. It offers students the opportunity to study and earn UM-Flint credits at the Japan Center for Michigan Universities in Hikone, Japan. Students can also earn credit through IGS’ Education Abroad, a growing, faculty-led program that provides first-hand experiences in different cultures and opportunities for personal growth. In 2018-19, UM-Flint students will have traveled on 20 different trips to 16 countries in Asia, Central and South America, Africa, and Europe, studying such topics as Chinese culture and business, and international nursing in other countries. The Office of Education Abroad also works with individual students who wish to participate in other universities’ study abroad programs.

As discussed in 1.D.1 and 3.E.2, community engagement is especially appropriate at UM-Flint, which is an anchor institution in downtown Flint, Michigan, and provides students an excellent incubator in which to become engaged citizens. UM-Flint is known regionally for its culture of civic engagement and has earned the Carnegie Classification for Community Engagement. It provides educational opportunities through which students can build relationships with the surrounding community and address individual needs through innovative, university-supported programming.

New students, staff and faculty are introduced to UM-Flint's civic engagement mission and resources at orientation and information sessions, and are subsequently engaged by cross-campus collaborative projects in both on-campus and off-campus learning experiences. There are many university-supported, co-curricular programs such as alternative breaks, My Flint downtown recreational activities, Martin Luther King Jr. Day, Super Science Friday and Math Field Day. Students earn special recognition in the Commitment to Service Program, which provides opportunities to apply course content, experience diversity, and gain career and networking experience.

Student Centeredness: UM-Flint sponsors a hundred student groups spanning academic, cultural, social, political, and physical interests. Groups such as Student Government, Student Involvement and Leadership, Social Work Club, and Michigan Times student newspaper engage students in leadership skill development to
• Become engaged and responsible leaders.
• Develop life skills and an understanding of one’s values, interests, and goals.
• Think critically and creatively, solve problems and develop new ideas.
• Be inclusive of people with various identities and perspectives, embracing a diverse campus community.

Many student clubs are related to specific disciplines, such as the Anthropology Club, Chemistry Club, Marketing Club, and Molecular Biology Club; others unite students with common career aspirations, such as Pre-Physical Therapy Club and Pre-Physician Assistant Club. Some connect students with specific cultural interests, such as the Asian Student Organization, Saudi Student Club, Indian Student Association, Latinos United for Advancement, and the Black Students Union. Several clubs support students of faith, such as the InterVarsity Christian Fellowship and Muslim Students’ Association. Other activities combine interests with skill building, such as stage productions for theatrical and musical performances, dance, vocal, and instrumental performances by students. See the list of clubs and organizations within the student MGagement Portal, especially the organization descriptions. The program includes an e-portfolio through which students can showcase non-academic accomplishments.

3.E.2. Because a truly complete education occurs both inside and outside the classroom, UM-Flint combines the rigors of a University of Michigan education with unique experiential learning opportunities available in the region through civic engagement and research. In the 2013 National Survey of Student Engagement, 61% of first year students and 65% of seniors said at least some of their courses included a community-based, service learning project, such as those described below.

• Alternative summer/spring breaks/weekend breaks enable students to learn about complex issues such as homelessness, poverty, hunger, violence, environmental concerns, and social justice. Students have helped with hurricane Katrina cleanup, studied urban renewal with the Genesee County Land Bank, served meals at homeless shelters, and performed small construction projects. On a trip to Philadelphia, students focused on the disease of addiction, assembling care packages of food, personal care items, and clean needles. In 2017, 826 participated in such service breaks, donating 6,831 hours.

• The Commitment to Service program helps students apply course content, develop an understanding of diversity, gain career experience, make professional connections and meet community leaders. Three tracks are available, requiring 200, 400 or 650 hours of community service.

• Community Development—Response to the Flint Water Crisis: Since 2015, faculty, staff and students have responded to the Flint water crisis. UM-Flint created a comprehensive resource site available to both the university community and the community at large. Campus and community engagement surrounding the water crisis was broad and included everything from water and filter delivery to mapping lead pipes to offering interventions to children in Flint who had been exposed to lead in their drinking water. Some 200 individuals trained in community mapping and created 100 data sets in cooperation with 30 local organizations. Students in UM-Flint's Geographic Information Systems Center helped map and document the locations of lead pipes based on handwritten records, paper maps, and scanned images. UM-Flint joined in a new partnership with the Healthy Flint Research Coordinating Center, which brings together a central coordinating group of colleagues from community-based organizations, UM-Flint, the U-M Ann Arbor campus, and Michigan State University. This alliance identifies the most pressing needs, coordinates activities, and shares information to improve health outcomes for the community.
Civic Engagement: At the course level, UM-Flint encourages faculty to integrate civic engagement into their curricula to merit the CE designation. Civic engagement courses must have at least one of the following components in the course syllabus.

1. An assignment that requires all students to work on a project for a real-world client or community partner (i.e. service-learning).
2. At least two types of experiential learning activities, involving the entire class, that are connected to specific learning outcomes.
3. A clinical, practicum, or for-credit internship that reciprocally benefits students in the class and the community.

Since 2012, more than 100 UM-Flint faculty have offered 1,000 civic engagement sections to 6,000 unique students while supporting hundreds of important community partnerships. See the list of civic engagement courses from 2018-19.

An example of a CE course is ART 379–Design Studio for the Community, in which students apply their graphic design skills to a project sponsored by a local non-profit organization. In one such project, students drew up plans to redesign the Christ Enrichment Center Library and Learning Center in Flint’s economically challenged “north end,” spending more than 80 hours on site, gathering interviews, insights, and anecdotes.

Through the many projects of community exploration, direct service, group discussions and reflection activities, UM-Flint students learn about the issue and the community in which they serve. The university continues its commitment to co-curricular service through the office of University Outreach.

Research: As discussed in 3.B.3 and 3.B.5, research is especially important at UM-Flint. See those sections, as well as the document Research Opportunities for UM-Flint Students.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

UM-Flint provides the faculty, resources, and support fundamental to high-quality education. It embodies strong faculty governance over curriculum and standards for student performance, and has developed processes and policies for ensuring program currency, relevancy, and quality. It has disciplined processes for program and course review, regardless of mode of delivery. As a student-centered university, UM-Flint ensures the availability of support services, expanded academic advising, life-enriching experiences, and active campus life. UM-Flint is a leader in civic engagement at the course, program, and institutional level, and provides meaningful opportunities for students to explore their fields through experiential learning and research.

Sources

There are no sources.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1: UM-Flint's mission includes striving for excellence in teaching, learning and scholarship as one of its three guiding values. Accordingly, the university undertakes regular program review to ensure academic excellence in the spirit of continuous quality improvement. The process examines quality, value, viability, effectiveness and effective use of resources. It identifies strengths and weaknesses, and the outcomes are used in developing plans to address program challenges and identify resources needed for future program improvements. The review process is the same for all modes of program delivery: online, face-to-face, and mixed-mode (hybrid).

In May 2017, the university revised its undergraduate program review guidelines, moving away from a central review process and placing responsibility for program reviews on academic units, in the belief that more programs would submit reviews on a timely basis. It was also reasoned that the academic units have a better opportunity to connect program review to outside accreditation review requirements. Reviews are still required of all undergraduate programs on a five-year schedule; reports are housed in the deans’ offices. For new undergraduate degree programs, the university
completes a preliminary review at the end of the second year and a full self-study between the third and fifth year of the program.

The 2018 English Department self-study of its degree programs and specializations reviewed recommendations implemented after the 2011-12 self-study in the context of the university’s focus on student persistence. As a result, the department embedded a professional advisor, and made advising mandatory by placing registration holds on all majors until the student had consulted with the advisor, with first inclusion in the 2019-20 university catalog. The self-study recommended an increase in undergraduate research projects, which resulted in faculty reporting greater connection between students, their majors, and their intended professions. The department committed to giving greater attention to student scheduling preferences over faculty preferences for fall and winter semesters. It collected student preferences from course evaluations, surveys and portfolio comments to learn that, while English majors prefer face-to-face classes, students overall preferred that some general education courses be offered online. Consequently, the department added two general education courses online.

The department strengthened the Writing Program with development of an entry-level linguistics/general education course that continues to draw students to the program. It also developed a Teaching English to Speakers of Other Languages (TESOL) certificate program. It strengthened the literature program through a re-examination of the General Program in English and phasing it out in favor of a program in literature. The self-study identified several goals for the next five years, especially effective career planning via responsive curriculum, helping students understand the importance of English skills in the employment marketplace, increasing internship opportunities, and tracking alumni careers. The department committed to redoubling its advising efforts and persisting in advising documentation.

In 2015, the Chemistry and Biochemistry Department completed a self-study of its objectives to continue updating and growing programs; increase the number and promotions of faculty; and improve instrumentation, equipment and space. The self-study noted that the department had successfully maintained American Chemical Society accreditation in spite of numerous obstacles to achieving the majority of its goals from the 2008-09 review. At least as early as 2009, the department annually requested funding for additional tenure track faculty and instrumentation, as well as a request for more space, citing the nearly doubling of enrollments. The study noted that the condition and design of the laboratories at that time impeded the university’s critical goal of training future scientists and science educators, and created a bottleneck for students in the sciences and related health fields. Accordingly, the university submitted a capital funding request to the State of Michigan and, in 2012, received $22.2 million for renovations to the Murchie Science Building (see 3.D.4). The university also submitted a request in 2015, 2016, and 2017 for $32 million from the state for an expansion of the building. In November 2018, the university broke ground on the addition.

The College of Arts and Sciences dean’s 2016 response to the self-study cited the curricular improvements achieved between the self-studies, including combining CHM 130 and CHM 131 into CHM 135 in time for the fall 2017 catalog as Chemistry and Society, four credits, with the Natural Science/Lab (N/NL) general education attribute. As the course is offered solely for general education, combining into a single course was seen as an appropriate pedagogical practice. The department also increased the courses in the general chemistry and organic chemistry sequences from three to four credits in recognition of providing additional time for students to master the content. The dean’s self-study response commended the department for incorporating lab safety across the curriculum, and recommended exploration into ways to incorporate scientific writing across the curriculum.
Academic units may also conduct other types of programmatic reviews. The Department of Social Work uses three measures to systematically gather data as evidence of student learning and competence: upper level content area assignments; field education assessments, which assess students in real time; and the Social Work Educational Assessment Program (SWEAP) to assess the multiple dimensions of the selected competencies, together—a demonstration that the program assessment is multidimensional.

Each May, the department holds a faculty retreat to review the assessment data, which informs the curriculum changes in the coming academic year.

- Over a three-year span administering SWEAP to seniors, the Bachelor of Social Work (BSW) program had scores below the national average in the policy and research content area. The BSW program added a policy course and implemented collaborative design of assignments to scaffold student competences. Assessment of the competencies is integrated to demonstrate the quality of the internal processes informing the performance of each competency and related dimensions.
- The program strengthened the coherence of the two courses in the research content area by linking assignments.
- Overall, the BSW curriculum was improved by ensuring that each course has a specific assignment that directly assesses the nine competencies within each content area.

New UM-Flint graduate programs receive an initial review after two years of operation. Subsequently, all graduate programs are reviewed on a six-year schedule. See the Graduate Programs Review Guide, the Graduate Program Review Schedule, and Graduate Program Review Checklist and Timeline for Program Directors.

Graduate program reviews are conducted under the authority of the associate provost/dean of Graduate Programs in collaboration with the Graduate Board. On completion of program reviews, feedback is provided to graduate program directors and their respective deans relative to the various criteria. Programs perceived as facing significant challenges may be required to conduct interim reviews within two to three years of a major (six-year) program review. Programs are expected to address issues identified by the dean and Graduate Board, implementing substantive changes in semesters following each review. For example:

- A fall 2014 program review of the Master of Arts in Liberal Studies resulted in three recommendations: (1) implementation of a “low-residency” mode or online delivery of the program, (2) addressing the long-term viability of the program, and (3) outlining strategies to address enrollment decline. The department’s March 2018 progress report to the Graduate Board, cited a “seamless” implementation in 2015 of the online format resulting in a more diverse student body with numerous out-of-state students. The program fell short of its enrollment targets but realized a 31% increase in credit hours in 2016-17 over the previous year. The board accepted the report as satisfactory with no need for additional follow-up. See the April 23, 2018 Graduate Board minutes included in the March 2018 progress report.
- In 2017, the School of Management (SOM) completed a Master of Business Administration program self-study. Because the program is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the self-study included a recent AACSB peer review report. It indicated all standards were met and recommending continued accreditation for another five years, with a continuous improvement review in 2021-22. However, the SOM Graduate Program Committee Report on MBA Assurance of Learning Results for 2017 (p. 141 of the self-study) found that 19% of students were deficient in the learning objective
understanding of ethical issues and ability to use ethics-based reasoning. The committee acknowledged that the shortcoming might be a reflection of higher expectations set the previous year, but recommended adding assignments in some courses on ethical dilemmas. In January 2019, the Graduate Board completed its review with positive remarks and a simple recommendation to continue to explore efficiencies to reduce a recent operating loss.

In lieu of the university’s six-year schedule, the School of Nursing conducts a self-study of all nursing programs at the same time, coinciding with the schedule of accreditation review by the Commission on Collegiate Nursing Education (CCNE). The school submits a thorough self-study prior to the 10-year visit, as well as a mid-term quality improvement report. In 2015, the Department of Nursing set as one of its primary goals its elevation from department to school status; it became the School of Nursing in 2016.

The 2015 School of Nursing (SON) self-study addressed each of the four CCNE standards.

1. Mission and governance: The study found well-established congruency of missions and goals between the university and School of Nursing, a strong faculty governance structure and processes, a high level of responsiveness to the needs of the nursing workforce, and multiple opportunities for student leadership development.
   Quality improvement: The study recommended strengthening interactions with part-time faculty concerning goals and program outcomes, increasing student engagement with faculty and department committees, and developing a systematic approach to assessing community partners’ satisfaction with the School of Nursing.

2. Institutional Commitment and Resources: The study affirmed SON has adequate financial resources, experienced leadership, and qualified faculty and support staff. Approximately 70% of UM-Flint students have clinical learning experiences with minority and/or medically underserved populations by the time they complete the program. Undergraduate students consistently perform above the state and national means on the NCLEX-RN, and graduate students have a high first-time pass rate on national advanced practice specialty certification examinations.
   Quality improvement: SON is working on a long-term facility plan to accommodate growth; a plan to increase the number of tenure track nursing faculty and require graduate degrees to teach all didactic and clinical nursing courses; a means to provide $150,000 annually for research-related activities; and a plan to pursue financial resources for students.

3. Curriculum and Teaching-Learning Practices: SON has ongoing, active faculty involvement in mapping and scaffolding key concepts and content within the various program curricula. It has successfully incorporated the Essentials of the American Association of Colleges of Nursing for the BSN, MSN, and DNP degrees into the respective curricula, and has made significant progress in the integration of simulation into the curricula.
   Quality improvement: SON intends to add a student success coach at the undergraduate level and expand the capacity for tutoring. It hopes to provide consistency across multiple sections of a course while preserving academic creativity by increasing full-time faculty teaching foundational theory courses and helping adjunct faculty find that balance. To increase BSN students’ appreciation of a liberal foundational education integrated with nursing practice, the school plans to define expectations to students at start of the BSN program, and reinforce the discussion in key courses.

4. Assessment and Achievement of Program Outcomes: The school has a comprehensive master evaluation plan with outcomes utilized for ongoing quality improvement. Overall, the school has realized positive student outcomes and a strong level of faculty engagement in ongoing
program improvement initiatives.

Quality improvement: The school is working to improve educational benchmarking and survey response rates to improve the quality of outcome metrics. It is also developing a strategic initiative to decrease attrition, particularly in the RN to BSN program and BSN to DNP program.

As a result of the self-study, the Commission on Collegiate Nursing Education accredited the BSN, MSN, DNP and post-graduate APRN certificate program effective October 7, 2015 with no compliance concerns.

Program reviews may result in the elimination of those with declining student interest or staffing constraints, such as these College of Arts and Sciences (CAS) degree programs eliminated from the fall 2019 catalog: BA in Public Administration (including Public Administration 2+2 program), BA in Public Administration Honors Program, BA in French Teacher Certification, BA in French & International Studies, BA in French & Linguistics, BA French General Program, BA French Honors Program, BS in Environmental Science & Sustainability, BS in Urban and Regional Planning, BS in Geography, Planning & Environment—Honors, and BA in Psychology. In addition, CAS eliminated seven minors.

4.A.2: The curriculum committees of each school and college, as well as the Academic Affairs Advisory Committee, a faculty advisory committee to the provost, oversee policies for evaluating credits that are transcripted for UM-Flint students. Faculty establish policies in the program design and review process for each program; policies are detailed under Academic Policy and Regulations in the university catalog.

Although the university has a memorandum of understanding with the Department of Defense to accept American Council on Education (ACE) recommendations, the university accepts them only selectively. For example, the School of Nursing (SON) has awarded some credit for military training in health care and uses ACE evaluation services to ensure the appropriateness of the credit accepted. ACE provides colleges and universities with rigorous reviews of military courses and military occupations. See ACE Course Review.

UM-Flint colleges and schools may award credit by examination: as noted in the 2018-19 university catalog, the College of Arts and Sciences, School of Management, and School of Nursing have procedures for awarding credit by examination. The College of Arts and Sciences has done so to encourage independent study. In these cases, the course for which a student may receive credit by examination must be a UM-Flint course, and a departmental examination committee oversees the examination process.

4.A.3. UM-Flint demonstrates consistency in its acceptance of transfer credit, as described under Admission Information/Transfer Student Information in the university catalog. This includes a policy on transfer credits allowed from other institutions and from other campuses of U-M. Unit-level academic standards committees uphold these policies, and the Office of Undergraduate Admissions has two full-time transfer coordinators to evaluate student transfer records based on the policies. Undergraduate Admissions manages an online, publicly available, searchable database of equivalent courses from other colleges. (See Sample Transfer Equivalency.) When courses are not on the equivalency list, the academic department is responsible for determining transfer equivalency. If a transfer course meets the requirements of a UM-Flint course, it is approved by the academic department and reported to the Office of the Registrar, which updates the transfer equivalency website. Students can find information regarding UM-Flint transfer policies on the UM-Flint
Admissions webpage, in addition to the university catalog. UM-Flint participates in the Michigan Transfer Agreement, a collaboration of all Michigan public state universities and community colleges, and many private colleges, to enhance the ability of students to transfer offerings from a specific group of courses. The International Admissions webpage explains the transfer policy for international students; the Graduate Programs office also has specific guidelines for transcripts.

The university has transparent policies regarding advanced placement (AP), international admissions, and CLEP credit acceptance. Academic departments determine acceptance of AP and CLEP credit, and this information is shared with the Admissions Department and incoming students.

The use of MyDegreePlan allows both students and advisors to track progress regarding degree completion; it also reveals course substitutions and waivers in the degree audit. The program reinforces the efforts to keep students informed in a timely and accurate manner.

4.A.4: UM-Flint departments determine prerequisites for all courses. Academic departments submit a proposal to their school or college curriculum committee for review and approval by the governing faculty. All prerequisites must be listed in the course proposal form and, once approved, are clearly stated in the university catalog.

The rigor of courses and expectations for student learning is signified by the course level numbering system, which follows the traditional model:

- 100 level signifies freshman level, no prior experience necessary.
- 200 level denotes sophomore level and may have prerequisites.
- 300 level is junior status and nearly always require prerequisites.
- 400 level are senior status and have prerequisite requirements.
- Graduate level courses are all numbered 500 or above, depending on the program.

Student learning is expected to follow a similar continuum from novice to mastery from 100-400 level coursework, acknowledging that new material is presented at each level but builds from previous learning.

Course credit: UM-Flint follows the standard requirements of time spent outside of class based on the number of credits completion of the course will earn; for every credit hour of a class, the student should spend three hours per week working on the requirements outside of class.

Learning outcomes: Outcomes are measured at both the program and course level. Program learning outcomes are those competencies students will be able to demonstrate upon completion of their degree. Course learning outcomes are more specific elements that build to the competencies. Courses in the General Education Program’s general distribution areas must address at least three of the 12 GE learning outcomes (see 3.B.1.) As stated under course level, within program outcomes and assessment build on student learning and often offer more experiential learning opportunities in upper level courses (internships, research, service learning, etc.).

Course proposals: To propose a new course, faculty must submit the proposal form via the electronic Curriculog program (as of February 2018) in the Student Information System. The proposal goes through a rigorous review by the academic unit’s curriculum committee and approval by the unit’s governing faculty. Course proposals for general education must include examples of assessments as they relate to the selected learning outcomes. Faculty with general education courses also complete the GE learning objectives (GELO) rubric for their course learning outcomes as requested by the
Academic Assessment Committee; results for different GELOs are collected each semester.

Faculty qualifications and learning resources are described in Section 3.C.2 and 3.D.4, respectively.

Dual credit learning outcomes: Outcomes and levels of achievement are equivalent to the on-campus curriculum. UM-Flint offers Dual Enrollment Educational Programs (DEEP) and early college opportunities at nine sites within eight area school districts. The courses are taught by UM-Flint faculty; in many instances, the same faculty member teaches both the DEEP and the on-campus sections of the course, ensuring equivalency in achievement expectations. DEEP courses are equivalent to the courses taught on campus (exception: BIO 113 laboratory is taught on campus but is replaced by a recitation format at high schools without the proper lab facilities). To be admitted into these programs, students must have a 3.0 GPA, and be high-achieving and highly motivated. The UM-Flint K-12 Partnerships Office and school district jointly select students for admission. (Also see 3.A.3.)

4.A.5: UM-Flint has maintained all specialized accreditations from the time of award to the present by ensuring their programs and course outcomes align to the standards and requirements of their accrediting bodies. In addition, several departments are aligning new programs at the outset to the standards of their respective accrediting agencies. For example:

- The 2019 entry-level Doctor of Occupational Therapy program has been granted provisional accreditation by the Accreditation Council for Occupational Therapy Education, which allows students to be admitted to the program. Accreditation is necessary for graduates to be able to sit for the National Board for Certification in Occupational Therapy exam; it is expected that full accreditation status will be earned before the first student is ready to graduate.
- The 2021 Master of Science–Physician Assistant (PA) Program is being developed to match curriculum requirements of the Accreditation Review Commission on Education for the Physician Assistant, which is required for PA candidate certification.
- The Bachelor of Science in respiratory therapy degree completion program, which started in fall 2017, will have its self-study and site visit report reviewed in March 2019 by the Commission on Accreditation for Respiratory Care.

See the full accreditation list.

4.A.6: Many units track their students beyond graduation.

- The Alumni and Career Center tracks UM-Flint alumni to determine the percentage employed, engaged in volunteer or military service, or continuing their education.
- The Office of Institutional Analysis tracks relevant indicators and provides public reports of graduation outcome rates, as required by the State of Michigan under Public Act 201, Section 245 (2H). It has conducted several Student Satisfaction Inventory surveys, which provide information on students’ perceptions of their exposure to diversity, understandings across difference, and the extent to which a UM-Flint education helps in the achievement of professional goals. The surveys highlight general areas of satisfaction and dissatisfaction with the educational experience.
- In early fall 2015, the Career Center transitioned to Alumni Relations, a unit of University Advancement, in recognition of the strategic importance of network building and the role key stakeholders can play in preparing students for the world of work. It soon implemented the National Association of Colleges and Employers (NACE) First-Destination Survey, which captures information regarding how new college graduates fare in their careers within six
months of graduation. The annual survey provides clear, concise, and consistent data on the outcomes associated with a college education on a national scale. It also identifies trends to inform the discussion about the value of higher education. The class of 2015 (those receiving degrees July 1, 2014-June 30, 2015), included 1,671 graduates and a knowledge rate of 28% (the percentage of graduates for whom the university has post-graduation career information). The class of 2016 (degrees received July 2, 2015-June 30, 2016) totaled 1,863 graduates and a 52.4% knowledge rate. With the class of 2017, the Career Center achieved a knowledge rate of 65%, the NACE best practice standard.

- Individual departments, schools and colleges, track their alumni, collecting and analyzing metrics of relevance for their respective disciplines. For example, the Doctor of Nurse Anesthesia Program tracks certification examination overall pass rates (100% in 2016, 2017, and 2018), first-attempt pass rates, and employment within six months of graduation. The School of Nursing (SON) tracks first-time pass rates for the NCLEX (National Council Licensure Examination). In 2018, SON also launched its own alumni association to better track its students.
- The Physical Therapy Department separately tracks its Doctor of Physical Therapy students’ success beyond graduation by following graduates’ performance on the National Physical Therapy Examination—Physical Therapist (NPTE-PT), which is the national licensure exam administered by the Federation of State Boards of Physical Therapy (fsbpt.org). The graduation rate has ranged from 95% to 100%; the NPTE pass rate has ranged from 94.4% to 100%. The department also sends out a survey one year after graduation; the response rate has been low, but 100% of those who responded and passed the NPTE-PT and sought employment as a physical therapist are employed as a therapist.
- The School of Management tracks its students, as well, and has created a position of alumni liaison to engage students and alumni through LinkedIn and other social media.

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1: UM-Flint is committed to excellence in education as reflected in its mission and strategic goals. Through the establishment of learning outcomes and assessment processes, the university engages in continuous improvement of student learning. UM-Flint has stated goals for learning outcomes at multiple levels (institutional, program, course). Faculty have key roles and responsibility in determining desired student learning outcomes; creating curricula, learning environments, and experiences to meet the intended learning outcomes; designing measures to evaluate the extent to which learning outcomes are met; reporting findings; and determining, implementing, and evaluating strategies for ongoing improvement. Faculty are involved with assessment of student learning individually and collectively, and receive support from administration and staff in ongoing assessment processes of student learning.

Each academic unit has its own curriculum committee (program, department, and unit level) and processes by which courses are developed, approved, and reviewed, both for undergraduate and graduate programs. The development process includes establishing student learning outcomes and evaluation measures. Program goals for student learning are listed on the program websites and in the university catalog. Course-level learning objectives are articulated in course syllabi, along with the methods to be used to evaluate learning and the meeting of the objectives. (See samples of course syllabi.) A wide variety of direct and indirect assessment measures are used to assess student learning outcomes, including course-embedded assignments, portfolios, exams, and surveys, and longitudinal analysis.

Undergraduate student learning outcomes include the institution-wide expectations of 12 General Education (GE) Program learning outcomes (detailed in sections 3.B.1, 3.B.2, and 3.B.3.) as well as program- and course-specific outcomes. Each course seeking GE designation goes through an approval process involving the General Education Curriculum Committee (GECC) and the academic unit curriculum committees. Proposal authors must state why the course can be categorized as a general education course within the distribution areas, and how the course will foster student learning within at least three of the 12 GE Program learning outcomes. They must also present a plan for assessing these learning outcomes. The GECC examines this material in determining whether a course will be included in the GE program. The university maintains a general education assessment plan, set of general education learning objectives and rubric for 10 of the 12 objectives,
which are listed on the General Education Program website and in the university catalog. Since the implementation of the new GE program in 2011, the university has collected general education assessment data 15 out of 16 semesters. The last General Education Outcomes Report covered the 2014-15 academic year, and was a prelude to GE reform initiated in 2016. Plans are to reactivate the annual reports at the conclusion of the current reform process.

The Academic Assessment Committee (AAC) oversees the assessment of student learning, approving all assessment proposals and annually evaluating program assessment activities. AAC requests each undergraduate and graduate degree program to submit an annual implementation report demonstrating how data from information gained through assessment was used to improve student learning. Reports address the outcomes of students who graduated the previous year. They typically conform to the implementation report template, which includes a reflection on progress from the previous year’s assessment goals, description of assessment activities, summary of learning goals, number of students assessed, methodology, data, and analysis of whether goals were met or unmet. See examples of implementation reports. AAC also requests that the reports include an updated assessment plan (as relevant), and a web-ready summary to post on the UM-Flint assessment website. These documents include program/degree-level articulation of student learning outcomes, assessment measures, results, and quality improvement activities. As assurance that effective assessment processes are taking place within programs, AAC solicits and provides feedback, and store copies of annual student outcome implementation reports. The workflow document illustrates the process.

4.B.2. The General Education Curriculum Committee and the Academic Assessment Committee, with representation from each academic unit, have primary responsibility for overseeing academic student outcomes assessment. Their roles and responsibilities are outlined in the UM-Flint Faculty Code.

The General Education Curriculum Committee (GECC) has responsibility and oversight for periodic reviews of the entire General Education Program to ensure program goals are met. GECC has guided the development of general education learning outcome (GELO) rubrics and surveys of first year experience (FYE) courses. GECC gathers data each year on several specific learning outcomes on a rotational basis, with results housed in the TK20 software program. The GECC maintains copies in the Academic Assessment organization in Blackboard. Discussion in 4.B.3 demonstrates how assessment results led to an overhaul of the General Education Program.

In recent years, the Academic Assessment Committee (AAC) made concerted efforts to increase the accuracy of recording and storing annual student outcome implementation reports. AAC created a central repository in a Blackboard community for resources, templates, and reports, and master tracking file for reports submitted by programs since 2013-2014. AAC solicited deans and program chairs/directors to assist in updating and ensuring accuracy of the master file and storage of annual reports. The updated master tracking file shows increasing participation and documentation of assessment activities. AAC also maintains a website, which includes summaries of program assessment activities submitted by program directors and chairs.

Assessing learning outcomes at the course level is the responsibility of the faculty teaching the course with oversight of the unit’s curriculum committee. As an example, in the School of Nursing there are standardized templates for proposals for new courses/course revisions, course syllabi, and periodic course reviews. These templates reflect the requirement that all courses must include specific objectives/student learning outcomes and multiple methods of assessment.

In addition to assessing student learning course-by-course, UM-Flint also assesses learning in various
programs over time using cross-sectional and longitudinal methodologies. For example:

- The Communications Department examines oral and written communication skills of students completing a BA in communications for improvement between a course early in their curriculum and their capstone course. The program developed a rubric, inspired by the Association of American Colleges and Universities and the general education writing rubric, to assess written skills in both Communication 305 and the student’s senior seminar course. It also administers a graduate exit survey at the end of the student’s senior seminar course.
- The Physics Department uses nationally recognized pre- and post-tests such as the Force Concept Inventory (FCI) normalized gain and the Conceptual Survey of Electricity and Magnetism (CSEM) to compare UM-Flint scores with those from high-schools, colleges, and universities across the country. The department found that the final score on the CSEM is a better measure of student learning than normalized gain, mostly because in the mechanics courses where the FCI is administered, students frequently have incorrect preconceptions regarding forces when they enter the course. In contrast, students entering the electricity and magnetism courses where the CSEM is administered have almost no familiarity, and thus no preconceptions. The department uses three-year data for assessing upper-division courses.
- The Education Department’s elementary education program uses numerous methods over time to assess learning outcomes for its cohorts of teacher candidates, including the Dispositions Assessment, given at program entry and in three courses throughout the program. From year to year, the department tracks pass rates on the Michigan Test for Teacher Certification—elementary education, the Impact on Student Learning Assessment (given in capstone EDE 499), and the Charlotte Danielson Framework Student Teaching Evaluation (given in capstone fieldwork EDE 469).

4.B.3: The Academic Assessment Committee (AAC) has developed three templates to document evidence of how assessment information is used to improve student learning. The relevant areas of these documents include (in italics):

1. **Assessment Plan Worksheet**
   - Objectives: What should your students know and be able to do?
   - Performance criteria: How will you know the objective has been met? What level of performance meets each objective?
   - Implementation strategy: *If the objective was not met in the last cycle, what will be done differently towards continuous improvement?*
   - Assessment methods: What assessment methods will be used to collect data? How will you interpret and evaluate the data?
   - Feedback: *Who needs to know the results? How can you improve your program/course and your assessment process?*

2. **Annual Implementation Report Template**
   - Part 1.A—Establish the context for your assessment activities by describing changes to your program or to your plan that occurred as a result of feedback from the previous year’s assessment
   - Part 3—Narrative evaluation of data: Provide a narrative that explains and analyzes the data provided. Be certain to comment on why you believe your goals were met and what curricular changes may have been responsible for this positive outcome. Alternatively, if you did not meet your goals, what curricular changes have you contemplated to
redress these results?
○ Part 4.B—Program improvements and assessment plan changes for next assessed year. Given your narrative evaluation, list the action items for program or curricular change that your department intends to pursue.

3. Rubric for Review of Implementation Reports for review of “Action Plan” section

○ Action plan is specific and aligned with the findings
○ Action plans focused on improvement of student learning
○ Evidence of use for student improvement
○ Implementation of previous action plan linked to current assessment report evidencing continuous improvement

See examples of evidence of various units across campus using information gained through assessment to improve student learning.

The General Education (GE) Program participates in these university-wide efforts to assess academic programs. The General Education Curriculum Committee (GECC) gathers data each year on two selected learning outcomes on a rotational basis. For the learning outcomes assessed that year, faculty enter data in the TK20 database. The GECC reviews the data and makes suggestions for improvement where needed, as documented in GECC minutes, which are available to faculty through a Blackboard organization.

In 2014, the First Year Experience (FYE) faculty approved a set of FYE guiding principles. The Office of the Provost and GECC determined through a review of past reports that FYE courses should be strengthened to (1) provide faculty with useful data that inform curricular and pedagogical practices, and (2) more tightly couple individual course outcomes to the goals of the FYEs and General Education Program.

At the same time, the General Education Curriculum Committee (GECC) and the Office of the Provost reviewed GE assessment reports, processes, and learning outcomes from 2011-14, as well as student and faculty surveys. They presented their findings to a faculty forum in March 2015. In fall 2016, still concerned about assessment results and the declining level of faculty reporting, GECC set a moratorium on approving new general education courses and appointed two ad hoc committees, one to review the overall general education program, and the other to review the First Year Experience (FYE) Program. In 2017, the Office of Institutional Analysis provided the General Education Ad Hoc Review Committee with an analysis of general education offerings, enrollment frequencies, and engagement in assessments from 2011 to 2017—9,761 course sections. The report included a review of the availability of general education information, the data collection process, number and type of course prerequisites, the number of cross-listed courses, faculty engagement in assessment of learning outcomes, and availability of faculty workshops.

The GECC incorporated the ad hoc reports, along with results from faculty forums and an online faculty survey, in a set of motions shared with the Governing Faculty in May 2018, and the FYE moratorium was lifted. The motions included (1) appoint a faculty director for the General Education Program, who would then work with the GECC on a plan for assessing the overall effectiveness of the program, and (2) develop a resubmission process to align GE courses to revisions in learning outcomes and goals. Throughout 2018-19, the academic unit curriculum committees have been voting on the motions, with across-the-board approvals; the final report is expected to be on the Governing Faculty agenda in April 2019.
4.B.4: The university has a culture of assessment and quality improvement in which student learning outcomes are continuously identified, and meaningful data is collected, analyzed, and used to develop strategies to improve student learning. UM-Flint's assessment processes and methodologies reflect effective practice, and serve to increase faculty expertise, participation, and reporting of assessment activities.

Faculty are supported by the university’s standing faculty committees, deans, Office of the Provost, the Thompson Center for Learning and Teaching, and the Office of Institutional Analysis. The Academic Assessment Committee’s website and the Academic Assessment Blackboard organization hold resources to assist programs in developing effective practices in assessing student learning outcomes. Resources include a collection of assessment best practices, such as “Levels of Assessment from the Student to the Institution,” published by the Association of American Colleges and Universities.

UM-Flint academic units use numerous practices to encourage the assessment of student learning, such as prioritizing student learning in their mission statements, establishing measurable goals, using multiple direct and indirect methodologies and measures, and asking faculty to report on their involvement in assessment activities in their annual reviews and their promotion and tenure materials. Units look at assessment results over time, trends, documentation of assessment activities, and evidence of the use of the results to improve processes and learning.

It is a long-held belief that there is a higher level of student outcome assessment within programs of studies than is formally documented. However, there is room for ongoing documentation improvement, as evidenced by the number of report submissions reported on the AAC track sheet. Summaries of assessment activities and results are available through the academic assessment Blackboard organization, the academic assessment website, and program websites. Efforts to improve student learning through effective assessment processes remain an ongoing improvement initiative.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1: UM–Flint defines retention, persistence, and completion using the National Center for Educational Statistics definitions that are used in the Integrated Post-secondary Education Data System (IPEDS):

- Retention rate: The percentage of first-time bachelor’s (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.
- Completion/graduation rate: The percentage that have completed all requirements for a degree or certificate according to the institution's catalog.

IPEDS does not define persistence; at UM–Flint, persistence rates have historically been determined by combining retention and graduation rates (students retained + students completing degree) / cohort).

The university is committed to the academic success of its students. One of the five high-level priorities of the university’s strategic plan is maintaining student-centered culture, focused on retention and success. Retention was also identified as a priority in the university’s earlier 2011-2016 Strategic Plan and reiterated in the Strategic Plan Prioritization Update Report of March 2015. The plan states that “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.” Priority #7 of the update included raising retention and graduation rates through initiatives that increase student research opportunities and enhancing the coordination and responsiveness of student services.

UM–Flint is located in an urban area and serves a student population with unique challenges; the student body includes a large percentage of nontraditional and transfer students. Accordingly, the 2015-2020 Strategic Enrollment Management (SEM) Plan has three specific goals for retaining these students through graduation.
1. Increase the first-year retention rate for full-time and part-time domestic first-time-in-any-college (FTIAC) students moving into their second year from 71.2% to 79% by fall 2020. Strategies:
   - Create a highly structured advising and support program with appropriate follow-ups and regular student interaction.
   - Strengthen the supplemental instruction (SI) program to target courses with high failure rates.
   - Ensure students participate in high-impact practices during their first two years.

2. Increase the second-year retention rate for full-time and part-time domestic FTIAC students (moving into their third year) from 56.2% to 65% by fall 2020. Strategies:
   - Create a highly structured advising and support program with appropriate follow-ups and regular student interaction.
   - Strengthen the supplemental instruction program to target high fail rate courses.

3. Increase the first-year retention rate for full-time and part-time domestic transfer students from 67.2% to 80% by fall 2020. Strategies:
   - Create a highly structured advising and support program with appropriate follow-ups and regular student interaction.
   - Strengthen the supplemental instruction program to target courses with high failure rates.

These goals are appropriate to UM–Flint's mission, which focuses on meeting the needs of the diverse learners in this comprehensive urban university. The goals address the full-time FTIAC student population and direct efforts toward part-time and transfer students, who are a significant part of the university’s student population.

The goals are ambitious but attainable, following the implementation of innovative retention strategies discussed in section 4.C.3, below. Retention data from 2007 to fall 2015 indicates fluctuating retention rates ranging from 68.8%–79.9% with a dip in fall 2015. Retention increased nine points in the first-year rate for full-time, first-time-in-any-college (FTIAC) students from 68.8% in 2015 to 77.7% in 2016, partly due to advising strategies and supplemental education strategies strengthened in the HLC quality initiative. However, it may have also been partly due to a reassessment and release of financial holds. See the 2017 Retention Data Report by the Office of Institutional Analysis and Quick Facts—Retention and Graduation Rates.

The Strategic Enrollment Management Plan did not set specific goals for persistence or degree completion. The leadership assumed that if retention were to increase, the other metrics would follow.

4.C.2: UM–Flint tracks retention, persistence and graduation rates using the IPEDS methodology. The Office of Institutional Analysis tracked student retention, persistence, and completion rates indicating trends in their 2017 report spanning 2007–2016. This ongoing tracking includes analysis of first-time-in-any-college (FTIAC) student retention from their first fall semester to the second fall semester, fall to winter semesters, and fall to spring and summer semesters. The office also tracks and analyzes FTIAC graduation rates by number of years to graduation, retention of FTIAC subpopulations, including Promise Scholars, commutable vs. non-commutable, ethnicity, family contribution, and first semester GPA. This data is also collected and analyzed for transfer students, with comparisons made to peer institutions.

Six-year persistence outcomes are analyzed within one of seven discrete persistence conditions:
graduated from UM–Flint, graduated from another four-year or two-year institution, or retained at UM–Flint, another four-year or two-year institution, or lost. UM–Flint’s annual Quick Facts reports show the six-year graduation rate was 46.2% for the 2012 cohort, 43.9% for the 2011 cohort, and 37.3 for 2010. Quick Facts reports, which include retention and graduation statistics, are made available on the university website, along with the State of Michigan Public Act 201 Section 245 reports.

UM–Flint also participates in the Common Data Set, a collaborative effort among data providers in the higher education community. Student persistence is reported as the number of degrees awarded by the institution. The Office of Institutional Analysis collects persistence data and analyzes them by start major, commuteable distance, academic standing, student type, gender, ethnicity, first term GPA and high school GPA. These reports are compiled from data collected since 2007.

4.C.3: UM–Flint has continuously analyzed data to determine how the university might improve student retention, persistence, and completion. In fall 2014, UM–Flint launched a strategic enrollment management (SEM) study of retention data from 2008-2013 for both freshman and transfer cohorts. Retention data included first fall to second fall semester retention, and second fall to third fall semester, by distance from campus, ethnicity, student finances (expected family contribution) and academic performance. The study looked at withdrawal information and subsequent enrollments at other institutions. An SEM data team also conducted an environmental scan of Michigan and national student population and enrollment trends.

The resulting Strategic Enrollment Management Plan suggested maintaining a steady freshman class by increasing the number of students coming from beyond the Flint region, increasing the number of international students, leveraging financial aid in ways that would enable UM–Flint to compete and serve the greatest number of students, strengthening transfer pathways from community colleges, and growing graduate and online student populations. All of these strategies have been incorporated into the subsequent plans, including:

- Creation of the Merit Scholarship for Freshmen and central coordination of other scholarships
- Strengthening of transfer pathways
- Development of online degree completions programs in accounting, marketing, respiratory therapy, and substance use treatment and intervention, as well as a fully online undergraduate degree in psychology
- Development of new master’s-level programs in accounting, physician assistant, applied communication, and math education for elementary teachers, and doctoral programs in anesthesia practice, occupational therapy, and physical therapy

The College of Arts and Sciences (CAS) in 2018 published its CAS 2018-2023 Strategic Plan, with retention and persistence as one of its key initiatives and tied to one of the university’s high-level strategic priorities. The plan incorporates some of the strategies learned through the university’s 2014-18 participation in the HLC Academy for Persistence and Completion. Among other goals, the CAS plan pledges to take on more of the functions of the Student Success Center in advising undecided students by hiring professional advisors to embed in the CAS academic departments. CAS expects to have embedded advisor coverage for 100% of its students by the end of 2019. CAS also runs Fridays for Success faculty workshops to train instructors in advising using new guidance software, as well as to update them on best advising practices.

The Department of Communication Studies regularly analyzes data from its students to develop recruitment and retention strategies. The department conducted a self-study, “Toward a
Communication Retention Plan: Early Data Analysis,” which tracked student progress toward their degrees and pointed to possible reasons for retention challenges. The results led to a pilot in which a professional advisor was embedded in the department; the results were so positive, the model was expanded through much of the College of Arts and Sciences, with full implementation expected by the end of 2019. Continuous study will inform ongoing curricular development.

As discussed in 3.A.3, the Office of Extended Learning annually updates a longitudinal study to compare outcomes from face-to-face and online sections as indicated by evaluate attrition, grade point average and student satisfaction.

4.C.4: UM–Flint has greatly expanded the availability of UM–Flint student data in the last five years. The Office of Institutional Analysis tracks retention and outcomes using IPEDS definitions, following eight fall cohorts and four fiscal year cohorts. University data are available through several technologies, such as Tableau data analytics software that creates dashboards and reports. The university uses the reports to study retention, persistence, and completions by semester using 22 student demographic filters. Data from fall cohorts are combined with National Student Clearinghouse data to track students who are no longer attending UM–Flint. Each major semester, registration trackers are used daily to monitor the registration of the full-time cohorts.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

UM–Flint demonstrates responsibility for the quality of its educational programs through its regular and methodical program reviews and attainment of program accreditations, where available. Each college and school has a faculty-driven process for course review and transferability, and for developing the learning environments and support services essential to ensuring student success. They collect outcomes data for the purpose of continuous quality improvement, and are invested in the improvement of assessment reporting and sharing of data. The current focus on improving the structure of the General Education Program also bodes well for the future of UM–Flint education.

Sources

There are no sources.
The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

**5.A - Core Component 5.A**

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

**Argument**

**5.A.1:** UM-Flint has had solid, consistent, and healthy financial resources with adequate fund balances, as can be seen in these reports:

- [FY 2014-2018 Balance Sheet](#)
- [UM-Flint Income Statements FY 2014-2018](#)
- [U-M Grey Book](#), which provides budget detail for all three campuses
- [State of Michigan Public Act 201 Section 245 Reports](#) (transparency reports)
- [2016-18 Financial Statements with Auditors Statement](#)

The [2018 balance sheet](#) shows assets of nearly $270 million and total liabilities of $6.2 million. For the fiscal year 2018-19, UM-Flint’s total revenue budget increased $2,993,800—approximately 2.12% over the fiscal year 2018 budget. The revenue sources for the university were tuition and fees (78.9%), state appropriations (20.4%), grants (0.1%), investment income (0.1%), and departmental activities (0.5%). Even though the state’s general fund revenue source has decreased from approximately 60% in the late 1980s to about 20.4%, UM-Flint has successfully scaled its tuition and fees revenue to make up for the larger shares of the budget to 78.9% in 2018-19. See page 96 of the [Grey Book Budget Summary](#).

The Financial Services and Budget Department is responsible for ensuring and maintaining the financial integrity of the university to support its current and future educational programs. In 2005, it
implemented a model with financial incentives to the academic units for revenue and enrollment growth.

**Human Resources:** In fall 2018, UM-Flint had 568 faculty members: 269 full-time and 269 part-time. Sixty-seven percent (67.2%) of faculty were tenured or tenure track, and 32.8% were not on the tenure system. There were 526 staff members: 499 full-time and 27 part-time. Minorities comprised 22.4% of full-time faculty and 19.5% of full-time staff. See the National Center for Education Statistics IPEDS data.

**Staffing:** The employee-to-student ratios are evidence the university has a sufficient number of employees to adequately serve students. As reported in the State of Michigan Public Act 201 Section 245 Reports, the faculty-to-student was 1:13 in fall 2017, and 1:14 in fall 2018. The university employee-to-student ratio was 1:6 in 2017 and 1:7 in 2018.

A variety of units, offices, and centers at UM-Flint provide support for educational programs, as discussed throughout this assurance statement.

As a unit of the University of Michigan system, UM-Flint has access to critical resources provided by the main campus in Ann Arbor, from instructional and non-instructional support services to administrative know-how and human capital. Especially important is Wolverine Access, the three-campus, shared portal for human resource management, financial management, procurement, data reports, and more. Wolverine Access incorporates a variety of software programs, eliminating the need for the Flint campus to separately source, license and manage such programs. UM-Flint’s Information Technology Services (ITS) coordinates technology decisions and policies with the Ann Arbor campus for conformity, such as moving to the same two-factor authentication program. UM-Flint’s Office of Extended Learning coordinates instructional design technology with Ann Arbor, and realized significant savings by switching from providing its own video streaming to using a program already licensed by the Ann Arbor campus, with no additional cost to UM-Flint.

**Physical Resources:** The university uses the internationally recognized Facility Condition Needs Index (FCNI) to estimate the condition of facilities on the UM-Flint campus. In this model, FCNI= (capital renewal+deferred maintenance+plant adaptation)/current replacement value. As described in the FY20 Capital Outlay Plan submitted to the State of Michigan, UM-Flint’s 2018 facility condition score is .195, which falls in the “good” category, the second-highest.

UM-Flint is located in the heart of downtown Flint and presents an environment characterized by an attractive appearance, well-maintained grounds, newer campus buildings, and the Flint River running through its center. In addition to receiving funds from the State of Michigan for specific capital projects, the campus has been successful in securing funds through individual contributions and private organizations during several capital campaign efforts. The C.S. Mott Foundation has been a significant benefactor over the years, providing support for land acquisition and funding for capital projects and various consulting reports. With the strong support of the City of Flint and the Mott Foundation, the university has been able to expand the campus and its facilities. See the FY20 Capital Outlay Plan.

In March 2016, the UM-Flint campus added 2.2 acres with the acquisition of the Riverfront Center, which was converted to a multi-use residential, classroom and conference building. In 2015, the university acquired 160,000 square feet with the purchase of the former FirstMerit Bank north building to be used for future classrooms and offices. The campus now consists of 75.13 acres: 44.78 acres south of the Flint River and 29.16 acres north of the river. In addition, the university owns a
1.19-acre, off-campus property where the chancellor resides. The residence was donated to the university in 1973 and is referred to as the Ross House.

The adequacy of classroom capacity is evident in the utilization statistics as reported in the FY20 Capital Outlay Plan. The highest utilization at any time is 59% of classroom space in use weekdays from 3-5 p.m., with seat fill at 68%, in part due to the robust growth in online and hybrid classes. Only general classrooms scheduled by the registrar are included in the utilization computation; departmental classrooms are not included.

Although on a holistic basis the university has sufficient space for the near and mid-term future, there are localized areas of need. The health professions, which share the William S. White (WSW) Building with several other departments, are in need of additional space for growing programs in nursing and anesthesia, as well as for new programs in occupational therapy and physician assistant. The acquisition of the First Merit Bank Building (renamed University Tower) will facilitate re-purposing of existing spaces to accommodate growth. Renovation and occupancy of the University Tower is the top FY 2021 priority request, with $19.8 million requested from the State of Michigan. See page 49 of the 2020-21 Capital Outlay Plan. This renovation will allow the university to move a number of departments into better locations on campus and free up space in WSW to facilitate growth in the health professions.

Technological Infrastructure: The Information Technology Services (ITS) department is the primary provider of information technology at UM-Flint. ITS hosts most computer hardware/software systems on campus, including the campus-wide wireless internet infrastructure and the student information system. ITS manages connections to the Ann Arbor campus, which hosts financial, payroll, human resource, and research systems, and in 2019, the email communications system. UM-Flint’s ITS maintains four instructional computer labs and four open computer labs, as well as five mobile laptop carts and virtual lab access to all required software. ITS provides data management, desktop computer services, helpdesk, classroom services, network engineering support, project management, security services, system administration, and web services. The 2017/18 ITS Annual Report shows a high degree of satisfaction for its services from various user groups.

In addition to the 13 ITS computer labs mentioned above, there are 18 academic department computer labs in three classroom buildings and the library.

The Office of Extended Learning (OEL) manages the learning management system, a mirrored system with servers on two sides of campus, each capable of handling all Blackboard learning management system traffic. OEL also provides full backup and disaster recovery planning. OEL and Information Technology Services work more closely every year with the Ann Arbor campus, capitalizing on licensing discounts, technology information sharing, security measures, and storage.

5.A.2: The resource allocation process emphasizes academic programs. The current budget model is partly based on a “responsibility center” philosophy and directs funds to the units that generate the funds to ensure their needs are met. UM-Flint has used this model since fiscal year 2006 to allocate budget based on enrollment and revenue growth, as explained in the presentation, Budget Principles, Process and Model. Certain new academic programs get a larger percentage of the revenue for the first four years to help them become self-sustaining. The intent of special revenue program agreements is to encourage the development of new programs and fund start-up costs associated with new programs.

Elective resource allocation is actually a studied process in which needs are thoroughly researched as
to what is critical, what may be deferred, and what may qualify for additional state allocations. Each year, the university analyzes the status of its facilities to determine what budget requests fall into each category. These are summarized in a yearly report to the State of Michigan. For example, the 2020-21 Capital Outlay Plan (pp. 23-24) explains, “A summary of the University's Capital Renewal/Deferred Maintenance Plan…indicates that $33,237,716 must be invested today to properly maintain campus buildings, property, and roads, including $2,698,494, which has been identified as “critical” repairs and maintenance. These ‘critical’ items require immediate attention…” Of the total deferred maintenance amount, $30.5 million is considered noncritical.

There have been occasions of budget shortfall due to lower-than-anticipated enrollments, at which time UM-Flint's Office of Budget and Finance has asked all units to identify possible reductions in expenditures. There are also regular recharges by the Ann Arbor campus for services, such as legal representation, that UM-Flint would otherwise have to purchase externally at full cost. However, UM-Flint does not funnel funds to Ann Arbor without receiving benefits in return, and the director of the Department of Business and Financial Services states there are no known instances in the history of UM-Flint of redirecting instructional funds for elective projects.

5.A.3: The university’s 2011-2016 Strategic Plan called for increasing enrollment to nearly 10,000 students, including on-campus, online, and satellite campus enrollments. (Enrollment peaked in fall 2014 with 8,574 students.) The plan called for a focus on academic programming, especially in STEM and health sciences, business, new graduate programs, and continued emphasis on recruiting military veterans and international students.

Reprioritization and Strategic Enrollment Management (SEM): In 2014-15, UM-Flint leadership reviewed the university’s progress toward the 2011-2016 Strategic Plan objectives. With additional data from two town hall meetings and an online survey, the university identified four feasible priorities from within the plan for review, realignment of resources, and action before the end of the 2016 plan. (See the Strategic Plan Prioritization update of March 2015.) Concurrently, the chancellor led the university in an 18-month strategic enrollment management process to create an organizational mindset focused goal but on student success with the goal of increasing retention and graduation rates. The process began with an intensive study of enrollment trends and statistics and an environmental scan to provide a solid, empirical foundation upon which the plan would be grounded, and to place in motion concrete actions to achieve the highest priorities of the 2011-2016 Strategic Plan. No longer was the goal 10,000 students. Instead, in lockstep with the university’s Quality Initiative (2014-18), the intent was to focus on persistence and completion through its participation in the HLC Academy for Persistence and Completion. The distribution of the final Strategic Enrollment Management Plan goals and responsibilities fulfilled the important function of providing the campus with a clear vision of how to address recruitment and retention challenges articulated in the environmental scan, and they articulated a clear path forward in the implementation of the Quality Initiative. Fall 2018 enrollment was 7,532.

5.A.4: The staff must meet minimum qualifications as stated in the job descriptions as part of the hiring process. Qualifications are determined at the highest level through the U-M Jobs Family system, which has categorized all positions across the U-M system and the minimum requirements necessary. The UM-Flint hiring unit then may customize the qualifications to the needs of the unit, and set specific selection criteria, as documented in the Staff Posting-to-Hire Process. University Human Resources reviews candidate qualifications prior to approving an offer. Once hired, employees are encouraged to maintain and/or improve their qualifications through additional education, job-specific training, professional memberships, and conferences.
Critical UM-Flint units have especially high standards.

- The Office of Financial Aid requires staff to possess a minimum of a bachelor’s degree in almost every capacity, and prefers supervisory staff to have a master’s degree. Given the nature of the work performed and the complexity of federal and state regulations, Financial Aid requires employees to participate in regular training. Staff attend various conferences on a rotating basis and participate in multiple webinars per year; some engage in state, regional or national credentialed training. At any time, one-third to half of the financial aid staff are engaged at some level with the state, regional or national associations, or participating in volunteer activities that are relevant to their employment.
- All Student Success Center non-student staff have a master’s degree, as well as specialized training in their fields.
- All Thompson Library librarians have a master’s degree in library science or information science, and hold faculty appointments.
- All UM-Flint police officers are trained in services unique to an academic institution and the rules specific to the University of Michigan. Officers are licensed by the Michigan Commission on Law Enforcement Standards, deputized by Genesee County, and authorized to enforce all federal, state, and local laws. In 2018, UM-Flint’s was the first university public safety department to become accredited by the Michigan Law Enforcement Accreditation Commission.

Information Technology Services and University Human Resources have traditionally offered numerous staff training opportunities on technology and soft-skill topics, as well as topics specific to the university, such as onboarding, using the M-Paths financial system, and helping veterans maximize their VA education benefits. A staffing vacancy in the Human Resources Department stalled the development of 2018-19 offerings, but a new slate is expected to be available in late 2019. (See the catalog and listings from 2017-18.) In the meantime, all Flint employees are encouraged to participate in offerings offered by U-M in Ann Arbor and online:

- U-M has created a set of organizational competencies containing eight organizational competencies, which are the clusters of skills, knowledge, abilities, and behaviors that support effective stewardship of the University of Michigan’s mission, vision, values, and resources. They are behaviors employees are expected to exhibit in order to be successful in the organization U-M Learning and Professional Development workshops and programs are each tied to one of these competencies, and are available to UM-Flint staff at a reasonable cost typically covered by the staff member’s department.
- Michigan Online gives students, staff, and faculty access to U-M courses and specializations hosted on the Coursera and edX platforms, and provides the opportunity to earn certificates at no cost. Michigan Online course topics range from leadership to data science to web design, all created by U-M faculty and instructors.
- U-M provides hundreds of online training videos through lynda.com at no cost to employees. Categories include productivity software, such as Microsoft Word, Excel, PowerPoint; audio, video and photography applications, such as Photoshop, InDesign, and Final Cut; and business offerings such as customer service, project management fundamentals, and leadership.

5.A.5: As noted in 5.A.2, the UM-Flint has a well-defined budget model to channel revenue back to the units generating them appropriately. There are several mechanisms in place to provide evidence of well-developed, externally audited and verified processes for budgeting and fiscal well-being:

- U-M’s Grey Book–All Campus Detail provides financial information for all three campuses,
published on the Web, and is open to the public. The Grey Book—Summary provides the higher-level view of the financials from all three campuses combined and separately.

- Control mechanisms are in place as evidenced in the U-M Budget and Performance Transparency Reports under the stewardship of the U-M Board of Regents.
- The year-end financial statements include the report of independent auditors. See Financial Statements for the Years Ended June 30, 2018 and 2017, with auditors’ report. The Office of Financial Services and Budget provides a well-structured and established budget calendar highlighting annual deadlines from July 1—the start of the university fiscal year—through the presentation of the budget to the Michigan Senate/Michigan House Higher Education Appropriation Committees to final signature by the governor.

UM-Flint’s Department of Financial Services and Budget is responsible for the monitoring of the budget, with 21 employees and reporting directly to the vice chancellor for business and finance. The department generates financial snapshots, such as this October 2018 report, as well as year-end budget reports as seen in the Grey Books mentioned above. The department is guided in its actions by the budget principles, process and model described in this document, which includes key decision points to be addressed by leadership.

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5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1: The University of Michigan Board of Regents has established clear policies in their bylaws, which define their financial and academic oversight responsibilities and practices. The board holds public meetings monthly, and at least once each year on the Flint campus. Meeting dates are published on the board of regents website, along with agendas, which are available by noon on the Monday prior to a scheduled meeting. The regents’ website also publishes meeting minutes, which are available for download. Regents are provided with informational packets well in advance of the board meetings, during which UM–Flint’s chancellor may report on the status of the campus, recent highlights, and notable issues. Flint’s report typically includes information gathered through the organizational structure of the Flint campus, which enables information to flow from all units, faculty, and staff up to the chancellor to ensure that the regents receive a thorough report of the Flint campus. One of the current regent is from the Flint area, and a former Flint-area member served on the board for 16 years; both are well-acquainted with campus and Flint challenges. Typically, at least one board member attends UM–Flint commencements.

5.B.2: Faculty are engaged through shared governance policies at all levels. The Faculty Code, pp. 4-5, delineates the responsibilities, role, power, and duties of the faculty in all issues that affect the functioning of UM–Flint. The code identifies a faculty council, with representation from each instructional unit, as well as the advisory committees for the provost and chancellor, which meet regularly to consider issues of fundamental importance to the university. The Faculty Code outlines the standing faculty committees, which advise the chancellor, vice chancellors, and other university administrators. Other committees, comprised primarily of faculty but often with non-faculty members, serve as advisory boards for such non-academic entities as the Thompson Center for Learning and Teaching. Ad hoc committees are organized for specific purposes, such as the Strategic Planning Committee.

The system of shared governance also operates at the college and school level. The governing faculty within each of the academic units are charged with managing the units’ affairs, except as delegated to the units' executive committees. Each unit’s governing faculty has primary responsibility for setting academic standards, establishing the curriculum, and related matters. The dean of each unit serves as the executive officer, assisted by an executive committee or leadership/management team, which
formulates educational and instructional policies for consideration by the faculty, address budgets, and finalizes appointments. There is some variability, however, such as in the College of Health Sciences in which the dean and promotion review committees address promotions.

**Staff engagement:** Staff have a voice in shaping processes and policies through various committee appointments and elected bodies as defined by the [Staff Assembly Charter](BusFin_1993-present_Staff-Assembly-Charter_1018). The Staff Assembly consists of all staff with a regular appointment of 50% or more, comprised of both union and non-union staff members. [Staff Council](BusFin_present_Staff-Council-Assembly_Web_112118) is the representative group of, and elected by, the Staff Assembly. As defined by the charter, the Staff Council acts on behalf of the Staff Assembly in presentations to UM–Flint’s administration concerning any policies affecting the UM–Flint staff, or upon requests from the UM–Flint staff after appropriate research has been completed. Staff Council assists in the coordination of staff development, new staff orientation, technology training, work-life balance, and career advancement. It also facilitates communication between Staff Assembly and University Human Resources.

Two UM–Flint representatives participate in the 100-member Ann Arbor-based [Voices of the Staff](HR_2004-present_Voices-of-the-Staff_112118) employee engagement program, on the core Voices team and one of six network-specific teams. Voices provides a staff sounding board for the executive officers of the university toward such goals as having meaningful work, making a difference, and being heard, respected and appreciated.

**Student engagement:** Students are engaged in UM–Flint’s shared governance through appointment to faculty standing committees as described in the [Faculty Code](BusFin_1993-present_Staff-Assembly-Charter_1018). Each member of the Student Government is appointed to one of the faculty standing committees, which allows a constant flow of information from the students to the faculty and vice versa. [Student Government](BusFin_present_Staff-Council-Assembly_Web_112118) is made up of an executive board, which is headed by a student body president, and a senate, which is headed by an appointed vice-chair. There are five committees within Student Government: the Funding Board, Student Relations Committee, Foreign Outreach Committee, Government and Legal Affairs Committee, and the Student Organization and Partnership Board.

**5.B.3:** Throughout this assurance statement, UM–Flint has demonstrated the involvement of all constituencies in the operations and guidance of the university. In recent years, there has been an increase in efforts to ensure transparency, most notably in the posting of meeting minutes of various groups. A major challenge has been to get various campus groups to agree on the mechanisms that would be most appropriate for each group, and to use them consistently. Groups have weighed the appropriateness of such tools as UM–Flint’s public website, membership-driven Blackboard organizations, and permission-based M-Box and Google Drive against user roles, confidentiality required, and ease of access. Some groups use two or more repositories, depending on the type of document. Since 2014, faculty governance has encouraged the use of [Libguides software as a repository for faculty meeting minutes and documents](HR_2004-present_Voices-of-the-Staff_112118), notably for Faculty Council, Governing Faculty, and standing faculty committees. In March 2019, the Council of Deans committed to posting meeting minutes and to creating a separate Libguides site for the greater university community for such groups as Staff Council, Student Government, and strategic planning.

**Sources**

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1: Strategic priorities are decided every five years by the university’s Strategic Planning Committee, working in line with the mission and the vision of the university and considering a variety of external factors, such as those that emerged in the 2017 SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats). The strategic priorities are translated to shorter term goals, initiatives, incentives, and allocation requirements that are incorporated into the budgeting process, as outlined in the Budget Principles, Process and Model Presentation.

5.C.2: The Office of the Chancellor funds the strategic planning process, which is a nearly continuous process involving all campus constituent groups. The process includes assessing the current status of the university, operational issues, program outcomes, and resource allocation. The Strategic Planning Steering Committee is advisory to the chancellor and provost. In fall 2016, the chancellor convened a campus-wide committee to develop the next five-year strategic plan for UM–Flint. After a year of campus-wide consultation, the campus adopted five high-level strategic priorities. During the 2017-18 academic year, a second, smaller committee studied how to best move the new plan forward and suggested six initiatives that would support multiple priorities. During the summer of 2018, deans and members of the chancellor’s cabinet reviewed the materials and other key metrics, and determined that the short-term stage (18-20 months) of the overall five-year strategic plan implementation needed to focus on three critical areas:

- Stabilizing the budget
- Increasing enrollment (new students and retention)
- Increasing support for faculty, staff, and students.

The third and last phase of the 2018-2023 strategic plan began in summer 2018 with the chancellor and cabinet identifying specific and measurable tactics to accomplish these strategies. The plan now consists of separate strategic plans created by each of the five schools and colleges, as well as such units as Business and Finance, Enrollment Management, Student Affairs, University Advancement, and University Communications and Marketing.

The capital outlay reports demonstrate how strategic priorities are planned and financed, and how
there is often crossover between academics and physical facilities. The improvements to the Murchie Science Building address the need for safe physical space to improve existing academic STEM programs and create new ones, ensuring UM–Flint remains competitive with other colleges in recruitment and retention.

5.C.3: Strategic planning purposefully involves all university constituents. The steering committees for the 2018-2023 plan, as well as the prior 2011-2016 and 2005-2010 plans, have been comprised of a broadly diverse group of faculty, staff, students, alumni, employer, and community representatives. The lengthy and meticulous planning processes have involved many hours of brainstorming by an extensive set of stakeholders. Another broad-based effort was the 2016-17 Campus Climate Survey, commissioned as an evidence-based approach to identify stakeholder perspectives, challenge assumptions, and gather data. In all phases of planning, the university leadership strove to make the planning process as inclusive and transparent as possible, and actively sought input from both internal and external stakeholders.

5.C.4: The university solicits broad participation, input and feedback, providing multiple opportunities for both internal and external stakeholders entities to provide ideas in a transparent manner. Leading third-party organizations are used to assess the current capacity and anticipated future environment as indicated in the Campus Master Plan and the annual capital outlay plans. All of these efforts carefully consider the impact of fluctuations in the university’s operating environment. Recognizing that the strategic planning cycle emerged after a period of enrollment challenges exacerbated by the effects of the Flint Water Crisis, university leadership determined that the short-term focus (18-20 months) of the five-year strategic plan implementation needed to be on the three critical areas described in 5.C.2. The 2018-2023 Strategic Plan is outlined in a two-page summary.

5.C.5: Institutional planning at UM–Flint is a comprehensive and holistic process that gives full consideration to internal and external operational factors and constraints. In March 2017, leadership identified broad priorities and initiatives by gathering input from a SWOT analysis, which identified emerging factors to be incorporated into the planning process, as noted in 5.C.1. In addition, the Strategic Planning Steering Committee incorporated into the planning process a number of campus surveys, input from all university units and open-forum stakeholder sessions, state enrollment reports and predictions, and the five high-level strategic priorities. Updates are reported to the campus on the strategic planning website.

Sources

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- CHANC_2015-20_Strat-Enrollment-Mgmt_0316
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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1: Criterion 4 discusses performance evaluation in teaching and learning, but there are other documented continuous quality improvement measures at UM–Flint. For example:

- The Division of Student Affairs has used the Noel-Levitz Student Satisfaction Inventory (SSI) to garner feedback from students about campus climate, academics, campus safety, financial aid, support services, campus life, and instructor effectiveness.
- UM-Flint has periodically used the National Survey on Student Engagement (NSSE) to assess student perceptions of the effectiveness and satisfaction with curricular and co-curricular programs. The Office of Institutional Analysis oversees the implementation of the surveys and publishes the reports on its website.
- The Office of Graduate Programs has conducted a biennial graduate student satisfaction survey for the last 15 years, the results of which have contributed to more thorough program reviews, adjustments to class start times, and increased utilization of online and hybrid delivery. Survey results spurred the implementation of texting in the admissions process and improvements in the Graduate Programs website.
- In May 2012, the vice chancellor for business and finance conducted an employee satisfaction survey as the fourth in a series since 1998. The assessment included customer surveys, external benchmarking, and reports of employee satisfaction within the business and finance unit.

In May 2012, the vice chancellor for business and finance conducted an employee satisfaction survey as the fourth in a series since 1998. The assessment included customer surveys, external benchmarking, and reports of employee satisfaction within the business and finance unit.

In 2014, the Report on the Strategic Indicator Workgroup updated the university’s progress on 11 priorities and 98 initiatives in the 2011-2016 Strategic Plan. Across the 11 priorities, there were challenges quantifying outcomes; civic engagement and alumni networking in particular were difficult to measure.

The annually updated capital outlay plans identify facility upgrades completed and those still needed across the UM–Flint campus. It factors in various explicit expectations from the strategic plan, the campus master plan and accreditation expectations. As previously mentioned, the campus facilities are being upgraded according to the Facilities Condition Needs Index (FCNI). Deferred maintenance is clearly outlined for the next 10 years, and priorities for the short- and mid-term have been defined (pp. 1-2 and p. 24–Table 2, Capital Outlay Plan). Every year, UM–Flint submits a request for major facility funding to the Michigan Legislature. The request for FY 2020 is $30 million for renovation of the University Tower, a 2016 purchase from First Merit Bank.

5.D.2: The annual capital outlay plans describe various measures the university has taken to save energy and implement other money-saving measures. They also demonstrate how the university analyzes maintenance issues, judiciously determining what can be deferred, and what will benefit the university most through proactive measures. In all cases, the university tracks the outcomes and uses
that information in future decision making—the traditional continuous improvement model.

A few items now being monitored to identify effectiveness of the decisions and sustainability of the benefits:

- Negotiation of energy cost with Consumers Energy (p.39 of the Capital Outlay Plan FY 2020). The university works closely with Consumers Energy on systems analysis, planning future projects, and making educated investment decisions on futures-purchasing of natural gas. Staff monitor gas prices to assess whether the purchase was financially successful and should be repeated.

- During fiscal year 2011, to improve energy efficiency campus-wide, UM-Flint began implementation of a Smart Buildings Program sponsored in partnership with Consumers Energy (CE). By 2016, the campus had reduced electrical consumption by 5%, won a CE Energy Efficiency Certificate of Recognition, and earned a $200,000 rebate. (p. 41). In 2017, the university implement their Smart Building program at the Riverfront Center (page 37 of the Capital Outlay Plan FY 2019). Energy costs are being tracked to determine the benefit of installing Smart Building controls in other buildings.

- The university has centralized information technology purchases to leverage the three-campus software licensing process initiated on the Ann Arbor campus. This reduces the overall cost of software used on the Flint campus (p.13).

- Similarly, when the Ann Arbor campus negotiates licensing for academic content (databases and electronic books) for the libraries, it is often successful in including both the Flint and Dearborn campuses. As a consequence, digital content for the Thompson Library costs significantly less than licensing the same content as a stand-alone institution.

Other departments participate in continuous quality improvement measures, as well. Based on data collected by the Department of Public Safety, the university increased the number of cameras and emergency phones on campus. In 2016, the department launched the free Safe Ride program, with a mobile reservation application, for students going to locations in the downtown Flint area surrounding campus. DPS continues to track ridership and adjust the Safe Ride service schedule of operation based on feedback.

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Summary

UM–Flint’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. UM–Flint has substantial assets and sufficient annual budget to achieve its high-level priorities. It has continuously and successfully scaled its tuition and fees revenue to accommodate budget challenges attributed to declines in enrollment and state funding. As a unit of the University of Michigan, UM–Flint has access to critical resources provided by the main campus in Ann Arbor, from instructional and non-instructional support services to administrative know-how and human capital. Yet, UM–Flint enjoys autonomy and self-efficiency through its careful management, data analysis, and focus on continuous improvement.

Sources

There are no sources.