THE UNIVERSITY OF MICHIGAN

REGENTS COMMUNICATION

ITEM FOR INFORMATION

RE: Value-added Educational Experiences at Michigan

At the SACUA meeting of 27 September 2010, at which Provost Phil Hanlon was a guest, SACUA member Professor Stephen Lusmann of the School of Music, an internationally celebrated baritone, raised this question, "How, in the Provost's view, does student participation in cultural organizations, such as the glee clubs and other U of M musical groups enhance the undergraduate experience at Michigan and prepare our students for the global workplace?"

This question sparked a lively, far-ranging and very interesting discussion and dialog among SACUA members and Provost Hanlon on "value-added" educational experiences including:

- What an enhanced undergraduate education at Michigan consists of today, particularly in the context of the global community,
- What makes a Michigan education unique and what resources are available to enhance the academic experiences of students,
- How does international outreach (cultural, service-oriented, scholarly) such as participation in service organizations and clubs, international tours with musical organizations, orchestras, artistic endeavors, health programs, infrastructure enhancement programs, entrepreneurial ventures and international partnerships raise the Michigan experience to a level beyond that of "junior year abroad",
- How does such enhancement help students to choose this large public research university experience over that provided by very highly ranked liberal arts colleges and universities and other private research universities, where, for example, the student/faculty ratios are six to one or seven to one.

From the Provost's perspective, Dr. Hanlon was also concerned with continuing to inform college-bound students about opportunities for value-added educational experiences at Michigan. He is also considering how we might evaluate these rather intangible experiences from both the students' perspectives and from the intellectual community's perspective, not to mention US News's rankings.

Michigan saw its largest freshman class in history enter the university in the fall of 2010. By all measures---academic credentials, breadth of life experiences, athletic skill sets, history of community service, diversity-- this was a truly superb class. Housing them presented some unique challenges, which were solved, and to date there have been few complaints about strained resources or access to courses needed for the major.

The University continues to be ranked highly in such polls as US News, certainly for its graduate programs and professional schools, but particularly for its outstanding undergraduate experience. There is some concern about maintaining this excellence in times of increased class sizes, the economic challenges faced by the state and the country at large as well as faculty hiring and retention issues.

In "best college" academic excellence rankings and experiences for undergraduates, the latest US News rankings for public universities lists U of M at number 2, tied with the University of Virginia and behind two outstanding California publics (Berkeley and UCLA):

Michigan is Number 2 among National Public Universities:

Rank 1 University of California—Berkeley *Berkeley, CA*
1 University of California--Los Angeles *Los Angeles, CA*

2 University of Virginia *Charlottesville, VA*
2 University of Michigan--Ann Arbor *Ann Arbor, MI*
4 University of North Carolina--Chapel Hill *Chapel Hill, NC*
5 College of William and Mary *Williamsburg, VA*
6 Georgia Institute of Technology *Atlanta, GA*
7 University of California--San Diego *La Jolla, CA*
7 University of California—Davis *Davis, CA*
9 University of California--Santa Barbara *Santa Barbara, CA*
9 University of California—Irvine *Irvine, CA*
11 University of Washington *Seattle, WA*
From: http://colleges.usnews.rankingsandreviews.com/best-colleges/national-top-public
See appendix 1 for information on how such rankings are calculated, although this data is probably familiar to most if not all of you.

Competing with the "ivies" and excellent liberal arts colleges:

One of the issues raised by Provost Hanlon during the discussion of the Michigan undergraduate experience was the perceived importance (at least in the national media) and in the minds of many college bound students of the ratio of students to faculty at public universities, private "national" universities, including those in the list below, and private liberal arts colleges. He commented that a low faculty to student ratio not only is perceived to enhance the educational experience of students, but also results in higher rankings of the educational experience by rankings compilers. He commented that excellent liberal arts colleges and private world-renowned universities have lower student/faculty ratios in the classroom than Michigan, particularly for undergraduate students. The "ideal" student/faculty ratio appears to be six to one or seven to one, whereas Michigan's is presently a little over fourteen to one. One of the goals of Provost Hanlon's time as provost is to reduce this ratio at least to ten to one and ideally nine to one.

In addition to hiring new faculty, which the university has recently accomplished (hiring over 150 new faculty in the medical school and in "interdisciplinary" positions) and retaining the excellent faculty who are presently here, some discussion was focused on the "lifelong professoriate" experience recently proposed by Prof. Rothman, Chair of SACUA. This would involve faculty who are in the process of phasing out an intensive research and or scholarly career in teaching undergraduate students in smaller seminar-type classes. "Lifelong engagement" of faculty would thus provide one means of increasing the faculty/student ratios for undergraduate students and also spark whole new offerings that would benefit both the faculty and undergraduate students.

Something approaching this has previously been done on an ad hoc basis in the medical school, with faculty members teaching sophomore seminar courses in their areas of interest. For those of us with backgrounds in additional disciplines to our major research foci, including this writer, who once offered a course for undergraduate students called "Beyond the Iliad", it was also a chance to return to and enjoy a scholarly retrospective. Beyond the Iliad spanned topics from Renaissance French poetical treatments of the subject matter in the Iliad to the "Myth of Troy" to archeological forensics: tracing the history of the treasures of Troy from the archaeological digs of Schliemann to their mysterious disappearance after WWII and eventual rediscovery in the bowels of Russian museums.

Although the University of Michigan competes very well in national and foundation research awards with the Private National Universities (e.g. the top ranked private universities are, in order of US News rankings: Harvard, Princeton, Columbia, Stanford, and the University of Pennsylvania). Compared to the top ranked research universities receiving National Institutes of Health awards, the 2009 list places the University of Michigan 4th in the nation for overall funding (http://report.nih.gov/award/trends/findorg.cfm), and this data doesn't include ARRA funding, which would put U of M ahead of the University of Pennsylvania:

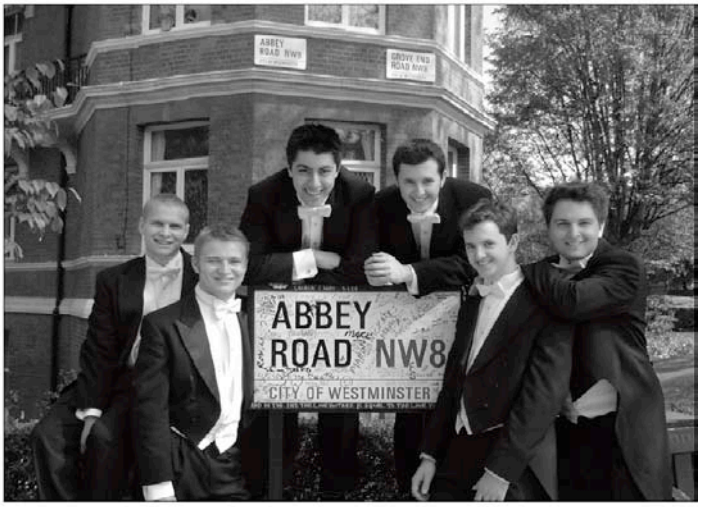
1. Johns Hopkins University ($603.4 million)
2. UCSF ($463.3 million)

3. University of Pennsylvania ($454.9 million)
4. University of Michigan, Ann Arbor ($454.2 million).
5. University of Pittsburgh ($418.0 million)
See appendix 2 for US News Rankings of Private "National" Universities and Liberal Arts Colleges and Universities

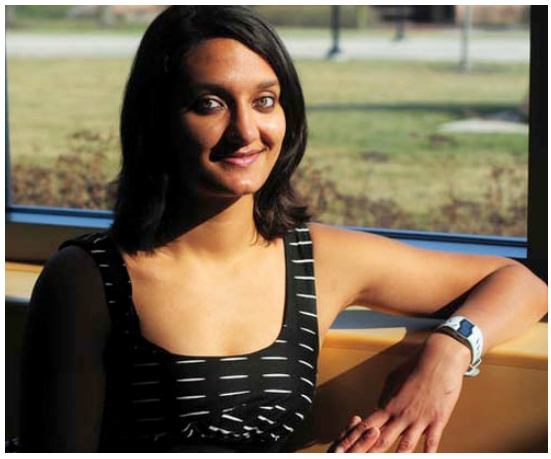
We can and do offer our students an unique research environment and experienceshere at Michigan and in collaborations with international colleagues such experiences can also be obtained abroad, but what characterizes the undergraduate educational experience that would attract the best students to Michigan when they compare the prospective educational experience they might receive here compared to that at, for example, Williams College, which is presently ranked first among the liberal arts colleges (see appendix 2)? The "value-added" educational experience, through the eyes of two University of Michigan undergraduates, who combined their UM education and training with international experiences to create unique life experiences and careers.

Adam Clarke, a Michigan Men's Glee Club member and veteran of two international and 3 US tours wrote an article for the Club's Newsletter, *Laudes*, explaining how his unforgettable experience as part of the Men's Glee Club helped him get his new job, "When traveling on tour, we wear coat and tie. We leave gifts for our hosts. We respect locations that are not our own. We are diplomatic wherever we go because we know who we represent: ourselves and something greater than ourselves [the University of Michigan, and our country]. I have been working for an international company for 2 years. A few months ago, it became time for me to decide where I wanted to land in the company after my rotational program. I finally knew what I wanted and I even found an opportunity that was a perfect !t in nearly every way. I was given the guidance to go through the regular interview process for the position. Two things reallystick out in my mind from my interview…. the first very specific and the second, a bit more general: First, I got my new job because I sold myself as an experienced and respectful ambassador... I talked about being professional amongst foreign crowds and representing our university around the country and globe,… Second, I got the job because I sold myself as a performer. So, at least in some ways, I have the Glee Club to thank for my new job, for my salary increase, and for putting me into the place that is right for me now in my career". Adam Clarke (Laudes, v. 39, 1, Fall 2010).

Photos: Adam Clarke from Laudes (left) and Meha Pandey from the Michigan Daily (right).



Clarke (far right) and fellow clubbers during the 2004 British Isles Tour. Experiences garnered through Glee Club helped Clarke discover his new career. (Photo Credit: Adam Clarke)



The Michigan Daily named Biomedical Engineering undergraduate senior **Meha Pandey** as one of its Students of the year for 2010. Meha worked in SACUA member Prof. Kate Barald's lab for 2 years as a research assistant on projects focused on hearing and deafness, for which her engineering background ideally suited her. She also volunteered as a medical technician in a Honduran hospital during the summer after her sophomore year; after her junior year,Meha worked for a non-profit in India, helping to improve the infrastructure of a village hospital. She was president of the U-M chapter of the Society of Women

Engineers (SWE), a service organization that provided both domestic and global outreach while providing a support network for women in engineering. Meha's longterm goal is to combine her BME and SWE experience to found a non-profit to deliver low cost medicine and medical equipment around the world. (paraphrase of the MiDa article: http://www.michigandaily.com/content/studentsyear-meha-pandey and the BME website undergraduate home page: http://www.engin.umich.edu/newscenter/pubs/engineer/10S/womenineng/pandey.html).

Keeping track of it all—the electronic portfolio concept for documentation and evaluation

What is an educational portfolio?
"An educational portfolio contains work that a learner has selected and collected to show growth and change over time; a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells. There are many purposes for portfolios in education: learning, assessment, employment, marketing, showcase, best works. The examples discussed in this paragraph should make it obvious that the term "portfolio" should always have a modifier or adjective that describes its purpose." (Helen Barrett: http://electronicportfolios.com/ALI/research.html) Barrett, H. (2002a). "Researching the Process and Outcomes of Electronic Portfolio Development in a Teacher Education Program." Paper presented at the Society for Information Technology in Teacher Education Conference, Nashville, March 17-23. Posted online at: http://electronicportfolios.org/portfolios/SITE2002.pdf

What would a portfolio based compilation of academic and cultural achievements allow a Michigan graduate to demonstrate?

In addition to the CV, a portfolio would provide an enriched archive that could be used in seeking employment, graduate or professional school admission and positions in non-profits, government and the foreign service. Such additions to the portfolio as a photographic record of international service (e.g. Meha's experiences in the clinics of Honduras and India and her reflections on such service), recordings of musical performances, artwork, sculpture, design projects, published scientific work, fiction and non-fiction, Peace Corps and NGO service experiences would provide prospective employers and admissions committees with an in depth personal look at each student and provide a living archive that could be augmented.

Summary: From the minutes of the SACUA meeting of 27 September, 2010: "Provost Hanlon believes that one of the points of distinction between UM and "peer" universities has been the unique Michigan educational "environment" and opportunity for experience-based learning and cultural opportunities. …Provost Hanlon has been discussing with the deans what the future should be in both the scholarly realm and educational realm. Michigan can offer the richest kind of educational experience, including creative experiences of all types, participation in arts groups and in research and service groups, hospital and medical care experiences (3500 students enrolled this year), entrepreneurial experiences. Creative and performance arts play an enormous role. When we restrict ourselves to considering classroom teaching alone (including faculty-student ratio), we are at a disadvantage compared with other universities, i.e. Williams, Haverford. We need to codify non-classroom experience to be more distinct. We also need to assess outcomes and develop rigor in these learning experiences. The ultimate goal is to integrate experience-based learning and classroom-based learning into an individual student's educational experience. These experiences enrich our community."

Value-added experiences of undergraduates in the uniquely rich Michigan environment could be enormously enhanced by "life-long engagement" contributions of faculty and achieve several goals simultaneously:

1. Improving the faculty/student ratios in new educational experiences both course based and experiential
2. Building a student's "portfolio" and
3. Devising ways to assess and to ***demonstrate*** the value of that portfolio.

Appendix 1
http://www.usnews.com/articles/education/best-colleges/2010/08/17/how-us-news-calculatesthe-college-rankings.html

What goes into the USN "rankings" and how do "national universities" differ from "national liberal arts colleges"?

From the US News College Rankings Website" "…for families concerned with finding the best academic value for their money, the *U.S. News* Best Colleges rankings provide an excellent starting point for the college search." "The National Universities [of which Michigan is one] offer a full range of undergraduate majors, plus master's and Ph.D. programs, and emphasize faculty research. The National Liberal Arts Colleges focus almost exclusively on undergraduate education. They award at least 50 percent of their degrees in the arts and sciences."
US News goes on to say,

"The indicators we use to capture academic quality fall into a number of categories: assessment by administrators at peer institutions, retention of students, faculty resources, student selectivity, financial resources, alumni giving, and (for National Universities and National Liberal Arts Colleges) high school counselor ratings of colleges and "graduation rate performance." The indicators include input measures that reflect a school's student body, its faculty, and its financial resources, along with outcome measures that signal how well the institution does its job of educating students:

Undergraduate academic reputation (weighting: 22.5 percent for National Universities and National Liberal Arts Colleges; 25 percent for Regional Universities and Regional Colleges). The *U.S. News* ranking formula gives significant weight to the opinions of those in a position to judge a school's undergraduate academic excellence. The academic peer assessment survey allows top academics—presidents, provosts, and deans of admissions—to account for intangibles at peer institutions such as faculty dedication to teaching.

Graduation and Freshman retention (20 percent for the National Universities and National Liberal Arts Colleges and 25 percent for Regional Universities and Regional Colleges). The higher the proportion of freshmen who return to campus for sophomore year and eventually graduate, the better a school is apt to be at offering the classes and services that students need to succeed.

Faculty resources (20 percent). Research shows that the more satisfied students are about their contact with professors, the more they will learn and the more likely it is they will graduate. We use six factors from the 2009-10 academic year to assess a school's commitment to instruction. Class size has two components, the proportion of classes with fewer than 20 students (30 percent of the faculty resources score) and the proportion with 50 or more students (10 percent of the score). Faculty salary (35 percent) is the average faculty pay, plus benefits, during the 2008-09 and 2009-10 academic years, adjusted for regional differences in the cost of living using indexes from the consulting firm Runzheimer International. We also weigh the proportion of professors with the highest degree in their fields (15 percent), the student-faculty ratio (5 percent), and the proportion of faculty who are full time (5 percent).

Student selectivity (15 percent). A school's academic atmosphere is determined in part by the abilities and ambitions of the student body. We factor in the admissions test scores for all enrollees who took the Critical Reading and Math portions of the SAT and the Composite ACT score (50 percent of the selectivity score); the proportion of enrolled freshmen at National Universities and National Liberal Arts Colleges who graduated in the top 10 percent of their high school classes

Financial resources (10 percent). Generous per-student spending indicates that a college can offer a wide variety of programs and services.

Graduation rate performance (7.5 percent; for National Universities and National Liberal Arts Colleges only). This indicator of added value shows the effect of the college's programs and policies on the graduation rate of students after controlling for spending and student characteristics such as test scores and the proportion receiving Pell grants.

Alumni giving rate (5 percent). This reflects the average percentage of living alumni with bachelor's degrees who gave to their school during 2007-08 and 2008-09, which is an indirect measure of student satisfaction.
To calculate a school's rank, the weighted sum of its scores are tallied. The final scores are then rescaled so that the top school in each category received a value of 100, and the other schools' weighted scores are calculated proportionally. Final scores for each ranked school are rounded to the nearest whole number and ranked in descending order. Schools that are tied at the same rank appear in alphabetical order (not true in Michigan/Virginia's case).

Appendix 2 US News Rankings of Private "National" Universities and Liberal Arts Colleges and Universities
Rank 1 Harvard University Cambridge, MA
Rank 2 Princeton University Princeton, NJ
Rank 3 Yale University New Haven, CT
Rank 4 Columbia University New York, NY
Rank 5 Stanford University Stanford, CA
Rank 5 University of Pennsylvania Philadelphia, PA
Rank 7 California Institute of Technology Pasadena, CA
Rank 7 Massachusetts Institute of Technology Cambridge, MA
Rank 9 Dartmouth College Hanover, NH
Rank 9 Duke University Durham, NC
Rank 9 University of Chicago Chicago, IL
Rank 12 Northwestern University Evanston, IL
Rank 13 Johns Hopkins University Baltimore, MD
From: http://colleges.usnews.rankingsandreviews.com/best-colleges/nationaluniversities-rankings
Liberal Arts Colleges:
Rank 1 Williams College Williamstown, MA
Rank 2 Amherst College Amherst, MA
Rank 3 Swarthmore College Swarthmore, PA
Rank 4 Middlebury College Middlebury, VT
Rank 4 Wellesley College Wellesley, MA
Rank 6 Bowdoin College Brunswick, ME
Rank 6 Pomona College Claremont, CA
Rank 8 Carleton College Northfield, MN
Rank 9 Davidson College Davidson, NC
Rank 9 Haverford College Haverford, PA
Rank 11 Claremont McKenna College Claremont, CA
From: http://colleges.usnews.rankingsandreviews.com/best-colleges/liberal-arts-rankings

(Submitted January, 2011)

Regents' Bylaw 4.04. The Senate Assembly shall serve as the legislative arm of the senate…The assembly shall have power to consider and advise regarding all matters within the jurisdiction of the University Senate which affect the functioning of the University as an institution of higher learning, which concern its obligations to the state and to the community at large, and which relate to its internal organization insofar as such matters of internal organization involve general questions of educational policy.

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Thomas E. Schneider

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