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Overview of Task Force’s Work

In late July 2009, the Non-traditional Educational Programs at U-M task force (NEPU) was charged “to recommend programs that the University of Michigan might develop that deliver non-credit bearing educational experiences to paying customers with positive return on investment for the University” (for full charge see Appendix A). The task force\(^1\) met bi-weekly from September through March to further refine its charge so that it could focus on a few high-potential ideas for recommendation.

As part of its information gathering, the task force first met with Vice Provost Phil Hanlon to gain a better understanding of the direction for the task force. The committee then brainstormed several ideas for potential research topics. After further discussion the group split into four sub-groups and gathered basic background data to help assess if additional research was warranted. The four groups included: Continuing Education (including executive education and online programming), New Ideas, Existing Programming, and Space & Partnerships. In parallel, the University of Michigan community (including Dearborn and Flint campuses) was surveyed, to solicit ideas for exciting, innovative and out-of-the-box ideas that hold true to U-M’s core values of excellence in education while also assuming the potential to bring in additional ongoing revenue for the University. Over 500 ideas were submitted from the University community.

Combining initial research data and the ideas from the U-M community, the task force identified the areas which had the most potential for a substantial return on investment. These included Continuing Education, Space Utilization, Higher Education Training for Universities and Engaging Emeritus Faculty Members. The members then embarked on an intensive data-gathering phase utilizing both primary and secondary research such as benchmarking with competitor institutions via personal interviews, consulting with content experts, sending surveys to existing U-M programs, and web-site exploration. This work frames the recommendations that follow.

\(^1\) Task force membership can be found in Appendix B
**Key Recommendations**

The task force recommendations include five key categories.

**Continuing Education**

**Recommendation #1: Consolidate existing information on current programs at the University.**

Based on our research, the University of Michigan is the only major university, public or private, that does not have a centralized information source for continuing education information. When a potential student types in the words *Stanford continuing education, University of Minnesota continuing education, or Michigan State continuing education,* they are directed to a centralized site that enables easy information search and links to various units. A search with the term *University of Michigan continuing education* yields links to the various schools at the University. By simply consolidating information regarding the wealth of programs offered throughout the University, we should see substantial increases in demand.

**Recommendation #2: Leverage existing expertise to enable Continuing Education program development within academic units.**

In the course of our research several University respondents indicated an interest in developing a continuing education program; however, many lacked the expertise and resources necessary to do so. While this expertise exists on campus, the exchange of information at present is
extremely limited. By simply enabling communication and transfer of knowledge between units we will empower them to develop new programs and new revenue opportunities. A strategic approach to developing and expanding continuing education has the potential to realize a substantial increase in revenue in five years time.

**Recommendation #3: Leverage incoming data to encourage the development of interdisciplinary Continuing Education programs.**

The key differentiator of this University is program reputation and excellence across a uniquely wide array of liberal arts and professional school units. The capability for interdisciplinary work is limitless. This strategic asset, while much discussed, is not sufficiently leveraged. Continuing education represents an ideal means for leveraging this asset.

**Recommendation #4: Work with the Office of University Development to track alumni who are participating in U-M Continuing Education programs.**

The Office of University Development (OUD) has the capacity to track alumni who are participating in continuing education programs at the University through their donor and alumni database. With the appropriate business processes put in place, OUD and University units can track which courses alumni currently take and evaluate which types of courses alumni are likely to take.

**Space and Partnerships**

**Recommendation #5: Create a centralized portal for information about U-M space rentals.**

Several University units make space available for rent to other University units and/or the public. Presently, there is no central portal for information about these rental opportunities. In many instances, it is difficult to determine availability of space, and instructions on how to reserve space can often be confusing. Additionally, there is typically not a distinction between “internal” and “external” pricing for space rentals, and fee structures for similar venues can vary significantly. More transparent, readily available information might encourage University units to use U-M spaces for retreats and events, and, when appropriate, might increase public use of these spaces.

**Recommendation #6: Undertake a targeted operational review of current unique space use practices with a goal of making these spaces more widely available.**

The University owns several unique venues that could be used for alternative events, including Michigan Stadium, Crisler Arena, Hill Auditorium and Rackham. Barriers exist to making these venues more widely available, such as planning and scheduling practices that release these venues for private use too late for most event planners.

**Recommendation #7: Explore the potential for revenue from various forms of advertising and create a well-articulated plan to generate awareness around advertising opportunities.**

Many public sector entities have offered spaces for advertising as a way to close revenue gaps. Examples include transportation advertising, roadway banners, web-based advertising and so on.
The University of Michigan enjoys incredible brand reputation, which could be leveraged for potential revenue gains in advertising.

Higher Education Training for Universities

**Recommendation #8: U-M leadership should consider expanding programmatic offerings to educate other higher education institutions on how to organize, finance and manage a major university.**

The University of Michigan has a tradition of excellence in academic leadership and is perhaps the preeminent global public university. Within the past decade, there has been much interest from developing countries to learn about the ways in which U-M is organized, financed and managed. However, it takes a considerable amount of University resources, including the time of high-level administrators, to produce a successful, impactful experience.

**Recommendation #9: Alternative educational delivery methods should be utilized to expand the reach and potential audience for U-M’s current programs as well as minimize impact on U-M resources.**

It may be possible to expand degree-granting programs to establish a service that provides insight into the complex environment of a global university, perhaps even to the point of awarding certification. Scalability would be impacted by U-M’s ability to leverage the already sunk administrative costs. Portions of current programs could be packaged and delivered electronically through podcasts or other web-based educational delivery tools, which would enable U-M to charge a premium for its on-campus programming.

Emeritus Faculty Engagement

**Recommendation #10: Develop a mechanism to re-engage emeriti with available research, teaching, and service opportunities at U-M.**

A mechanism must be developed to make emeriti aware of available opportunities in the University community and to facilitate their engagement in key, value-added activities.

**Recommendation #11: Coordinate with Academic Human Resource’s Review of Tenure Track Faculty Opinions on Retirement Incentives.**

The task force was asked to consider how to best utilize the intellectual expertise of its faculty and research staff. Specifically, the task force identified emeritus faculty as a key, underutilized resource pool whose expertise could be leveraged to supplement and support the work of active faculty and to promote the continued intellectual stimulation of emeriti. Coordination with Academic Human Resource’s Review of Tenure Track Faculty Opinions on Retirement Incentives should occur to strategically determine how to bridge the gap between retirement-eligible tenure track faculty and available opportunities to connect with the University following retirement.
Key Ideas from University Community

Recommendation #12: Categorize revenue-generating suggestions provided by the U-M community and share with the appropriate unit leaders.

The U-M community was asked to submit revenue-generating ideas related to non-traditional educational programs. Ideas submitted included several unit-specific requests and recommendations. As a follow-up to this task force, it would be prudent to share all ideas with the respective units on campus as a mechanism for them to improve current programming or consider new areas for development.
Continuing Education

The task force was asked to “recommend programs that the University of Michigan might develop that deliver non-credit bearing educational experiences to paying customers with positive return on investment (ROI) for the University.” As the task force worked toward this objective, we sought to keep in mind the higher objective of the University as an academy whose mission is to “serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.” Task force members felt that, beyond reaping primary and secondary gains, the University fulfills an important part of its responsibility to the region and the state by exerting itself to better meet the needs of its community – not just for job retraining and other professional development, as many colleges and universities are able to do at this time, but to provide lifelong education, stimulation, and inspiration for a much broader swath of its community. The University of Michigan’s intellectual and creative stature makes it the region’s pre-eminent source of sophisticated, interdisciplinary continuing education. This capacity creates a responsibility that the University should embrace.

Research/Data Collection

The task force collected and analyzed data from a number of sources. Internally, three surveys were conducted: 1) a University-wide survey of faculty and staff soliciting open-ended comments and suggestions on the subject of continuing education; 2) a survey of directors of continuing education in the different schools at U-M, and 3) a survey of emeritus faculty polling their interest in contributing their teaching skills in continuing education programs (see section on Emeritus Faculty Engagement later in this report). Externally, the task force conducted a number of phone interviews with directors of continuing education programs at other major institutions, prepared a competitive analysis of programs offered nationwide, and an analysis of potential audiences for continuing education locally, regionally, and nationally/globally. Finally, an initial analysis of potential revenue gains was prepared. The findings from this research are presented below.

As the task force reviewed data we also considered the issue of strategic assets. Several key strategic assets that might be leveraged toward that end were identified in the NEPU Charge: 1) faculty/staff expertise, 2) physical assets, including plant and “public goods,” and 3) the alumni network. In exploring potential revenue streams from these assets the committee focused on two key differentiators for the University: reputational quality across units, and opportunities for development of interdisciplinary programs. These differentiators represent a source of competitive advantage and value creation for the University.

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2 http://www.umich.edu/pres/mission.php
Target Audience and Delivery Method

Continuing Education is a broad term, encompassing post-baccalaureate education offered for or not for credit, with and without certification or a degree as a goal, for professional development in a narrow specialty, and for personal enrichment. Courses range in increments from 3 to 45 hours, and prices can differ drastically from $10.00 to $18,000.00. Lifelong Learning is a broader term yet, which includes pre-college camps for middle and high school students as well as stand-alone lectures and other discrete educational opportunities. The task force references the full range of these activities under the rubric “CE.” The potential target audience for these programs reflects the breadth of these definitions. Anyone from high school to post-retirement age interested in self-improvement through education might benefit from a CE offering at the University.

Based on our survey results (see Appendix C), the bulk of programs currently delivered at the University are delivered on campus via a live instructor. However, technology tools are being leveraged both here and globally to deliver at least some content via the internet. Interviews with directors of continuing education at other institutions suggest that online education as a stand-alone revenue source has not yet proven viable. The costs of developing and delivering high-quality online content make it hard to realize a profit at the price consumers are willing to pay for the product. All of the institutions we interviewed cautioned against plunging into developing online content, and several are re-evaluating their own investments in online learning. Perhaps combining online content with live campus visits would maximize perceived value for the programs. We need to do considerable market and cost research before committing significant funds to developing online content.

Table 1: Program Delivery, Existing Programs

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On campus via live instructor</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Off-campus via live instructor</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>3</td>
<td>Webcast or other remote interactive video-based program</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>4</td>
<td>Broadcast (1-way) program</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Online interactive program</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
<td>Downloaded/distributed content (itunes U., etc.)</td>
<td>2</td>
<td>25%</td>
</tr>
</tbody>
</table>

The task force performed an initial demographic assessment of local, regional, and national populations that might be interested in continuing education – this information is provided in a spreadsheet that can be used to assess market potential at different rates of response. The data includes information on population by region and educational level, presuming that education level might be an indicator of interest for certain programs. This spreadsheet may be used interactively to assess the potential given different scenarios and types of programs. For example, a weekend program might appeal to people within 120 miles, or a job re-training
program might be appealing to those with a bachelor’s degree or less. Figure 1 illustrates total population by region of those having at least some college, and Table 2 outlines the type of delivery method and course length best suited to each population. Together they detail rough audience sizes for potential students by region and content delivery method.

Figure 1: Population (> high school degree)
Table 2: Target Audience/Method of Delivery

<table>
<thead>
<tr>
<th>audience:</th>
<th>Campus</th>
<th>local/A2</th>
<th>midwest</th>
<th>National</th>
<th>international</th>
</tr>
</thead>
<tbody>
<tr>
<td>venue</td>
<td>Classroom</td>
<td>local venues</td>
<td>Home?</td>
<td>Home?</td>
<td>Home?</td>
</tr>
<tr>
<td>medium</td>
<td>Live</td>
<td>internet</td>
<td>internet?</td>
<td>internet</td>
<td>internet</td>
</tr>
<tr>
<td>time/length</td>
<td>Day</td>
<td>evening</td>
<td>summer</td>
<td>Summer</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>evening</td>
<td>summer</td>
<td>university breaks</td>
<td>University breaks</td>
<td>University breaks</td>
</tr>
</tbody>
</table>

**Competition**

As we begin to assess market potential, we must consider the impact of competition on our ability to generate demand. Unlike our most successful example, University of Washington, as U-M begins to attempt to expand regional demand we will face competition such as University of Chicago, University of Notre Dame, Northwestern University, and even for some programs Michigan State University. This more intense competitive environment should not cause us to refrain from expansion, but instead should illustrate the importance of competitive differentiation. U-M must clearly identify our competitive advantage vs. the competition. We believe this advantage is our *interdisciplinary focus*. No university can match U-M with regard to the number of highly-ranked programs across schools and disciplines. We already embrace and leverage this philosophy within the University; that same philosophy should be leveraged as we expand outward with continuing education.

**Business Model**

The task force was clearly charged with identifying opportunities with a positive return on investment (ROI). At first blush the key metric for achieving this objective might simply be incremental revenues to the central administration. However, in the course of exploring
opportunities the task force developed a deeper understanding of the notion of positive ROI. Obviously, direct increases in tuition and fees paid to the University would likely result in positive ROI. However, many of the opportunities we identified have an (additional) indirect or longer-term impact on ROI. These include the following:

1. Offsets of central University costs achieved by providing support to increase demand of existing programs: If we are able to assist specific units in increasing demand and therefore revenue, this revenue should offset support from central.
2. Offsets of benefit costs achieved by increasing the perceived value of University employment: If CE programs are offered to University employees at reduced costs and appropriately marketed, these benefits should increase the perceived value of working at the University of Michigan, potentially allowing us to recruit higher-value employees and/or reduce the costs of other benefits.
3. Goodwill: CE programs can be leveraged to generate goodwill among alumni, the community, the state, and with private corporations. This goodwill should result in additional donations and sponsorship opportunities.

Unfortunately, these items are much more difficult to quantify than simple revenue gains, even though they will likely ultimately result in far greater returns. For example, an analysis of alumni giving based on participation in alumni events (many of which have a continuing education focus) indicates that the likelihood of giving increases with participation as noted in Table 3 below.

<table>
<thead>
<tr>
<th># of annual engagements</th>
<th># of alumni</th>
<th># of donors</th>
<th>% donors</th>
<th>Average gift</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>165,150</td>
<td>10,841</td>
<td>6.56%</td>
<td>$432</td>
</tr>
<tr>
<td>1 - 3</td>
<td>194,741</td>
<td>27,076</td>
<td>13.90%</td>
<td>$2,075</td>
</tr>
<tr>
<td>4</td>
<td>40,483</td>
<td>12,345</td>
<td>30.49%</td>
<td>$3,340</td>
</tr>
<tr>
<td>5</td>
<td>20,725</td>
<td>6,796</td>
<td>32.79%</td>
<td>$2,335</td>
</tr>
<tr>
<td>6</td>
<td>7,531</td>
<td>2,701</td>
<td>35.87%</td>
<td>$2,098</td>
</tr>
<tr>
<td>7</td>
<td>3,011</td>
<td>1,116</td>
<td>37.06%</td>
<td>$3,007</td>
</tr>
<tr>
<td>8</td>
<td>1,165</td>
<td>500</td>
<td>42.92%</td>
<td>$6,890</td>
</tr>
<tr>
<td>9</td>
<td>427</td>
<td>190</td>
<td>44.50%</td>
<td>$1,460</td>
</tr>
<tr>
<td>10 or more</td>
<td>394</td>
<td>234</td>
<td>59.39%</td>
<td>$1,409</td>
</tr>
</tbody>
</table>

The Office of University Development has the capacity to track alumni who are participating in continuing education programs at the University through their donor and alumni database. To date, this capability has been underutilized. However, with appropriate business processes in place it can become a powerful tool to track and evaluate the types of courses in which alumni are likely to participate.
As the University continues to build demand, capacity constraints will become an increasing issue. Many of the respondents in our survey identified faculty availability as one of the greatest challenges for continuing education. In prioritizing program development the issue of capacity constraints should be taken into consideration. The decision tree in Figure 2 outlines an approach to prioritizing program development both within and across units.
With the caveat that we did not analyze revenue potential for the items discussed above, the committee analyzed potential from two different perspectives: 1) potential growth based on existing programs and 2) potential growth as a percent of market potential.

1) **Growth based on existing programs**: Based on survey results it appears that current revenue from existing CE programs is concentrated primarily in the Ross School of Business and College of Engineering. Total revenue estimates range from $2.75M - $5M net on $20 – 27M gross across responding units. Importantly, most respondents indicated that their growth projections are either flat or declining, and all indicate that support from the University to stimulate demand would be welcomed. While it is extremely difficult to quantify the impact of a demand increase on net revenues, even a conservative estimate of a 5% increase in demand on a $25M base would result in an increase of $1.25M in revenues.

Despite these conservative estimates, the task force believes there are substantial revenue increases that might be achieved by taking steps to increase demand for existing CE programs at the University. For example, the potential to bring greater visibility to our existing CE programs through the new capital campaign, as well as the opportunity to attract students through better advertising has the ability to increase the number of CE students. Therefore, the task force believes a goal of doubling gross revenue within 5 years is achievable.

2) **Growth based on market potential**: Despite the challenges of the state and local economy, we believe that market potential for CE programs at the University of Michigan is substantial. The majority of this growth will be achieved by leveraging technology tools and existing space to create programs that appeal to audiences outside of the Ann Arbor/Detroit area. We can leverage the appeal of the University campus setting, newly available housing at Ross School of Business- currently at 30% capacity (M. Barnett, Senior Executive Director, U-M Executive Education), and exciting new technology tools such as Mediasite and Lecturetools to attract potential students from the Midwest, nationally, and globally.

Based on these findings, the committee has identified 4 basic recommendations for action that will likely increase both short and long-term revenue gains for the University. We have characterized these as follow:

**Recommendation #1: Consolidate existing information on current programs at the University.**

Based on our research, the University of Michigan is the only major university, public or private, that does not have a centralized information source for continuing education information. When potential students type in the words Stanford continuing education, University of Minnesota continuing education, or Michigan State continuing education, they are directed to a centralized site that enables easy information search and links to various units. A search with the term University of Michigan continuing education yields links to the various schools at the University (see Appendix D). By simply consolidating information regarding the wealth of programs offered throughout the University, we should see substantial increases in demand.
Recommendation #2: Leverage existing expertise to enable CE program development within academic units.

In the course of our research several respondents indicated an interest in developing a continuing education program; however, many lacked the expertise and resources necessary to do so. While this expertise exists on campus, the exchange of information at present is extremely limited. By simply enabling communication and transfer of knowledge between units we will empower them to develop new programs and new revenue opportunities.

Recommendation #3: Leverage incoming data to encourage the development of interdisciplinary CE programs.

As indicated at the beginning of this report, the key differentiator of this University is program reputation and excellence across units. The capability for interdisciplinary work is limitless. This strategic asset, while much discussed, is not sufficiently leveraged. Demand for unique, sophisticated continuing education in Southeast Michigan and beyond can provide additional impetus for leveraging this asset. Data captured as we develop and offer CE programs and conduct market analysis can help the University develop interdisciplinary courses that are uniquely Michigan.

Recommendation #4: Work with the Office of University Development to track alumni who are participating in U-M CE programs.

As mentioned earlier, the capacity to track alumni participation in CE programs at U-M exists. In order to maximize this rich resource, appropriate business practices must be developed to adequately track those alumni and donors currently taking CE courses and programs, and then to utilize that data to determine where there is unmet demand.

Based on the 4 recommendations identified above, the task force recommends that the University strengthen its CE capacity in three Phases, roughly sketched and timed below.
Phase I (2010 – 2011)

- Hire a full-time staff person with expertise in the development and management of CE programming to plan and direct the development of U-M’s CE programs.
- Collate information about all existing CE programming: What is offered, when, where, by whom, for what prices, for how many people, with what faculty, through what communications channels, for what net income (or loss).
- Prioritize/organize/format and internally disseminate information.
- Develop central website to make access to available CE offerings easy. This website should prominently provide ready information about the hundreds of free lectures, demonstrations, performances, and exhibits open to community members each month.
- Establish and maintain regular communications among CE-offering units.
- Develop strategies and tools for communications within the university to ensure consistent updates to this central website.
- Develop university-level strategy and materials for external communications about CE offerings.
- Develop key performance indicators to evaluate success of CE efforts and progress towards established revenue goals

Phase II (2011 – 2014)

- Develop University-level strategy (or align existing strategies) for development and pricing of CE offerings.
- Establish an administrative framework to enable CE-offering units to share resources.
- Research and establish structures for Provost-level oversight of CE operations.
- Conduct research on capacities and willingness of U-M schools and colleges to develop and offer more CE courses.
- Conduct market research to determine demand for the kinds of CE offerings U-M is uniquely capable of providing, and for different delivery methods (online, live, recorded, etc.).

Phase III (2013 – 2020)

- Build capacity to leverage aligned resources to create opportunities
  - cross-school
  - cross-discipline
  - cross-objective
Space & Partnerships

The task force explored opportunities for the University to generate incremental revenue by employing a strategic approach to space utilization. Our first objective was to define space, which we see as: classrooms, auditoriums, conference areas, typical entertainment venues, outdoor areas, athletic space, and even smaller space with potential “advertising appeal.” Acknowledging the University’s priority for its mission critical activities, including space priority for internal users, our group hoped to clarify the top revenue opportunities and define possible audiences for that space, in addition to uncovering current barriers prohibiting efficient space utilization.

Analysis

The task force first set out to identify desirable space and contacts for reserving that space and to establish a space inventory. Attached is a spreadsheet of identified space (Appendix E) and contact information. This information is not located in a central database and is often difficult to find. We tried to make the list as complete as possible but certainly missed some additional venues.

Our next step was to conduct a survey of utilization on the space we identified. Our findings indicate that it is very difficult to ascertain space utilization University-wide. Vacancy rates ranged from 41% for Mendelssohn Theater to 90% for Nichols Arboretum Reader Center, with most sites vacant around 50 to 60% of available time (see Appendix F for venue utilization information collected). With this information we were able to make several recommendations that present potential solutions for additional revenue generation.

Potential Solutions

Maximize Existing Rental Space

Recommendation #5: The University should consider creating a centralized portal for information about U-M space rentals

Several University units make space available for rent to other University units and/or the public. Presently, there is no central portal for information about these rental opportunities. In many instances, it is difficult to determine availability of space, and instructions on how to reserve space can often be confusing. Additionally, there is typically not a distinction between “internal” and “external” pricing for space rentals, and fee structures for similar venues can vary significantly.

If the University wishes to benefit from a centralized portal, a mechanism would need to be developed, such as a participation fee or a reengineering of fee collection processes. It should be noted that most of those units that control space are very protective of their space. There will need to be a significant shift from this norm if the University wishes to be viewed as welcoming. This attitude could be influenced by allowing participants to share in the financial benefits generated from additional space utilization.
More transparent, readily available information might encourage University units to use U-M spaces for retreats and events, and, when appropriate might increase public use of these spaces. The Ann Arbor Convention and Visitors Bureau along with the Chamber of Commerce have both indicated a willingness to partner with the University and could be helpful facilitating incremental space bookings.

It is critical to have a solid assessment of potential revenue to be certain the gains outweigh the investment. The University should define top revenue generating audiences for conferences, corporate events and weddings and work with existing space managers to determine the potential to increase utilization among these audiences. Strengthened partnerships with local Chambers of Commerce and targeted businesses would prove valuable when assessing current and future local need.

**Make Better Use of Unique Venues**

**Recommendation #6: The University should undertake a targeted operational review of current unique space use practices with a goal of making these spaces more widely available.**

The University owns several unique venues that could be used for public events, including Michigan Stadium, Crisler Arena, Hill Auditorium and Rackham. Barriers exist to making these venues more widely available, such as planning and scheduling practices that release these venues for private use too late for most event planners.

More use of unique University spaces could result in increased rental revenue in ways that do not compete with private sector space availability. Perhaps more important, outstanding public events, such as popular music concerts, may have the effect of stimulating the Southeast Michigan economy if Ann Arbor becomes a nexus for such events. Additionally, 12% of the films made in Michigan since the tax benefit occurred have done some filming on campus (L. Doyle, Director, U-M Film Office). There appears to be a lack of consistency in how the rates charged to film producers are determined, both in terms of required fees and venue rental, so clearly there is an opportunity for positive revenue impact with an improved pricing scheme.

Additional research must be conducted and strategies further outlined in order to benefit from our unique space utilization recommendations. Legal issues must be explored to identify any tax repercussions that may arise if the University, as a non-profit entity, provides more space availability to the public for a profit. It was also uncovered that sister university-related performing arts centers are netting significant funds from lobby and VIP reception area concession sales that include advanced offerings beyond what is currently provided at U-M. The task force suggests that liquor licenses for certain venues, such as those used by the University Musical Society, be explored as one strategy to increase revenue.

For many of the most desirable venues – the ones that hold the greatest appeal for use by other U-M units and the public and that tend to be significantly underutilized – those responsible for booking them often bring a ‘protectionist’ approach to their work, wanting to assure that space is...
available for the primary users and that ‘outside groups’ don’t do harm or damage to the venue. This is understandable. Moving from this approach to one that is more entrepreneurial and open to seeing the venues used by others will require a significant shift away from long-held practices, considerable sensitivity and understanding, and time.

**Advertising**

**Recommendation #7: Explore the potential for revenue from various forms of advertising and create a well-articulated plan to generate awareness around advertising opportunities.**

Many public sector entities have offered spaces for advertising as a way to close revenue gaps. Examples include transportation advertising, roadway banners, web-based advertising and so on. The City of Ann Arbor, for example, generates about $80K per year for advertising on buses and in bus shelters (R. Orem, Transit Advertising Group of Ann Arbor).

The University of Michigan enjoys incredible brand reputation, which could be leveraged for potential revenue gains in advertising. Collaborations between the Vice President of Communications, University Marketing & Communications, the Ross School of Business and the Office of Financial Analysis may help identify potential revenue sources from various forms of advertising. Creating a well-articulated advance plan for advertising could result in revenue and would ensure that any future advertising endeavors are thoughtful and consistent with the U-M public image.
Higher Education for Universities

The University of Michigan has a tradition of excellence in academic leadership and is perhaps the preeminent global public university. Within the past decade, there has been much interest from developing countries (China in particular) to learn about the ways in which we are organized, financed and managed. As a large research institution with an emphasis on interdisciplinary research and teaching, undergraduate education, and a world-class teaching hospital, the University of Michigan is poised to provide a rich learning experience for foreign government officials, education ministries and university leaders.

For some select foreign leaders, the University has already provided educational programming. These programs currently operate on shoestring budgets, with many activities heavily subsidized through dedicated time from University leaders, faculty and staff members. We believe there is a market to expand these current efforts, and participate in a revenue generating activity.

The two programs that currently exist are the Michigan-China University Leadership Forum, led by Constance Cook, Associate Vice Provost for Academic Affairs, and the Executive Education Program in Higher Education Finance led by Janet Lawrence, Associate Professor of Education, School of Education. Each program caters to a unique audience, and adheres to different curricular and budgetary models: while at the same time provides a top-notch experience to foreign leaders and officials under the University of Michigan aegis. Typical to the University’s decentralized nature, these programs are not connected and run independently.

The two-week long Michigan-China University Leadership Forum was first held in 2006 through a request from the Chinese Ministry of Education. Due to its overwhelming success, U-M was asked to host a second forum in 2008, which expanded venues to include Michigan State University and Wayne State University. A third forum is planned for Spring 2010. This program provides 20-30 participants with an overview of American higher education and the administration of research universities. It includes presentations and discussions with U-M administrators, formal dinners and facility tours. Funding for the program comes from the Chinese Ministry of Education (around $10,000 per participant), significant contributions from the participating universities, corporate sponsors, the John D. Evans Foundation, U-M President’s Office, Provost’s Office, and many other U-M units who contribute materials, services and meeting space. The current $10,000 participant fee is used towards transportation, room and board and contributes only minimally toward the fairly significant administrative costs.

The Executive Education Program in Higher Education Finance started in 1999, and while delivering an overview of U.S. higher education governance, also focuses on budgeting, financial management, and development operations in higher education. This program caters to chief financial officers, vice presidents, and presidents from differing Chinese provinces and is renewed each year based on satisfaction with the programming. Working with the provincial government, a customized curriculum is developed based on the needs of the province. The program charges about $40,000 for 20-25 participants. As with the Leadership Forum, many U-M units contribute services and space to the program. Unlike the Leadership Forum, the
participants are responsible for their transportation, room and board and entertainment while in the U.S. They contract through a local travel firm for all aforementioned logistics.

**Recommendation #8:** U-M leadership should consider expanding programmatic offerings to educate other higher education institutions on how to organize, finance and manage a major university.

While both of these models have proven successful over the years, we have reason to believe that our current programs are underpriced relative to demand and their true, often sunk, costs. Due to its success, for example, the Michigan-China University Leadership Forum is now regarded by many university presidents and administrators in China as a premium program. We believe that the reputation of this program could be leveraged to charge more to better cover its costs and possibly generate revenue for the University.

**Recommendation #9:** Alternative educational delivery methods should be utilized to expand the reach and potential audience for this program as well as minimize impact in U-M resources.

We also believe there may be significant opportunity to expand this educational service to academic leaders in other countries (including our own). As a world-class institution, the University is already a leader in producing faculty and administrators who are employed in higher education internationally. It may be possible to expand our degree-granting programs to establish a service that provides insight into the complex environment of a global university, perhaps even to the point of awarding certification. Scalability would be impacted by our ability to leverage the already sunk administrative costs. Alternative educational delivery methods could be utilized (podcasts, video conferences, etc.) in order to expand the reach and potential audience, as well as minimize the impact on U-M resources.

Indonesia, for example, is a possible target area for a couple of reasons. Currently the Indonesian government is looking to train their academics abroad. USAID (United States Agency for International Development) has an interest in Indonesia and is calling for proposals dedicating up to $650,000 in 1:1 university matches for these types of programs (http://indonesia.usaid.gov/en/programs/education/). The University of Michigan has many ties to Indonesia and its government through alumni and faculty who could help to make a successful grant application. Other potential countries where we have heard interest expressed include Singapore, Thailand, Vietnam and Malaysia, and possibly some of the Arab Emirates.

The task force has not had enough time to do a thorough market analysis on this idea, but believes it would be worth a deeper investigation. Key questions that need to be asked include:

- Who else is providing these services?
  - What is their curriculum? How does it differ from ours?
  - What are they charging? What are their costs?
- What is the need from foreign countries?
  - Who are the potential presidents, university executives, deans, etc.?
  - What are potential funding sources in those countries?
• What would it take for the University of Michigan to ramp up these programs?
  o A closer alignment of charges with true costs
  o Staffing
  o Coordination
  o Time of University officials
• Could our current programs be packaged and sold differently—e.g. a lower cost version sold electronically, with a ‘premium’ version continuing to take place on campus?
  o Pod casts
  o E-learning
  o Video conferences
  o Increase size- Multiple groups visit at once, especially where there may be other national interests between attending delegations, e.g. China and Indonesia
• Does U-M want to grow and expand this type of program? Where will it be housed and who will champion the program?
Emeritus Faculty Engagement

The task force was asked to consider how to best utilize the intellectual expertise of its faculty and research staff. Specifically, the task force identified emeritus faculty as a key, underutilized resource pool whose expertise could be leveraged to supplement and support the work of active faculty and to promote the continued intellectual stimulation of emeriti. As noted on p. 13 of this report, many of the respondents to our Continuing Education survey identified full-time faculty availability as one of the key challenges for CE programming. If connected with the right opportunities, emeriti could support teaching, research and other administrative duties (especially in relation to CE opportunities), which would free up full-time faculty to engage in their research and create value by allowing emeriti to serve as a resource. In February 2010, the NEPU taskforce sent a survey to emeriti who listed Washtenaw county as their primary residence in order to gain a better understanding of the ways in which they are currently involved with the University and their interest in potential opportunities available at U-M. The results, generated from 102 survey participants (43% response rate), illustrated emeriti’s clear interest in staying involved with the University after retirement through coordinated research, teaching, and service opportunities (Appendix G).

When asked about their interest in being more involved with the University, 57% expressed interest in being more involved and, on the whole, many are still engaged with various activities on either a part-time or full-time basis. Current involvement includes everything from mentoring junior faculty and new administrators to advisory board participation, active involvement in grant proposal work, and teaching and researching efforts. One emeritus offered the following comment, echoed in similar fashion by many others: “I am pleased to see that the university is making an effort to utilize the expertise and the intellectual capabilities of retired processors.”

Recommendation #10: Develop a mechanism to re-engage emeriti with available research, teaching and service opportunities at U-M.

The University should embrace the potential of its emeriti and develop meaningful ways to connect emeriti to intellectual opportunities available at U-M. When asked to rank which factors would most influence their decision to engage with the University, emeriti overwhelmingly indicated “intellectual stimulation” as the primary factor, followed by an interest in teaching and mentoring students. Other factors which were cited to a lesser extent include: strengthen connection with U-M academic community, monetary, and desire to volunteer, respectively. When presented with a list of available opportunities to reconnect with the University, emeriti ranked “giving an occasional lecture” and “research” the highest. Several survey respondents described the context upon which their reengagement with the University would be dependent, often citing the need for flexible arrangements and teaching classes with a smaller number of students. Twenty-seven percent of respondents indicated that they are currently teaching or have taught within the last three years at a school other than the University of Michigan, primarily by giving an occasional lecture in their area of subject matter expertise. Focus groups and more in depth analysis should be conducted in order to better understand the context and conditions necessary to encourage emeriti reengagement with U-M. Additionally, a mechanism must be
developed to make emeriti aware of available opportunities in the University community and to facilitate their engagement in key, value-added activities.

Strengthening emeriti engagement may bring additional benefits to the University as well. As another emeritus survey respondent wrote, “improving the situation for emeritus faculty is not a hugely expensive matter. I was delighted to receive $10k to teach a seminar last fall. It went directly back to the university to cover part of my granddaughter's tuition, room, and board cost.” This is only one of many possible intergenerational value-added benefits that may come from increasing the opportunities for emeriti to stay engaged with the University.

**Recommendation #11: The University should coordinate with Academic Human Resource’s Review of Tenure Track Faculty Opinions on Retirement Incentives**

Coordinating with Academic Human Resources is essential to strategically determine how to bridge the gap between retirement-eligible tenure track faculty and available opportunities to connect with the University following retirement. This important initiative pairs well with the sentiments shared by emeriti regarding their interest in remaining involved after retirement. One emeritus had the following to say regarding options available post retirement: “Just as Social Security is based on what are today irrelevant assumptions about senior citizen mortality, university policies are premised on notions that are quite out of date. They certainly don’t take into consideration the wide range in the health and intellectual vigor of persons over 60.” Creating connections to actively reengage emeriti in the University community has the potential to generate goodwill among emeriti and to support the evolving resource needs of the University. Moreover, there is some evidence that when faculty have good options to remain connected to the University after retirement, they may perceive this as an incentive to retirement.
Community Ideas

The task force felt it was important to hear from the broader University community regarding ideas for potential revenue and cost cutting measures. In late October 2009, an email was sent to faculty and staff at the Ann Arbor, Flint and Dearborn campuses requesting “exciting, innovative, out-of-the-box ideas that hold true to U-M’s values of excellence while also assuming the potential to bring in additional ongoing revenue for the University.” Over 380 messages were received containing over 500 ideas.

All ideas were read and coded according to the task force’s established sub committees, (Continuing Education, Existing Programs, New Ideas, and Space and Partnerships) and subsequently distributed to the sub committees for further analysis. In addition, all ideas were posted on the Non-traditional Education and Programs at U-M webpage (http://www.provost.umich.edu/CRRE/nontraditional_programs.html) (also see Appendix H).

Ideas that fell into the Continuing Education category included a broad range of ideas from medical certificate programs to community art classes to literature appreciation. Many ideas focused on training for professionals in the health care fields, business management courses and language development. Existing Program ideas described a number of varied programs that already exist but could be enhanced by further outreach and promotion. In addition, many suggested that current programs could be extended to nights and weekends to accommodate those who cannot attend courses and programs during the day. The New Ideas category was a “catch all” and included everything that did not logically fit into the other categories. Examples of these ideas included elder hostels, camps for kids, programs for grandparents and grandchildren, book clubs, tours of the sports venues, and more. Lastly, the Space and Partnerships ideas included holding conferences at U-M, concerts and other sporting events at the stadium, better utilizing building space in the summer with more courses offered, and renting space to other educational organizations when utilization is lowest (Fridays and weekends).

High-level analysis of the data confirmed the task force’s direction into Continuing Education with 62% of the responses related to some type of CE idea. In addition, many of the ideas for existing programs related to CE types of opportunities. Twenty eight percent of the ideas submitted were categorized as New Ideas. While 4% of the ideas submitted directly related to space, facilities and community partnerships, nearly all suggestions tied back to the use of University space to house the various ideas mentioned.

Recommendation #12: Categorize revenue generating suggestions provided by the U-M community and share with the appropriate unit leaders.

In summary, the U-M community response to the task force’s call for ideas was overwhelming, and included several ideas that could easily be implemented by schools and colleges for immediate results. Next steps include categorizing the submitted ideas by academic unit and sharing with relevant unit leaders.
Figure 3: NEPU Community Ideas Survey Responses

NEPU Survey Responses

- Continuing Education: 62%
- Existing Programs: 28%
- New Idea: 6%
- Space & Partnerships: 4%

26
Appendix A: NEPU Task Force Charge

Non-traditional Educational Programs at UM

Charge

August 1, 2009

Background and Charge: Given its breadth and scale, the University of Michigan has much to offer in public education beyond credit-bearing courses to our traditional student body. Indeed, many such activities already exist in virtually every corner of the University, programs like Saturday Morning Physics just to name one. However, UM’s current efforts tend to be subsidized by the University, offered to the participants at no cost or at prices that are below the actual per participant cost to UM. By contrast, several other elite universities (eg., Harvard and Stanford through their extension programs, the “Ivy-League lectures” program advertised in the NY Times and Northwestern University through their high school preparatory program) have well-developed initiatives that offer courses/programs to paying customers at prices that bring financial gain to the University.

We are asking your group to recommend programs that the University of Michigan might develop that deliver non-credit bearing educational experiences to paying customers with positive return on investment for the University. (NOTE: It is not within your charge to recommend expansion of UM’s spring/summer instruction of credit-bearing courses. Another group is looking at that.)

The University of Michigan has a number of important assets that can be brought to bear in delivering public education including

- the intellectual expertise of its faculty, students and research staff
- a physical plant that is under-utilized during the spring/summer semesters and during evenings in the fall and winter
- a large and successful group of alumni many of whom seek enhanced ties to the University
- visible and well-regarded auxiliary enterprises
- a wide range of distinctive “public goods” – libraries, museums, gardens and performance venues.

The group is asked to explore options along a couple of dimensions:

1) What are other universities doing? What best practices might we adopt?
2) What audiences might we target for specialty programs? In initial brainstorming, audience-specific suggestions included alumni programs, evergreen programs, arts-centered programs, medical and health centered programs, UM fantasy camps incorporating athletics, amongst others.
3) Given that these will be non-credit educational experiences, please explore creative combinations of modes of delivery or types of experiences. How might we construct programs that incorporate a brief visit to campus together with on-line activities? Or a week-long experience at UM’s campus that takes advantage of a number of the assets we have to offer (e.g., a US history lecture one day incorporating Clements materials, a lecture on medical advancements, a concert at Hill, botany lectures at the Bot Gardens – all as part of a single program).

We ask that you begin with an open-minded exploration of a wide range of ideas. But after initial brainstorming, we ask you to develop and report to us on the three or four most promising ideas. In evaluating ideas, we ask that you pay particular attention to the following criteria:

- dollar potential (ROI)
- ease of implementation
- strategic positioning (does the idea have the potential to achieve more than one goal simultaneously)
- mission alignment/leveraging
- excitement potential
- how likely is it that we can find champions for the idea, people to take leadership in carrying it out.

You may want to create subgroups to focus on particular topics or structure your work in whatever way seems most productive. Feel free to consult with others at the University or gather information about existing efforts. The Provost’s Office will be able to provide some amount of staffing for your efforts.

We will want your group to provide quarterly progress reports and provide a final report by March of 2010.
Appendix B: NEPU Task Force Membership

Chair: Derek Collins, Associate Dean, Literature, Science and the Arts
Dr. Gerald Abrams, Director of Mini-Med Program, Medical School
Peggy Burns, Assistant Dean for Advancement, Literature, Science, and the Arts
Diana Economy, Ross School of Business MBA Student, Class of 2010
Ken Fischer, President, University Musical Society
Christie Nordhielm, Clinical Associate Professor of Marketing, Stephen M. Ross School of Business
Joe Parker, Senior Associate Athletic Director for Development, Athletics
Theresa Reid, Executive Director, Arts on Earth
Stephanie Riegle, Assistant Vice Provost, Office of the Provost and Executive Vice President for Academic Affairs
Bryan Rogers, Dean, School of Art & Design
Jerry Sigler, Senior Vice President & CFO, Alumni Association
Karen Sikkenga, Associate Director, Matthaei Botanical Garden and Nichols Arboretum
Mary Simoni, Associate Dean, School of Music Theatre & Dance
Appendix C: Continuing Education at Michigan survey

1. The NEPU task force is charged with exploring opportunities in the area of non-traditional and continuing education programs at the University. As a first step in this process we are trying to collect some information regarding existing programs here at UM. This survey includes questions regarding staffing, financials, and strategic mission for your continuing education program. Ideally, it will be filled out by the director or a senior manager in your program. It will take approximately 30 minutes. We thank you very much in advance for helping us with this important project.

Deborah Montague  Manager, Office of Continuing Dental Education  School of Dentistry  dmont@umich.edu
Karen Sikkenga  Associate Director  Botanical Gardens & Arboretum  ksikkeng@umich.edu
Stefanie Sinks  Program Manager and Adjunct Lecturer  School of Social Work  sinks@umich.edu
Melanie Barnett  Executive Director, Executive Education  Ross School of Business  barnettm@umich.edu
Randy Rabourn  Director of Continuing Education  IOE Dept; College of Engineering  rrabourn@umich.edu
Huei Peng  Executive Director, Interdisciplinary and Professional Engineering; Professor, Department of Mechanical Engineering  College of Engineering  hpeng@umich.edu
2. Please describe the type of continuing education programs you offer. Please indicate whether they are degree, certification, professional development, enrichment, and the audiences they serve.

Community education - personal enrichment classes for adults on nature-based and
environmental topics (gardening, reducing environmental footprint, nature education).

Children's Program - (1) School tours - docent-led field trips for K-12 classes based on Michigan curricular requirements; (2) Scout/Youth Group programs - docent-led classes for youth groups mostly about plant biology; (3) children/family classes - once or twice a month one-off enrichment classes for kids and families.

Below is a link to the winter 2010 CE brochure which will provide an overview of the programs offered.
http://www.ssw.umich.edu/programs/ce/Winter_2010_Continuing_Professional_Education.pdf

Executive Education / Management Development programs for corporate clients. Open enrollment professional development and customized "strategy enabling" and capabilities-building programs. All non-degree.

Professional Development. The programs are typically 1 to 3 days in length, conducted on a face-to-face basis (not distance learning). The audience is occupational health and safety professionals and can include occupational safety engineers, industrial hygienists, occupational health nurses, occupational physicians and others in business, industry and academia involved in occupational health and safety.

The InterPro unit within the College of Engineering offer (1) Interdisciplinary Graduate degree programs ~ 600 graduate students in 8 programs (3WC~420, because many of the students are part-time) ~ 650 enrollments in distance learning credit courses yearly. (2) Professional Education Short courses ~ 1,300 participants in over 60 non-credit, face-to-face short courses; ~ 700 online learners in non-credit short courses Most of the students in these degree programs and short courses are full-time employees working in companies.

The department coordinates corporate located degree and certificate programs; online degree and non-degree programs/courses, short courses, conferences, and seminars. The offerings award credit, CEU's, and serve the automotive and information technology sectors.

The School of Dentistry's Office of Continuing Dental Education meets the educational needs of dental professionals who are committed to lifelong learning. We recognize our responsibility to provide dental professionals with high-quality continuing education courses covering the most current information available on a wide-variety of topics, including didactic lectures, hands-on sessions and online courses.

The College of Pharmacy is an approved by the American Council of Pharmaceutical Education (ACPE) as a provider of Continuing Education credit for pharmacists and pharmacy technicians. We offer educational programs (live as well online) to pharmacy faculty, pharmacists in the UMHS, alumni, and pharmacists across the country. These programs are NOT degree based. They are offered for professional development.

We do not offer any continuing education programs.

The Graduate Summer Session in Epidemiology is a summer program lasting for three weeks every July. While a degree cannot be achieved from the summer session, we do offer a Certificate Program - Academic Competencies in Epidemiology that can be completed in two summers (12 credit hour program). Our audience consists of many M.D. and Ph.D. professionals.
as well as those working in the public health arena. Audiences are from many countries as well as all over the U.S. and University of Michigan students.

We provide continuing education for professional development and enrichment for nurses, social workers, environmental health specialists, and health educators.

The Michigan Public Health Training Center (MPHTC) now in its tenth year of funding from the Health Resources and Services Administration (HRSA) has established recognition by practitioners and academicians as a champion, convener, trainer, and partner for public health workforce development in Michigan. During this grant cycle MPHTC developed and continued to offer: courses within the area of leadership; courses addressing youth as a vulnerable population; several grand rounds and interactive onsite and online sessions pertaining to genomics, informatics, and epidemiology; distance-accessible core public health competency-based trainings in survey design and methodology, data use and interpretation, program evaluation, health disparities, genomic awareness, environmental contaminants on health, and research methods. Partnerships with many public health organizations and agencies were essential to the development and implementation of distance learning courses, grand round sessions, and statewide conferences and workshops covering the core competency domains for public health. (professional development/enrichment)

My dept provides the CE certification for all continuing ed for physicians in the health system. It also serves the continuing ed courses and activities for physicians outside of UM, usually on a regional basis.

We at the Ford School do not offer any continuing education programs

The Executive Master's Program in Health Management and Policy at the University of Michigan is a non-residential program with a unique format that allows those enrolled in it to continue working full time while pursuing the Master of Health Services Administration (MHSA) or the Master of Public Health (MPH) degree.

Total Responses 15

3. Please tell us about the goals/mission of your continuing education programs.

Community/youth education - to engage the community with nature as a first step toward greater environmental stewardship; school tours - to engage K-12 students and teachers in nature to meet Michigan science curriculum goals and to move them toward greater environmental stewardship

The University of Michigan School of Social Work is committed to the ongoing development of excellence in social work practice. Our programs are designed for social workers and other
human service professionals and provide professional development opportunities of the highest quality, taught by expert faculty and practitioners, at a reasonable cost.

Help create more capable and effective leaders and managers. Enhance the global brand of the Ross School. Provide financial resources to support faculty research.

To provide contemporary information to practicing health and safety professionals to enhance/improve their skills and practice, which in turn will improve workplace health and safety conditions to reduce injuries and illnesses and their associated costs.

We will be recognized nationally and globally as a leader in the creation and delivery of interdisciplinary and professional programs that make engineers, managers, and technical professionals more effective, productive, and competitive. InterPro will be a source of pride, recognition, and value for the College of Engineering by offering programs and services of the highest quality and value to individuals and their organizations.

Engineering Professional Development (EPD) provides a variety of continuing education programs and services for engineering and computer science professionals. Programs and courses are developed through collaboration with faculty and other subject matter experts, and can be customized to fit the needs of our corporate customers. Delivery is available at the UM-Dearborn campus, at a corporate location, through distance learning technologies, or through a combination of these methods. Several formats are available, including, but not limited, to technical short courses, seminars and institutes.

Our mission is to meet the educational needs of dental professionals who are committed to lifelong learning. In addition, we offer a one-year international Postdoctoral Scholar Program that engages private practitioners in concentrated instruction designed to enhance their skills.

The goal of the University of Michigan College of Pharmacy Office of Continuing Pharmacy Education is to offer timely, high-quality continuing pharmacy education activities that address topics of current interest and importance to pharmacists and pharmacy technicians. These activities will be designed to meet the following criteria as applicable: • They will focus on information intended to foster optimal medication therapy outcomes and patient safety. • They will help pharmacists to excel in their roles as managers of practice settings and preceptors of student pharmacists. • They will satisfy the hour and content requirements for pharmacist relicensure. • They will reflect recertification requirements for pharmacy technicians. The University of Michigan, College of Pharmacy will offer both knowledge based and application based educational programs, the intent will be to foster problem solving and critical thinking relevant to the practice of pharmacy. Mission The University of Michigan, College of Pharmacy will offer timely high-quality continuing pharmacy education activities to assist alumni, preceptors, pharmacy technicians as well as pharmacists in the state of Michigan and throughout the United States in meeting their life-long learning needs in an effort to maintain or enhance their professional competence.

The primary objective is to provide intensive instruction in the principles, methods and applications of epidemiology.

We provide training to public health professionals (mostly in state and local health departments)
to better prepare them to respond to public health emergencies

Mission: Strengthen the skills of those who promote and protect the health and quality of life in our communities. Goals: Goal 1: Complete the development of MPHTC’s capacity to develop and present competency-based courses utilizing multiple training modalities. Goal 2: Expand the diversity, level and coverage of the foundational competencies provided by MPHTC courses and other trainings, including those offered by the PHTC network. Note: Network related activities described in objectives 2a and 2b below and Goal 8 will occupy at least 15% of the total activities of the Training Center. Goal 3: Develop a “leadership track” of training for current, new and potential leaders of Michigan’s public health workforce, including the competency to form and maintain effective partnerships with other sectors of the public health system (see Institute of Medicine, The Future of the Public’s Health in the 21st Century, National Academies of Medicine). Goal 4: Strengthen the capacity of Michigan’s public health organizations to serve as “learning organizations” supporting training of their employees and sharing of acquired competencies. Goal 5: Integrate the activities of MPHTC with other workforce training and related activities as part of a School-wide and statewide strategy for workforce development. Goal 6: Maintain an ongoing plan of needs assessment coupled with tracking of accomplishments in order to implement continuous quality improvement and evaluate progress toward accomplishing all goals and objectives. Goal 7: Maintain and expand collaborative projects linking academic programs, practice partners and graduate students with medically underserved communities, linking these projects with the training of community and practice partners. Goal 8: Continue exercising leadership in the network of U.S. training centers to promote sharing of curriculum and needs assessments, further an understanding of training center activities among policy makers and other stakeholders, and strengthen relationships with partner organizations.

The University of Michigan Medical School has a general mission to provide a broad spectrum of comprehensive medical knowledge, research, and services of the highest quality to the people of the State of Michigan and beyond. An integral part of providing medical knowledge is providing continuing education to practicing physicians concerning recent advances in medical knowledge and cost effective patient care delivery.

None

Total Responses 13

| 4. Approximately how many different continuing education classes do you offer? | 1 | 1 | 0 | 0% |
5. Approximately how many students do you serve in an average academic year?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1 fewer than 25</td>
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</tr>
<tr>
<td>2 25-50</td>
<td>1</td>
<td>7%</td>
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<tr>
<td>3 50-100</td>
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</tr>
<tr>
<td>4 100-200</td>
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<td>0%</td>
</tr>
<tr>
<td>5 200-500</td>
<td>4</td>
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</tr>
<tr>
<td>6 more than 500</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100%</td>
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</table>

Mean 5.43
Variance 1.19
Standard Deviation 1.09
6. Approximately how many total student/days (e.g. one 3-day class with 20 students = 60 student days) of continuing education classes do you offer per year?

Comment on previous question - are you asking us how many different TYPES of classes or how many different classes? I'm also having trouble answering this question - we don't offer very many full-day classes. Would I count a 1-hour class as 1/8 of a student day?

Guestimate of approximately 1400 student days

11,000+

VERY approximately - 1500

including both distance learning courses and short courses, about 10,000 student/days

44 continuing dental education classes per year (1/2 day, 1 full day, and multiple days)

This question is difficult to answer. Most of our programs are single events ranging from 1 hr program (1 unit of continuing education credit); to 6 hrs in length (6 hrs continuing education credit) but the size of the audience varies from 10 to 200 or so.

25 5-day classes with approx 15 students - 1875 student days

800

4,000

We offer 240 activities for over 10,017 hours (participant hours).

0

1600

7. How do you deliver your continuing education programs (check all that apply).
<table>
<thead>
<tr>
<th>Program Type</th>
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</thead>
<tbody>
<tr>
<td>1. On campus via live instructor</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>2. Off-campus via live instructor</td>
<td>8</td>
<td>62%</td>
</tr>
<tr>
<td>3. Webcast or other remote interactive video-based program</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>4. Broadcast (1-way) program</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5. Online interactive program</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>6. Downloaded/distributed content (Itunes U, etc.)</td>
<td>3</td>
<td>23%</td>
</tr>
</tbody>
</table>

Total Responses 13

8. Please describe what trends you observe in program delivery (e.g. more use of online/remote instruction, etc.)

(1) There isn't much interest in much of our adult ed; competition for adult ed students is intense and most potential enrollees aren't willing to pay the full cost of offering the class; (2) the exception is school field trips - if we can connect these to the teacher's/curricular requirements, there is a lot of interest.

In our field, ESL, there are an increasing number of courses being offered on line. This is an area that our faculty would be interested in developing.

We are heading in the direction of more online/remote instruction. emphasis on action learning and other experiential learning activities, requests for shorter programs and for more customization.

More part-time, more distance learning, more short courses.

We offer a limited number of online courses to alumni and dental professionals.

Participants really like onsite courses, even though online courses are easier and well accepted.

Travel restrictions with working professionals has resulted in large online audiences for webcast events rather attendance in person. Webcasting has also been another way to attract individuals from outside Michigan. We work with specific organizations to bring training programs to their organization.
More interest in asynchronous formats, especially by younger doctors.

Total Responses 9

9. Please indicate how many people in your organization have solely administrative responsibility (no teaching) for your continuing education programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>6</th>
<th>46%</th>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>2-4</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td>3</td>
<td>more than 4</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean 1.77
Variance 0.69
Standard Deviation 0.83
Total Responses 13

10. Please indicate how you staff your continuing education programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>6</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Full-time tenure-track faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Full-time clinical or adjunct faculty</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>3</td>
<td>Outside faculty not affiliated with the University</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Part-time clinical or adjunct faculty</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>5</td>
<td>Students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Statistic</td>
<td>Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>1.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Responses</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 11. If you staff your continuing education programs with University employees, please indicate how you primarily compensate your faculty.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 course buy-downs/credit for teaching</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2 additional compensation</td>
<td>5</td>
<td>42%</td>
</tr>
<tr>
<td>3 it is a part of their regular teaching responsibilities</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4 other (please indicate)</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Last question no good - we have staff (not faculty) running our programs

not-- although we use outside faculty we sometime use internal faculty and provide additional compensation

percent effort - we are funded by the centers for disease control and prevention

Our courses are really taught by a variety of individuals which could not be indicated in the previous question. Sometimes it is faculty that teach the course at no cost or other times we pay practitioners working in the appropriate field to teach.
Mean 2.83  
Variance 0.70  
Standard Deviation 0.83  
Total Responses 12  

12. Please indicate how many people in your school/department having teaching responsibility for your continuing education programs.  

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1-2</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td>2 3-5</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>3 6-10</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>4 11-15</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>5 more than 15</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Mean 3.09  
Variance 3.09  
Standard Deviation 1.76  
Total Responses 11  

13. Please let us know the estimated compensation level for your continuing education faculty. Let us know whether it is hourly, per credit hour, per course, etc. If there is a broad compensation range please estimate the average level.  

$40 per contact hour - master's degree or bachelor's degree level instructor; $45/hour - PhD level
instructor
per credit hour, per course and sometimes, hourly compensation

$500/3-hour workshop  $1000/day-long workshop
daily rate. currently under evaluation for possible changes. currently at 2.5% of 9-month salary
for one 6-hour day of teaching. Extra compensation for customized programs, for serving as
faculty directly, and for travel outside of Ann Arbor to teach.
This is a VERY broad range, from $0/lecture hour to $350/lecture hour. It depends upon the
course/program, purpose for conducting the program, expertise and discipline of the instructor,
etc.
For distance learning students, the compensation is $107/SCH. For short courses, it is 2.5%AY
for every day of instruction
Part of their salary includes ce
Please note-- your questions do not seem to be applicable to our model. If you want to call me to
discuss let me know. For one of our programs we provide faculty with $200 for the lecture but
many of our programs involve faculty who may not be compensated or outside speakers

$2500 per credit hour
The previous couple of questions assume a certain structure that is not the same with us - our
system is much more complicated than these questions allow. We have internal and external
faculty who teach single or multiple 1-day courses for our center. Compensation depends on the
length of the course, the location of delivery, and regular involvement with the center. This will
likely require a phone conversation to accurately reflect the details in the many situations that we
address.
We offer a range of courses and compensation really depends on the length of the course and the
amount of preparation required. 7 week online mentored courses are compensated at $3,000.
Full-day and half-day trainings average $1,000.

$200-400 for single presentation, $700 for 2 day course, up to $1250 for 5 day course

Total Responses  12

14. Please describe the audience your continuing education program serves. Where do they live? What is their current educational status? What are their objectives in enrolling in your programs?
Southeast Michigan. We don't collect educational info, but I would guess virtually all have bachelors and most graduate degrees. Personal enrichment

The majority of our participants are post MSW professionals residing in SE Michigan.

Mid- to senior-level executives in mid- to large-sized companies. Some non-profit organization managers/execs as well. They come from all regions of the world, and we offer programs in southeast Asia, India, the middle east, and occasionally in Europe, in addition to the US.

Occupational health and safety professionals. Almost all are college educated, many with graduate degrees. More than half are from Michigan and surrounding states, however, we have attendees from across the US and a few from other countries.

Over the last year, we have distance learning students from Brazil, Canada, India, Mexico, Australia, Venezuela, Colombia, Italy, Germany, Korea, Ecuador. They all in our Master of Engineering degree programs. For short courses, we have students from even more countries. They all seek professional education that serve their professional career needs.

The majority of our audience is dental professionals, faculty and current dental students. They reside in the US. Their objectives are to earn CE credit for licensure renewal

Continuing education credit is required by law for pharmacists (30 cr per 2 yrs in MI).

Audience: pharmacists

described previously

Our primary audience is state and local health officials. Most live throughout Michigan, but many people participate in our courses throughout the US and internationally. Educational status varies widely.

Funded to train local and state public health professionals in health departments, community-based organizations, health systems, and non-profits/NGOs. Because many of the courses are available online we train nationwide although our mission is just Michigan. Objectives for taking course is typically professional development.

Physicians and some allied health professionals in the Michigan region.

About 1/3 physicians, average age 38, most seek advancement in health care management.

Total Responses 12

15. Please estimate the following financials for your continuing education programs on an annual basis.
| $55,000          | ($50,000) fully loaded                   |
| $10 - 20 million | $0-5 million (and occasionally a loss)   | $1600 per person |
| difficult to characterize: income from several grants and registration fees | breakeven | $400 (but varies widely) |
| about 6.5 Million dollars | I need to know the definition of net revenue to answer this question |
| about 6.5 Million dollars | Distance learning courses about $1,400/Credit, short courses about $500/day |
| $370,000         | $225,000                                | $235            | $235            |
| $350,000         | $75,000                                 | $1000           | $900            |
| 0                | 0                                       | 0               | 0               |
| 0                | 0                                       | 0               | 0               |
| Total Responses | 8                                       |

**16. Please tell us about what you see as the greatest successes of your current continuing education programs.**

Increase in school tour traffic; creation of Local Table program to teach about food systems and their environmental impact and to encourage personal action.

Provide perspective international graduate and professional school students with preparation for their programs. Provide scholars with a venue for improving their academic skills while doing their research at UM. Provide undergraduates from other universities with an introduction to English as a Second Language Teaching.

The fact that we have a CE program...this is a new office (began January, 2009). Our greatest accomplishment has been the University of Michigan Sexual Health Certificate Program.

Global presence for the university and the school. Positive impact on leaders and companies.
We offer high quality programs with high quality instructors, many of whom are nationally and internationally recognized experts in their fields.

Outreach and networking opportunities for our faculty members

Outside speakers, hands-on sessions,

Alumni connections; preceptor/adjunct faculty development

Longevity of program (45 years), caliber of faculty, variety of courses offered

for the financial question previously: we are funded by the CDC and all of our courses are free of charge to participants. We have a broad network of partners throughout the US with whom we develop and deliver courses.

The MPHTC positively impacts the public health workforce at the individual and organizational level. Public health professionals benefit from distance-accessible, competency-based training opportunities often provided for free. These training courses, which form the bedrock of the MPHTC program, bring together expertise from academicians and practitioners to meet training needs in the state that and are consistent with the Public Health Training Center’s mission to strengthen the technical, scientific, managerial, and leadership competence of current and future public health professionals. Public health agencies and organizations often busy with fulfilling their missions, may find it difficult to devote resources necessary to develop and deliver training to enhance their employees. MPHTC has become an effective and well known organization in Michigan that works alongside the workforce to provide valuable and needed training. MPHTC holds an important role that relates to public health workforce development at an organizational level. MPHTC takes a leadership role in setting the agenda for state-level conferences and bringing together agencies, local health departments, and other public health groups for these events. During this grant period, MPHTC, along with its partners in the Office of Public Health Practice at the University of Michigan School of Public Health, hosted a Practice-Academic Summit that focused on the topic of leadership and workforce development and provided a forum for practitioners and faculty to discuss strategies for statewide workforce development. In addition, MPHTC is a partner in the annual state conference for local and state health departments. This past year, the conference agenda was planned based on the title, “Healthy Michigan 2010: Public Health Progress and Beyond.” Because the Michigan Public Health Training Center operates effectively at a number of levels, from individual training to its well-developed partner relationships, we represent a valuable resource for the state of Michigan. The Center has an important niche as a conduit for applied learning between the practice community and the academic excellence of the University of Michigan’s School of Public Health and other academic units in the state of Michigan. MPHTC’s positioning as a provider of quality continuing education courses, workforce assessments, and collaborative opportunities speak to how critical our presence is within Michigan and the need for ongoing funding to maintain operations.

Our alumni are very positive about the program, and end up playing an important role in recruiting applicants to the program.
17. Please tell us what you feel are the greatest challenges your program faces.

Low enrollments - low community interest - too many personal enrichment programs in Washtenaw County - wish we could list our classes through an umbrella organization such as Rec&Ed so people shopping around for classes would see what we offer, instead of shotgun marketing approach where we sponsor mailings to people already on our mailing list and hope they continue to be interested in our offerings.

Financial development for on line development and support for increasing our visibility beyond the credit bearing venue.

Increasing enrollment.

Current economic environment has resulted in severe cutbacks on spending for executive education. Faculty engagement. University's global brand compared to that of competitors.

Recent economic conditions has made it difficult for health and safety professionals to attend programs. Also, on the national level, there has not been an emphasis on occupational health and safety issues in the past decade, which has resulted fewer health and safety practitioners.

- Enrollment is more vulnerable to economic cycles (not stable) - Difficulties in coordination with departments for (distance learning) course offering - Perceived and actual conflict of commitment in recruiting faculty to teach our distance and short courses, and serve as program directors - Open learning and outreach activities left to faculty and units to decide individually—ad hoc and unfocused - Low priority (in comparison to departments) in resource allocation (space, faculty) - Roles/goals of the unit is not yet well defined (for example, what is our role in open learning? Other outreach activities of the College? Enhancing learning experience of “traditional” students, both when they are here and away? Role in transforming Michigan and mid-west economy?)

Competing with dental companies who provide CE to our dental professionals for free. Lack of parking on campus.

Continued funding from CDC

1) Budget limitations; 2) Workforce time and travel limitations for continuing education activities; 3) Training and needs assessment saturation.

Diminishing support for education from industry and commercial sources.
Competition from other universities' programs that try to copy ours or claim to offer the same range and depth of education we offer.

Total Responses 12

18. Please tell us how you feel the University might further support your continuing education programs, if at all.

By offering consolidated marketing of community enrichment classes such as the Rec & Ed catalogue put out by the City or County

By supporting and increasing our marketing efforts.

Enable us to communicate directly with alumni about the opportunities executive education can provide them. Make it easier to be knowledgable about, and to access, university capabilities.

Currently, we have relationships with the professional organizations representing our audience, which assists with marketing. We have a federal grant to underwrite a portion of administrative costs and the grant sponsor (National Institute for Occupational Safety and Health) also helps to market our programs. I would have to think about this more, but continuing to have the University of Michigan name on our programs, having access to UM facilities for a reasonable cost (or no cost), having access to UM faculty and staff for instructors are all extremely important.

If this is an area the University wants to expand, then it is important to provide proper resources, especially in the form of faculty time/headcount.

Grant funding limits the number of staff and programs that we can offer. Additional GF funding would allow us to increase our professional staff and expand our course offerings.

integrating and consolidating admin functions, like registration, advertising, etc.

Advertising budget--we basically have none--and funds to have the level of staff support needed to provide student services that match those of most of our competitors.

Total Responses 8
19. Please indicate your prediction regarding the future size of your continuing education programs

<table>
<thead>
<tr>
<th>Option</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We will continue to serve approximately the same number of students in our programs</td>
<td>7</td>
</tr>
<tr>
<td>2. Our program is increasing in terms of number of students served</td>
<td>1</td>
</tr>
<tr>
<td>3. Our program is decreasing in terms of number of students served</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Responses: 12

Mean: 1.75
Variance: 0.93
Standard Deviation: 0.97

20. If your program size is decreasing, please indicate why.

Question is difficult to answer - our adult ed programs are decreasing, our children's ed is increasing because we've made a policy decision to deemphasize adult ed given challenges in marketing etc and other demands on staff time

Global economy. Move toward customization of programs.

As noted earlier, the occupational health and safety audience pool is not currently growing due to economic and political considerations. It isn't clear that our attendance numbers will continue to decrease, but in the term they are not expected to surge.

Economy

We have experienced slight decreases over the last 10 years. We primarily attribute this to the increase in other summer epidemiology program.

federal funding

Physicians can get CME credit from numerous sources and attend CME for other reasons, often
for networking. Economic constraints make that less viable as a primary reason for attending

Total Responses 7

21. If your program size is increasing, please indicate why.

Because we're consciously linking our field trip offerings to the Michigan science curriculum

This is a new office, so we were starting at zero. However, I would like to continue to increase the number of participants enrolling in each program.

NA

Total Responses 3

22. If the University were to offer support in generating additional demand for your existing programs, would you be interested in taking advantage of this?

<table>
<thead>
<tr>
<th></th>
<th>definitely</th>
<th></th>
<th>probably</th>
<th></th>
<th>probably not</th>
<th></th>
<th>definitely not</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td></td>
<td>5</td>
<td></td>
<td>8</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td></td>
<td>38</td>
<td></td>
<td>8</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Total 13 100%

Mean 1.54
Variance 0.44
Standard Deviation 0.66
23. If the University were to offer support in developing and generating demand for new programs would you be interested in taking advantage of this?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>definitely</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>probably</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>probably not</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>definitely not</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 1.64
Variance: 0.25
Standard Deviation: 0.50

24. If the administration were to facilitate the development of interdisciplinary programs across different units/schools of the University, would you be interested in taking advantage of this?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>definitely</td>
<td>4</td>
<td>29%</td>
</tr>
<tr>
<td>probably</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>probably not</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>definitely not</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>
25. Please indicate your level of interest in having a centralized information source developed by the University (web page/publications, etc.) that would direct people to your programs.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 very interested</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>2 somewhat interested</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>3 not very interested</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>4 not at all interested</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean 1.71
Variance 0.22
Standard Deviation 0.47
Total Responses 14

26. Please indicate your level of interest in having the administration of your continuing education programs centralized at the University level.
1 very interested 1 7%
2 somewhat interested 4 29%
3 not very interested 3 21%
4 not at all interested 6 43%
Total 14 100%

Mean 3.00
Variance 1.08
Standard Deviation 1.04
Total Responses 14

27. Please take a moment to let us know whether and how you believe the University could help support your continuing education programs.

We would welcome a discussion with our faculty to see what the parameters might be for engaging in further programs across the disciplines and would particularly welcome a discussion about online offerings both domestically and abroad for English as a Second Language, English for Academic Purposes and other related skills based courses.

It would be helpful to create a directory of faculty interested in teaching CE workshops, and an overview of their areas of expertise.

Answered in previous question.

already stated eariler

- Resource and expertise sharing - Policy change (lack of dedicate faculty headcount is one of our main challenges, because of the perceived and actual conflict of commitment) - Internal and external marketing

Probably not because we are not dealing with the current student population. 98% of our participants are alumni and professionals.

funding
Already addressed in a previous question.

Resources for advertising and student staff support, and to enhance further out visibility on the web.

Total Responses       9
Appendix D: Continuing Education Google Search Results

Google

university of michigan continuing education

Results 1 - 10 of about 1,120,000 for university of michigan continuing education. (0.49 sec)

Sponsored Links
University Continuing Ed
Earn Your Continuing Education Degree at a Top University Online!
CollegeDegreeNetwork.com

Show your ad here »

University of Michigan Continuing Education
by O Job - Cited by 2 - Related articles
2001-2002 Continuing Education Programs in Occupational Health and Safety. Includes links to program descriptions and registration information.

Michigan Continuing Medical Education - UM CME
The University of Michigan Medical School's Office of Continuing Medical Education plans and produces over 100 CME activities for physicians and healthcare professionals.

Course Calendar - Self Study - Contact Us - About Us

Self Study - Office of Continuing Medical Education - UMMS
Continuing Medical Education (CME) UNIVERSITY OF MICHIGAN MEDICAL SCHOOL ... 1 AMA PRA Category 1 credits™, for adult primary care clinicians, no fee ...

University of Michigan BEO - Educate - Continuing Education
Continuing education and professional development programs available at the University of Michigan.

Educate - University of Michigan

Continuing Dental Education (CDE) - University of Michigan School of Dentistry
By calling the Department of Consumer & Industry Services, Bureau of Health Services, you may obtain information regarding continuing education requirements.

Continuing Education at Eastern Michigan University
At Eastern Michigan University, we want you to be challenged in the classroom, not in getting there. That's why Extended Programs and Educational Outreach services are here.

MSU - Online Learning & Continuing Education
Online Learning and Continuing Education. Related MSU Websites: ... 2001-2002 Michigan State University Board of Trustees East Lansing, Michigan 48824 USA ...

U-M-SSW. Continuing Education
You can now register and pay for Continuing Education courses online. Online Registration.

University of Michigan School of Social Work
The Office of Continuing Professional Education offers certificates for Sexual Harassment Training. Continuing Education courses are taught by internationally recognized experts.

Online Continuing Education at University of Michigan-Flint
Get continuing professional education units from the Michigan Association of Certified Public Accountants. Computer Technology Courses ...

University of Michigan - Continuing Education

Searches related to university of michigan continuing education
university of michigan continuing medical education
cornell university continuing education
u of m continuing education
stanford university continuing education
duke university continuing education
northwestern university continuing studies
university of texas continuing education
university of utah continuing education
university of wyoming continuing education
michigan state university continuing education
michigan university continuing education
Appendix E: U-M Venue Information
<table>
<thead>
<tr>
<th>Location</th>
<th>Room</th>
<th>Address</th>
<th>Contact</th>
<th>Email</th>
<th>Website</th>
<th>Phone</th>
<th>Fax</th>
<th>A/V</th>
<th>On-Site Catering</th>
<th>Banquet</th>
<th>Rehearsal</th>
<th>Theater</th>
<th>Conf.</th>
<th>Classroom</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Center</td>
<td>Founders Room, Lobby</td>
<td>200 Fletcher St. Ann Arbor, MI 48109-1007</td>
<td>Steve Lindimore</td>
<td><a href="mailto:slindim@umich.edu">slindim@umich.edu</a></td>
<td><a href="http://www.umealumni.com">www.umealumni.com</a></td>
<td>763-9566</td>
<td>615-505A</td>
<td>fully equipped</td>
<td>No</td>
<td>120</td>
<td>300</td>
<td>200</td>
<td>Alcohol must be served by licensed caterer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arborium</td>
<td>Reader Urban Environmental EdCtr (Library)</td>
<td>1600 Washington Heights Ann Arbor, MI 48104</td>
<td>Linda Neely</td>
<td><a href="mailto:lneely@umich.edu">lneely@umich.edu</a></td>
<td><a href="http://www.lsa.umich.edu/mib/see-thistles/Arborium.aspx">http://www.lsa.umich.edu/mib/see-thistles/Arborium.aspx</a></td>
<td>647-9405</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arthur Miller Theatre</td>
<td>911 North University Ave. Ann Arbor, MI 48109</td>
<td>Shannon Rice</td>
<td><a href="mailto:sberritt@umich.edu">sberritt@umich.edu</a></td>
<td><a href="http://www.music.umich.edu/about">http://www.music.umich.edu/about</a></td>
<td>647-3327</td>
<td>fully equipped</td>
<td>No</td>
<td>650</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bentley Historical Library</td>
<td>Whiting Room</td>
<td>1150 Beal Ave. Ann Arbor, MI 48108-2113</td>
<td>Diane Hallfield</td>
<td><a href="mailto:dbhallf@umich.edu">dbhallf@umich.edu</a></td>
<td><a href="http://www.umich.edu/bhl/">http://www.umich.edu/bhl/</a></td>
<td>764-3482</td>
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<tr>
<td>Biomedical Science Research Building (BSRB)</td>
<td>Abrirum</td>
<td>309 Zina Pitcher Place Ann Arbor, MI 48104</td>
<td>Bonnie Brown</td>
<td><a href="mailto:bgbrown@umich.edu">bgbrown@umich.edu</a></td>
<td><a href="http://www.med.umich.edu/buildings/abrirum/index.htm">http://www.med.umich.edu/buildings/abrirum/index.htm</a></td>
<td>647-2788</td>
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<tr>
<td>Biomedical Science Research Building (BSRB)</td>
<td>Auditorium</td>
<td>309 Zina Pitcher Place Ann Arbor, MI 48104</td>
<td>Bonnie Brown</td>
<td><a href="mailto:bgbrown@umich.edu">bgbrown@umich.edu</a></td>
<td><a href="http://www.med.umich.edu/buildings/bsrb/index.html">http://www.med.umich.edu/buildings/bsrb/index.html</a></td>
<td>647-2788</td>
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<tr>
<td>Botanical Gardens</td>
<td>Auditorium, Conservatory</td>
<td>3800 N. Diagboro Road Ann Arbor, MI 48105</td>
<td>Linda Neely</td>
<td><a href="mailto:lneely@umich.edu">lneely@umich.edu</a></td>
<td><a href="http://www.lsa.umich.edu/mib">http://www.lsa.umich.edu/mib</a></td>
<td>647-7808</td>
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<tr>
<td>Buildings / Auditorium</td>
<td>SRA Classrooms and Auditoriums</td>
<td>Registers Curriculum Office</td>
<td>Larry Jones</td>
<td><a href="mailto:mjcurriculum@umich.edu">mjcurriculum@umich.edu</a></td>
<td><a href="http://ro.umich.edu/curriculum_main/registration/">http://ro.umich.edu/curriculum_main/registration/</a></td>
<td>763-2113</td>
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<tr>
<td>Diag</td>
<td>Outdoors venue</td>
<td>Office of the Assoc. VP for Fac. &amp; Operations</td>
<td>Ann Zalucki</td>
<td><a href="mailto:azalucki@bf.umich.edu">azalucki@bf.umich.edu</a></td>
<td><a href="http://www.fc.umich.edu/space/booking.html">http://www.fc.umich.edu/space/booking.html</a></td>
<td>615-9075</td>
<td>615-6876</td>
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<tr>
<td>Duderstadt Center</td>
<td>Art Gallery (1st floor, Connector Hallway)</td>
<td>2281 Bonisteel Blvd. Ann Arbor, MI 48108-2004</td>
<td>Kathy Reister</td>
<td><a href="mailto:kreister@umich.edu">kreister@umich.edu</a></td>
<td><a href="http://www.du.umich.edu/">http://www.du.umich.edu/</a></td>
<td>763-0605</td>
<td>936-3107</td>
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<tr>
<td>Hill Auditorium</td>
<td>825 North University Ave. Ann Arbor, MI 48109</td>
<td>Shannon Rice</td>
<td><a href="mailto:sberritt@umich.edu">sberritt@umich.edu</a></td>
<td><a href="http://www.music.umich.edu/about">http://www.music.umich.edu/about</a></td>
<td>647-3327</td>
<td>fully equipped</td>
<td>No</td>
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<tr>
<td>Ingles House</td>
<td>Dining Room/library</td>
<td>2301 Highland Road Ann Arbor, MI 48108</td>
<td>Rita Galloway</td>
<td><a href="mailto:ritagal@umich.edu">ritagal@umich.edu</a></td>
<td><a href="http://www.fo.umich.edu/guideline_container_resources.php">http://www.fo.umich.edu/guideline_container_resources.php</a></td>
<td>936-8970</td>
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<tr>
<td>Law School: Hutchins Hall</td>
<td>Lawyers Club for Law School use only</td>
<td>905 S. State St. Ann Arbor, MI 48109</td>
<td>Lois Dether</td>
<td><a href="mailto:ldether@umich.edu">ldether@umich.edu</a></td>
<td><a href="http://www.law.umich.edu/">http://www.law.umich.edu/</a></td>
<td>763-3003</td>
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<tr>
<td>Mendelssohn Theater</td>
<td>Various</td>
<td>911 North University Ave. Ann Arbor, MI 48109</td>
<td>Shannon Rice</td>
<td><a href="mailto:sberritt@umich.edu">sberritt@umich.edu</a></td>
<td><a href="http://www.music.umich.edu/about">http://www.music.umich.edu/about</a></td>
<td>647-3327</td>
<td>647-3326</td>
<td>fully equipped</td>
<td>No</td>
<td>650</td>
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<tr>
<td>Michigan League</td>
<td>Various</td>
<td>911 North University Ave. Ann Arbor, MI 48109</td>
<td>Nick Capul</td>
<td><a href="mailto:mcapul@umich.edu">mcapul@umich.edu</a></td>
<td><a href="http://uunions.umich.edu/pierpont">http://uunions.umich.edu/pierpont</a></td>
<td>763-5750</td>
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<tr>
<td>Michigan Union</td>
<td>Various</td>
<td>911 North University Ave. Ann Arbor, MI 48109</td>
<td>Ken Knell</td>
<td><a href="mailto:knell@umich.edu">knell@umich.edu</a></td>
<td><a href="http://uunions.umich.edu/pierpont">http://uunions.umich.edu/pierpont</a></td>
<td>763-5750</td>
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<tr>
<td>Museum of Art</td>
<td>Apse</td>
<td>525 South State Street Ann Arbor, MI 48109-1054</td>
<td>Terri L. Gabrie, Admin.  Manager</td>
<td><a href="mailto:tgreg@umich.edu">tgreg@umich.edu</a></td>
<td><a href="http://www.umma.umich.edu">http://www.umma.umich.edu</a></td>
<td>647-0518</td>
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<td>Approved caterers</td>
<td>100</td>
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<tr>
<td>Museum of Art</td>
<td>Commons Room, Multipurpose Room</td>
<td>525 South State Street Ann Arbor, MI 48109-1054</td>
<td>Bruce Glazer, Facilities Manager</td>
<td><a href="mailto:bglaizer@umich.edu">bglaizer@umich.edu</a></td>
<td><a href="http://www.palmecommons.umich.edu">http://www.palmecommons.umich.edu</a></td>
<td>647-9686</td>
<td>cell: 660-5804</td>
<td>48</td>
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<tr>
<td>Palmer Commons</td>
<td>Great Lakes Rooms, Forum Hall, Aud., Boardrooms</td>
<td>400 Washtenaw Avenue Ann Arbor, MI 48102-2120</td>
<td>Kathy Compton, Facilities Manager</td>
<td><a href="mailto:kcompton@umich.edu">kcompton@umich.edu</a></td>
<td><a href="http://www.palcommons.umich.edu">http://www.palcommons.umich.edu</a></td>
<td>647-9686</td>
<td>615-4444</td>
<td>615-4444</td>
<td>main line: 615-4444</td>
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<tr>
<td>Pierpont Commons (N. Campus)</td>
<td>Public Room/Recreation areas, CAEN labs, Student lounge</td>
<td>2102 Bonisteel Rd. Ann Arbor, MI 48109</td>
<td>Merry Meyer</td>
<td><a href="mailto:mlmeyer@umich.edu">mlmeyer@umich.edu</a></td>
<td><a href="http://uunions.umich.edu/pierpont">http://uunions.umich.edu/pierpont</a></td>
<td>764-7544</td>
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<tr>
<td>Power Center</td>
<td>Costume Shop/Mechanical Room, Rehearsal Hall</td>
<td>321 Fletcher Street Ann Arbor, MI 48109</td>
<td>Shannon Rice</td>
<td><a href="mailto:sberritt@umich.edu">sberritt@umich.edu</a></td>
<td><a href="http://www.music.umich.edu/about">http://www.music.umich.edu/about</a></td>
<td>647-3327</td>
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<tr>
<td>Rackham</td>
<td>Auditorium</td>
<td>315 East Washington St. Ann Arbor, MI 48109</td>
<td>Shannon Rice</td>
<td><a href="mailto:sberritt@umich.edu">sberritt@umich.edu</a></td>
<td><a href="http://www.music.umich.edu/about">http://www.music.umich.edu/about</a></td>
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<tr>
<td>Ross Academic Center</td>
<td>Towsley Classroom, Student Lounge</td>
<td>3120 S. State St. Ann Arbor, MI 48109</td>
<td>Wanda Smith</td>
<td><a href="mailto:wsmith@umich.edu">wsmith@umich.edu</a></td>
<td><a href="http://www.meumich.edu/facilities/about">http://www.meumich.edu/facilities/about</a></td>
<td>647-3709</td>
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<tr>
<td>SAB</td>
<td>Maize and Blue Auditorium</td>
<td>515 East Jefferson St. Ann Arbor, MI 48109</td>
<td>Feoddes Shipp III</td>
<td><a href="mailto:dfs@umich.edu">dfs@umich.edu</a></td>
<td><a href="http://www.careercenter.umich.edu">http://www.careercenter.umich.edu</a></td>
<td>936-2988</td>
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<tr>
<td>Location</td>
<td>Room</td>
<td>Address</td>
<td>Contact</td>
<td>Email</td>
<td>Website</td>
<td>Phone</td>
<td>Fax</td>
<td>A/V</td>
<td>On-Site Catering</td>
<td>Banquet Reception</td>
<td>Theater Conf.</td>
<td>Classroom</td>
<td>Comments</td>
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<tr>
<td>Alumni Center</td>
<td>Founders Room, Lobby</td>
<td>200 Fletcher St.</td>
<td>Stew Lindor</td>
<td><a href="mailto:sliord@umich.edu">sliord@umich.edu</a></td>
<td><a href="http://www.umalumni.com">http://www.umalumni.com</a></td>
<td>763-9566</td>
<td>615-5054</td>
<td>fully equipped</td>
<td>No</td>
<td>120</td>
<td>300</td>
<td>200</td>
<td>Alcohol must be served by league</td>
<td></td>
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<tr>
<td>Arborium, Nichols</td>
<td>Reader Urban Environmental</td>
<td>1600 Washington St.</td>
<td>Linda Neely</td>
<td><a href="mailto:lneely@umich.edu">lneely@umich.edu</a></td>
<td><a href="http://www.med.umich.edu/mbi">http://www.med.umich.edu/mbi</a></td>
<td>647-9405</td>
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<tr>
<td>Arthur Miller Theatre</td>
<td>North University</td>
<td>911 North University</td>
<td>Shannon Rice</td>
<td><a href="mailto:sribnt@umich.edu">sribnt@umich.edu</a></td>
<td><a href="http://www.med.umich.edu">http://www.med.umich.edu</a></td>
<td>647-3377</td>
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<tr>
<td>Bentley Historical Library</td>
<td>Whiting Room</td>
<td>1150 Basil Street</td>
<td>Diane Hatfield</td>
<td><a href="mailto:dbhatf@umich.edu">dbhatf@umich.edu</a></td>
<td><a href="http://www.umich.edu/whit">http://www.umich.edu/whit</a></td>
<td>763-3482</td>
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<tr>
<td>Biomed Science Research</td>
<td>Abrirum</td>
<td>109 Zina Pitcher Place</td>
<td>Bonnie Brown</td>
<td><a href="mailto:bgbrown@umich.edu">bgbrown@umich.edu</a></td>
<td><a href="http://www.medumich.edu/">http://www.medumich.edu/</a></td>
<td>647-2788</td>
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<td>No</td>
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<tr>
<td>Biomed Science Research</td>
<td>Auditorium</td>
<td>109 Zina Pitcher Place</td>
<td>Bonnie Brown</td>
<td><a href="mailto:bgbrown@umich.edu">bgbrown@umich.edu</a></td>
<td><a href="http://www.medumich.edu/">http://www.medumich.edu/</a></td>
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<tr>
<td>Biomed Science Research</td>
<td>Seminar Rooms</td>
<td>109 Zina Pitcher Place</td>
<td>Bonnie Brown</td>
<td><a href="mailto:bgbrown@umich.edu">bgbrown@umich.edu</a></td>
<td><a href="http://www.medumich.edu/">http://www.medumich.edu/</a></td>
<td>647-2788</td>
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<td>No</td>
<td>100</td>
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<td>3 rooms, can be combined; overflow possible in &quot;soft seating&quot; area outside</td>
<td></td>
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<tr>
<td>U-M Conference Services</td>
<td>Various residence halls in soft season (summer months)</td>
<td>877 Oxford Rd. Ann Arbor, Michigan 48104-2634</td>
<td>Mary Bostlie</td>
<td><a href="mailto:mbostlie@umich.edu">mbostlie@umich.edu</a></td>
<td><a href="http://www.cms.housing.umich.edu">http://www.cms.housing.umich.edu</a></td>
<td>763-3610</td>
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<tr>
<td>Athletics</td>
<td>Bahner Wrestling Facility</td>
<td>2501 S. State St.</td>
<td>Joseph P McFarland-Head Coach</td>
<td><a href="mailto:jpmcfar@umich.edu">jpmcfar@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-9763</td>
<td>988-7236</td>
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<tr>
<td>Athletics: Canham Natatorium</td>
<td>Lobby</td>
<td>500 E. Hoover St.</td>
<td>James Richardson-Women's Coach</td>
<td><a href="mailto:jrichardson@umich.edu">jrichardson@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-1288</td>
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<tr>
<td>Athletics: Cliff Keen Arena</td>
<td>Lobby, Court/Floor</td>
<td>616 E. Hoover St.</td>
<td>Lisa P Craft</td>
<td><a href="mailto:lpcraft@umich.edu">lpcraft@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-1273</td>
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<td>1,800</td>
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<tr>
<td>Athletics: Crisler Arena</td>
<td>Floor and Concourse</td>
<td>333 E. Stadium Blvd.</td>
<td>Michelle Fabrizio</td>
<td><a href="mailto:mfabrizio@umich.edu">mfabrizio@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>998-7236</td>
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<td>11,609</td>
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<tr>
<td>Athletics: Ferry Field</td>
<td>Outdoor Track</td>
<td>1150 S. State St.</td>
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<tr>
<td>Athletics: Al Glick Field House</td>
<td>Field, Balcony</td>
<td>333 E. Stadium Blvd.</td>
<td>Joyce Kohl</td>
<td><a href="mailto:jkohl@umich.edu">jkohl@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-2583</td>
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<tr>
<td>Athletics: Jungen Family</td>
<td>Banquet Hall, Terrace</td>
<td>1201 S. Main Street</td>
<td>Ruth Thompson</td>
<td><a href="mailto:rthomps@umich.edu">rthomps@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-9760</td>
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<tr>
<td>Athletics: Michigan Stadium</td>
<td>Jack Roth Club, Regents Guest Area</td>
<td>2100 S. Main Street</td>
<td>Joyce Kohl</td>
<td><a href="mailto:jkohl@umich.edu">jkohl@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-2583</td>
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<tr>
<td>Athletics: Duderan Field House</td>
<td>Knoll Field</td>
<td>1202 S. State St.</td>
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<tr>
<td>Athletics: Schmemchel Hall</td>
<td>Museum, Commons</td>
<td>1200 S. State St.</td>
<td>Rob Redemacher</td>
<td><a href="mailto:rredem@umich.edu">rredem@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>936-3060</td>
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<tr>
<td>Athletics: Tennis Center</td>
<td>Indoor: Presto Robert Tisch Building; Outdoor: William Dayford Outdoor Courts</td>
<td>2250 S. State St.</td>
<td>Joyce Kohl</td>
<td><a href="mailto:jkohl@umich.edu">jkohl@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>647-2583</td>
<td></td>
<td></td>
<td>Indoor 632; Outdoor 600</td>
<td></td>
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</tr>
<tr>
<td>Athletics: UM Golf Course</td>
<td>Courses/Lawn, Clubhouse Main Floor, M Room</td>
<td>500 E. Stadium Blvd. Ann Arbor, Michigan 48104</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>615-4653</td>
<td>647-9000</td>
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<tr>
<td>Athletics: UM Indoor Track Building</td>
<td>Indoor Track</td>
<td>1150 S. State St.</td>
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</tr>
<tr>
<td>Athletics: Yost Ice Arena</td>
<td>Lobby, Rink/Floor</td>
<td>1000 S. State Street</td>
<td>Craig Wetta, Arena Manager</td>
<td><a href="mailto:cwwetta@umich.edu">cwwetta@umich.edu</a></td>
<td><a href="http://www.mgoblue.com/facilities">http://www.mgoblue.com/facilities</a></td>
<td>764-4600</td>
<td>364-4597</td>
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<td>8,100</td>
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Appendix F: U-M Venue Utilization

<table>
<thead>
<tr>
<th>Venue</th>
<th>Item</th>
<th>Gross Revenue</th>
<th>Vacancy Rate</th>
<th>Interested in Collaboration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palmer Commons</td>
<td>Audio Visual Rental</td>
<td>$131,061.29</td>
<td>69%</td>
<td>Yes</td>
<td>$180,865</td>
</tr>
<tr>
<td>Palmer Commons</td>
<td>Other Rental</td>
<td>$46,555.40</td>
<td>69%</td>
<td>Yes</td>
<td>$32,123</td>
</tr>
<tr>
<td>Palmer Commons</td>
<td>Room Rental</td>
<td>$14,029.21</td>
<td>69%</td>
<td>Yes</td>
<td>$9,680</td>
</tr>
<tr>
<td>Kipke</td>
<td>Conference Room</td>
<td>$13,825.00</td>
<td>35%</td>
<td>No</td>
<td>$4,839</td>
</tr>
<tr>
<td>Alumni Center</td>
<td>Conference Room</td>
<td>$25,000.00</td>
<td>50%</td>
<td>Yes</td>
<td>$12,500 $25K revenue based on 15% of total capacity by paying customers</td>
</tr>
<tr>
<td>University Productions</td>
<td>Hill Auditorium</td>
<td>$135,741.00</td>
<td>52%</td>
<td>Yes</td>
<td>$70,585</td>
</tr>
<tr>
<td>University Productions</td>
<td>Power Center</td>
<td>$125,127.00</td>
<td>51%</td>
<td>Yes</td>
<td>$63,815</td>
</tr>
<tr>
<td>University Productions</td>
<td>Mendelssohn Theatre</td>
<td>$98,668.00</td>
<td>41%</td>
<td>Yes</td>
<td>$40,454</td>
</tr>
<tr>
<td>University Productions</td>
<td>Rackham</td>
<td>$53,969.00</td>
<td>74%</td>
<td>Yes</td>
<td>$39,937</td>
</tr>
<tr>
<td>University Productions</td>
<td>Miller Theatre</td>
<td>$9,429.00</td>
<td>46%</td>
<td>Yes</td>
<td>$4,337</td>
</tr>
<tr>
<td>Unions</td>
<td>All Venues</td>
<td>$890,000.00</td>
<td>50%</td>
<td>Yes</td>
<td>$445,000 Includes Michigan League, Michigan Union, Pierpont Commons</td>
</tr>
<tr>
<td>MBGNA</td>
<td>Botanical Gardens</td>
<td>$105,000.00</td>
<td>50%</td>
<td>Yes</td>
<td>$52,500</td>
</tr>
<tr>
<td>MBGNA</td>
<td>Arboretum</td>
<td>$5,000.00</td>
<td>90%</td>
<td>Yes</td>
<td>$4,500 Includes Auditorium, Apse, Forum, MP Room, Commons and Tappan Court</td>
</tr>
<tr>
<td>UMMA*</td>
<td>All venues</td>
<td>$90,000.00</td>
<td>Yes</td>
<td></td>
<td>$961,135</td>
</tr>
</tbody>
</table>

The following do not rent to outside agencies and typically do not charge rent to University units

- Bentley Library
- BSRB
- Inglis House
- Law School
- Ross Academic Center
- Student Activities Building

*UMMA has not been open a full fiscal years since its renovations. Numbers are difficult to estimate at this point.
Appendix G: Emeritus Survey Results

1. The Non-Traditional Educational Programs at U-M (NEPU) Task Force (http://www.provost.umich.edu/CRRE/nontraditional_programs.html) has been meeting to discuss innovative ways to utilize the intellectual expertise of its emeriti faculty. This survey is being sent to U-M emeriti to gain a better understanding of how you are currently engaged in the University community. The survey also seeks to gain an understanding of what other opportunities the University might be able to provide to further engage emeriti. It will take approximately 5 minutes to complete. Please take the survey by Wednesday, March 10. We thank you very much in advance for helping us with this important project.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
<td>0%</td>
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</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mean</td>
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<tr>
<td>Variance</td>
<td>0.00</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Responses</td>
<td>0</td>
</tr>
</tbody>
</table>

2. 1. Please describe your current involvement and connection with the University.
I have an active research program in SPH. Continuing with the University as a part-time, salaried employee.

Active Emeritus Professor 1. I direct the first month of the M1 medical curriculum (patients and Populations) and direct and teach most of the Medical Genetics course in that sequence. 2. I see patients in the Medical Genetics clinic 1/2 day per week.

I am a retired professor of Materials Science and Engineering. I do some substitute teaching in my department and serve on some doctoral committees. Grad students occasionally come to my office for advice. I have written a number of texts after retirement.

Mentoring junior faculty and new administrators; research meetings with PhD students, advisor to ongoing research contracts.

Very little to none. I have moved out of state.

Taught in PitE Environ 303 last fall, and will teach it again next fall. Have a small fractional appointment in Chem. Eng. working with Levi Thompson's group and serve as co-advisor of one of his graduate students.

Still doing physics research essentially full-time. Have research grant with Research Scientist and postdoc working with me full-time.

I am on the External Advisory Board of the School of Information at Michigan. (I am a named chair professor at the University of California at Irvine, which allows me to bring a different perspective.)

I use my office 2-4 times a week for 4-5 hours at a time. I am currently on two dissertation committees. I am running a research project with one grad and 2 undergrads. I give several talks a year--typically plenaries overseas--and represent the university that way.

I have been asked by student groups to speak to them about Haiti (and my work there) since the earthquake. I spoke at the Haiti Vigil on the diag. I will be speaking with Medical students a week from Friday and to a Public Health student conference the end of March.

Currently teaching a course in the Law School. I attend luncheon meetings of the area centers where I was active before retirement. Continue with research and writing and occasional lecturing overseas.

Since retirement I've taught irregularly at the department's request, and am teaching this term. I try to stay in touch with departmental activities. I'm on campus at least once a week. Re question 2 below: I'm not interested in being MORE involved than I currently am.

Co-Investigator on one funded NIH grant and one pending NIH grant. Serving as chairperson of one dissertation committee and member on another 4 dissertation committees.

I continue to work with several Ph.D candidates and carry dissertation credits for which I receive NO acknowledgment from the School of Nursing.

I have helped to review applications to the Masters Degree Program in Urban Design at the Taubman College. I am chairing a Committee on space planning in the College appointed by the Dean. I am co-chairing with a major donor another committee on an exhibit for a research institute at UM.

1. I teach a soph honors seminar in winter terms. 2. I serve on a committee of ICPSR of ISR to minimize the likelihood of personal disclosures arising from data sets being made available to the public.

I am still active as a clinical cardiothoracic radiologist at the University Hospital, working on a paratime basis.

No direct connection.

I am a retired professor of nuclear engineering and radiological sciences. I am currently active in doing research, writing proposals, writing scientific and technical articles in my field of interest, and making presentations at scientific meetings both in the US and abroad.
At present, none. I just moved away from Ann Arbor.

I continue to serve on several committees, and advise Staff Benefits on pharmacy benefit issues. I am a volunteer teacher several times a month and continue to advise junior faculty on their research.

Active Emeritus, still working part-time

Retired December 2007. Active Emeritus. Teach 7 hours lecture to medical students and 9 hours lecture to dental students. Also involved in a small course for graduate students.

My department provides me with a shared office. I occasionnally attend facult meetings. Most important, however, I teach a Freshman seminar. This is my third year doing the seminar and I enjoy it. I also provide occasional guest lectures for the Southeast Asia Center. Finally, I continue research and consulting in Asia and do some writing.

Active emeritus professor of internal medicine, participating in conferences, providing limited outpatient health care, giving occasional lectures to physicians in training.

Professor Emeriti of Psychiatru, Dep't of Psychiatry-Medical school. Very active. Director of forensic Psychiatry - Teaching Residents. Asst. Director of Training, Center for Forensic Psychiatry.

I continue to teach in the School of Music, Theatre & Dance in an adjunct capacity. I am also very much involved with outreach efforts to the Detroit Public Schools.

Having been a primary designer of the electronics (signal conditioning, time digitization, and readout) of the ATLAS muon detector at the LHC, I have continued to support commissioning of the detector as the LHC collider begins providing collisions. During early data taking, the University of Michigan supplied components are functioning very well. For the future, I am focusing on the upgrade possibilities for both readout and triggering (selecting the most interesting events of the muon detector) and on the possibilities for replacement of the areas of the detector where data rates will continue to rise with increasing LHC collision rate. A new detector type based on plasma TV technology offers the promise of increased detector capability. A second possibility, that high density electronics can provide fast effective pattern recognition of signals from the existing detector, offers increased performance without the replacement costs of large portions of the muon detector.

I co-taught (with a Russian scholar in St. Petersburg) via video conferencing a Russian politics seminar last year, published the lead article in the leading journal on post Soviet affairs, a report on a grant from the National Council for East European and Eurasian Research, and a chapter in a book celebrating the career of a distinguished Polish sociologist. The bulk of my time has been working on a book (with some much appreciated support from the Provost's office)the core question of which is "Is, was or will Russia ever be a normal country." I also chair the Department of Political Science Department's committee planning committee for the observance of the department's 100th anniversary.

I work two half days in an outpatient clinic at the University Hospital.

I am still active in research and visit the department periodically. But since I now live in Newport, Oregon, I am not involved in the University to any other extent.

Working Part time As Hand Surgeon

I am paid to teach one course a year in the Intergroup Dialogues Program (Sociology 320/Psychology 310). I am a paid (consultant) with the STRIDE Program in ADVANCE that works to help the University recruit and retain women faculty and faculty of color in the sciences and to engage in climate change. I conduct an unpaid research project with a colleague in the Sociology Dept.

Member of dissertation committee(s) Advise about connections with Chinese nursing schools and former DeVries Visiting Scholars (from China)

I see patients one day per week and teach in the clinic on day per week.

I am still working about 50% on research projects that were initiated while I was still active.
I teach one course (Probability Theory) in the Spring term.

I have a research program that occupies around 50-70% of my time. It is mostly done as a distance from UM, although funding comes to UM for it.

Teaching two mini-seminars in fall terms in the UM Ford School.

I am still with the Department of Family Medicine and work directly with major donor development, mentoring junior faculty members and senior residents/fellows and teach in our Faculty Development Institute.

I serve on the UMMS Awards Committee and the Biochemistry Awards Committee.

I am currently being paid half time for coordination with the Washtenaw Community Health Organization and for being a PI for 13 Medicaid Match projects from the MDCH.

I am an active emeritus research professor at ISR engaged in funded research, teaching, serving on dissertation committees, presenting at conferences, & writing a book.

10% appointment - consisting of 5% clinical and 5% continuing clinical research funding

I am Associate Professor Emeritus.

I am working on two externally funded research projects. The most recent one involved a two-month drilling expedition to the equatorial Pacific, in which I participated. I am presently conducting laboratory and microscopic analyses of the samples collected, in cooperation with faculty and researchers of the Department of Geological Sciences. I employ one part-time research assistant.

I often teach a one-credit course (econ 395) in Sep or Jan (before the weight of hour tests and exams piles up in their 3 or 4 credit courses).

I remain a Faculty Associate of the Program in the Environment, which I helped to launch. I still occasionally serve on a hiring committee for the English Dept. and ended up chairing one (for a lecturer in English and PitE) last spring. Otherwise, I come in reasonably frequently to use the library or to attend lectures or readings, also to have lunch with English Dept. colleagues and others. I taught a course for the first two years after I retired but doubt that I will do that again.

Active emeritus in pediatric endocrinology. I do 3 half day clinics a week 9 months a year, teaching medical students, residents and fellows in that setting. I attend Pediatric Ground Rounds and the Pediatric Endocrine Conferences on Tuesday morning. I do one outreach clinic a month at Hurley Hospital in Flint.

I have a very close relationship with my replacement, Dr. Ulysses Balis. He is head of the section of pathology informatics in the department of pathology medical school. I interact with him several times per week.

I come to the office daily. Still do and publish research. Have taught a couple of courses since retirement. Attend seminars, and am sitting in on a math class.

I am currently teaching one of the upper division courses in the Program in the Environment and have done so for the past 5 or 6 years. I am also co-teaching (not official) a course with my wife, Professor Barbara Anderson in Sociology, which focuses on our joint research on population and health issues in South Africa where we have been working for the past 15 years.

Active Professor Emeritus, Department of Pharmacology, Medical School. In the past two years, I have chaired and/or served on 6 committees in the medical school, including 4 committees involved in the planning for the North Campus Research Complex. I also taught a tutorial course on Cancer biology to graduate students from several departments from the med school, pharmacy school, and LSA (chemistry). I also gave a lecture in Richard Malvin's course on medical humbugs in 2009. I serve on some doctoral thesis committees, and advise grad students on career opportunities, having worked in academia, the National Cancer Institute, and private industry (as corporate VP for science and technology.
I have been teaching one undergraduate course per year in German, and have advised students in the field of Germanic Linguistics. Last semester I gave a lecture at the Max Kade Haus on Hamburg and the history and current state of its dialect (Hamburger Platt).

I am emeritus faculty with active status and an adjunct professor appointment in the School of Dentistry. In this capacity I am able to continue my research work with antiviral drugs.

I am currently Active Emerita status so that I may complete research on a program project grant that I have been involved with.

Active Emeritus status in Dept. of Medical Education at the Medical School. Continue analyzing data collected in research projects (2) for which I was PI before my retirement in 2003; publishing research papers from these analyses. Served for 8 years on the DSMB of the NHLBI ACCORD project.

I substitute in General Pediatric Centers as needed. As part of that I teach residents and students General pediatrics occasionally.

Clinical research, assisting development, supporting and mentoring faculty, collaborative writing.

I retired in 2001 and continued my research program with NSF grant support. I decided to terminate such support in 2009 and have continued reduced studies in collaboration with a temporary department colleague.

I am conducting research on a book on designing databases. I am also volunteering in two areas: thank-you calls to donors to the College of Engineering, and helping to develop a history of the various departments in the engineering college.

Emeritus but working. Most time spent doing fetal autopsies and consulting with Maternal-Fetal Medicine. Teaching fellows a mini-course in clinical embryology and principles of teratology. Weekly conference on a long list of problem pregnancies. Also managing a database and photo collection on 5500 perinatal autopsies. In answer to the next question, I'm already involved in teaching, research and consulting.

I am teaching a course in the School of Social Work, have 2 undergraduate UROP student working with me on juvenile justice research at ISR, have a MSW student for 16 hours per week practicum, and have two doctoral dissertations for which I am a committee member. I also have doing my only research at ISR on intergenerational incarceration. Lastly, I am a faculty associate in the center for African Studies where I am trying to secure funding to bring Ethiopian graduate students to ISR for the Summer Institute.

Still carrying out research part time. Serving on the EECS Honors and Awards Committee. Member of the board of the EECS Alumni Society

Fund raising in School of Nursing for Class of ’52. Not currently involved but did volunteer work in the UM Cancer Center in the Patient Education Resource Center for five years after retirement in 1995.

I maintain my (shared) office and interact with current students and faculty. I serve on doctoral committees and occasionally respond to requests to evaluate promotion cases. I participate in research meetings organized by junior faculty and assist in their advancement through professional societies. As a member of the National Academy of Engineering, I am sometimes involved in the nomination of colleagues for membership or for other national awards.

Professor Emeritus of Obstetrics and Gynecology. I work at the pleasure of the Chairman of Obstetrics and Gynecology.

I currently hold a part-time appointment in the College of Pharmacy assisting the Dean with a variety of administrative functions
I serve on as a board member on the Institutional Review Board for Research on Human Beings (IRB-Med) of UMHS.

I teach a course, 151-001 under the Univ. Course-LAS&A Div. I am on the board of the U of M Retirees Assoc. I am in my office in East Hall every day and attend all Dept. activities in my grad. area. Also am a member of the Assembly as the UMRA rep. and a member of the Undergrad Scholarship Award and the Donald and June G. Brown Award at the RES. College.

I come in to my office at U. 3 mornings of the week

I have been retired since 1999 (emeritus of Department of Cell and Developmenta Biology in the Medical School. I'm still teaching histology to first year medical students, dental students and graduate students.

Emeritus active. Two clinical days a week. Continue clinical teaching in the OR and contribute to inter-departmental conferences

I no longer live in Michigan, but I keep in touch with former colleagues and students via 2-mail. My wife and I have been active with the UM Alum Society in Orange County, CA.

I have been teaching part time ever since my retirement. I use the University Library extensively and continue to carry research and publish. Last year I was a member of the tenure promotion committee in the Slavic Department. I continue to write recommendation letters for my former students and colleagues.

I am still engaged in a small amount of research and work from the laboratory of Prof. David Ballou. My office is near by his lab. I get in about 4 days per week for about 4 hours and have lunch with colleagues. I attend departmental and other seminars as well as faculty meetings and social events. I depend on the departmental IT facility.

As Professor Emeritus I have an office in the Dept. of Biological Chemistry. I have a computer there for handling correspondence with former students, manuscripts I am writing, and volunteer work related to the Department.

Currently teaching (as course director) two preclinical orthodontic courses during the Spring-Summer and Fall semesters.

Professor emeritus of Internal Medicine

I retired in June 2009, so am not much disconnected--yet. I co-taught a seminar in fall 2009; I continue to organize a faculty/graduate student discussion group that meets monthly at my house (now in its 31st year--i.e., the group, not the house); I supervise a graduate student and serve on two other committees; I took part informally in graduate admissions (History) this year. I regularly meet with colleagues to talk shop, etc. I spend part of every day at my office (Law).

I am officially retired (emeritus research professor), but continue as the Michigan PI on a funded research project, and am paid quarter time with no benefits.

I teach one fall course (Social Work with Groups) at UMSSW/

I have a 10% appointment for the first half of 2010 to organize a National Academy of Engineering meeting on campus in May, 2010, and an NSF Workshop with this meeting. I also chair the College of Engineering Emeritus Faculty Group--four meetings each year. I call donors to the College of Engineering to thank them for their contributions. I am co-chairing one PhD student, and writing several scholarly papers with former PhD students. I co-chair a University Committee to help nominate more faculty members for membership in NAE, NAS and AAAS. I continue to serve on several National Advisory Committees in NAS and NAE.

Burton V. Barnes, Retired 7-1-2006 Professor Emeritus of Forestry, School of Natural Resources & Environment Thurnau Professor Forest Botanist, University of Michigan Matthaei Botanical Gardens Teaching 1. In 2006 I initiated a new course, Forest Ecosystems, for undergraduates only at the UM Biological Station (UMBS). I recruited a former graduate student to teach it with me. I co-taught it with
him in summer 2006 and 2007. He continued the course by himself in 2008 and 2009. He decided not to teach it in 2010. I recruited another of my graduate student who will teach it in summer 2010. I will be assisting him in development of the course.

2. I originated a Mini-course in Forest and Landscape Ecology for UMBS, and taught it several years before I retired. I am co-teaching this course in June 2010 with another of my graduate students. I will either continue teaching it with him or he will take over the course.


5. Guest field lab in Landscape Architecture course in fall 2006.


7. Provided assistance 2006-2009, when requested, to Dr. Chris Dick lead instructor of the Woody plants course--administration, field labs, plant collections. I co-taught this course from 1965 to 2005.

Advising-mentoring

1. Recruited in 2005, PhD student Yuka Makino; assisted in obtaining funding and as committee co-chair/ chair saw Ms. Makino through to the completion of her PhD degree in May 2009. She returned to the World Bank in 2009, and I am her “reference” for her application for the position of senior natural resource management specialist for Tanzania.

2. Cognate on PhD committee (Ecology and Evolutionary Biology) of Zachary Miller, 2008 Research

1. For SNRE at University of Michigan’s Saginaw Forest; 104-year old white pine plantation.

2. For SNRE and UM Matthaei Botanical Gardens, 40-year re-measurement, Radrick Forest

3. American elm wetlands restoration project, UM Matthaei Botanical Gardens

4. Research on landscape ecosystem ecology at the UM Biological Station, 2006 (and before to present).

5. Major (year-long) research and collaboration since retirement (and before) with Dr. (Mrs.) Ikuyo SAEKI, Tokyo Metropolitan University (a former SNRE Master of Science student.) Assisted in research, reviews, and editing of four peer-reviewed publications (2007-2009) about the landscape ecology, conservation, and genetics of the rare and endangered Japanese red maple (Acer pycnanthum); Saeki the sole author. Collaborated with Dr. Saeki July 2006 to present on a research project on the DNA genetics of Section Rubra, genus Acer (maples). Dr. Chris Dick, Department of Ecology and Evolutionary Biology has been participating 2008-present. Field season collections, 2007-2009 in eastern North America. Research paper submitted to Journal of Biogeography, February, 2009 (Saeki, Dick, Barnes, Murakami). This collaboration continues indefinitely.

Research and writing


Service

1. Assisting SNRE Development Office in various ways before and after retirement. Gave the program at the SNRE Fall Campfire for the 2008 UM 50-year class reunion. Participated in the UM 50-year Reunion as SNRE representative on the 2009 Reunion Committee; presentations at the 2009 Fall Campfire and a talk at the SNRE luncheon on History of the School of Natural Resources. Helped initiate and develop the first issue of a new newsletter, The Michigan Professional, designed for professional alumni from 1930 to 1990. Continue to answer questions about history of SNRE; research in Bentley Historical Library.

2. Recommendations for former students for grad school and jobs, July 2006 to present, 97 letters and circa 20 e-mail recommendations and phone interviews. Also recommendations for a colleague for the Thurnau Undergraduate Teaching Award and the University Undergraduate Teaching Award.

3. I was asked (9-2007) by the Search Committee of the Waldbau Institute, University of Göttingen, Germany to be the “outside” reviewer in for the Professorship position of Waldbau und Waldökologie der gemässigten Zonen (Silviculture and Forest Ecology of the Temperate Zones). I read all the German documentations.
for two candidates and prepared for the Search Committee a nine-page analysis and recommendation.


5. Music. Trombonist with the “Ecotones,” the SNRE band; founding member and have played at every winter at the School’s December Solstice party for over 20 years. Trombonist, UM Alumni Concert Band, Winter-Spring, 2009.


Working at the medical center on a per diem basis 6 months of the year

Active Emeritus in Medical School. Faculty member in LSA and instructor in university course 154.

On September 1, 1999 I became an active emeritus professor of pharmacology. Since then, I have continued my research activities with grants to the University. I have also continued my teaching of a senior medical student clerkship in Clinical Pharmacology for gratis.

Service on committee to prepare for reaccreditation. Provide assistance to dean on development and alumni relations matters.

I am currently teaching a course connected with the University. This week I am speaking to a graduate student group connected with the University.

Professor Emeritus. I am currently at 50% effort, with a small lab, and continuing collaborations with two UM faculty members. My funding comes from grants to these collaborators, and from involvement with several morphology core facilities. I also teach in Medical Histology during the Fall term.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>92</td>
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</tbody>
</table>

### 3. 2. Are you interested in being more involved with the University through teaching, research or consulting opportunities?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>52</td>
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<td>2</td>
<td>No</td>
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<td>43%</td>
</tr>
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4. 3. What percentage of your day is spent doing the following:

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<tr>
<th>#</th>
<th>Question</th>
<th>0 - 25%</th>
<th>26 - 50%</th>
<th>51 - 75%</th>
<th>76%+</th>
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<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>0</td>
<td>77</td>
<td>1.23</td>
</tr>
<tr>
<td>2</td>
<td>Researching</td>
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<td>26</td>
<td>10</td>
<td>6</td>
<td>75</td>
<td>1.85</td>
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<tr>
<td>3</td>
<td>Consulting</td>
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<td>12</td>
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<td>0</td>
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<td>1.20</td>
</tr>
<tr>
<td>4</td>
<td>Leisure Activities</td>
<td>36</td>
<td>29</td>
<td>8</td>
<td>2</td>
<td>75</td>
<td>1.68</td>
</tr>
<tr>
<td>5</td>
<td>Volunteering</td>
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<td>11</td>
<td>0</td>
<td>1</td>
<td>63</td>
<td>1.22</td>
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<table>
<thead>
<tr>
<th>Statistic</th>
<th>Teaching</th>
<th>Researching</th>
<th>Consulting</th>
<th>Leisure Activities</th>
<th>Volunteering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.23</td>
<td>1.85</td>
<td>1.20</td>
<td>1.68</td>
<td>1.22</td>
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<td>Variance</td>
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<td>0.94</td>
<td>0.44</td>
<td>0.77</td>
<td>0.52</td>
</tr>
<tr>
<td>Total Responses</td>
<td>77</td>
<td>75</td>
<td>69</td>
<td>75</td>
<td>63</td>
</tr>
</tbody>
</table>

5. Other, please describe

Text Response

clinical activity as above

Text writing (25%)

I am a professor at UCIrvine and have not retired from my profession, just from Michigan.
I am currently involved in producing two small textbooks for the U-M Press. I also give the occasional workshop for Rackham.
I helped (led the effort) start the first baccalaureate school of nursing in Haiti, Faculté des Sciences Infirmières de l'Université Episcopale d'Haiti (FSIL) in Léogâne, Haiti. Funding (for buildings) was from USAID/ASHA through the Medical Benevolence Foundation. Started a public charity (501c3) for operational support. Was asked by my church to do this shortly after I retired.
Teaching as visiting faculty regularly in two other law schools.
Still work 2 days a week on clinical service as cardiothoracic radiologist.
serve on special forums and tecnical committees.
Book writing - 25-50%
Working part time in the clinic
Those items pretty much describe my life, except for travel, which I include in Leisure activities.
Lecturing abroad.
Evaluation and Treatment of Patients - Clinical work. Consult around Problems in the Workplace, ethical issues, psychiatric disabilities. Some focus on psychotherapy.
I spend a good deal of time writing recommendation letters and documents in support of arts (music) education. I also continue to perform on a limited basis as well as teach privately. I travel to give master classes at other institutions of higher learning.
Outreach presentations regarding the LHC, ATLAS, and the leading questions in physics.

My wife continues to work as a development officer and I spend a non-trivial amount of time accompanying her to relevant social events.

I spend two half days at the University Hospital and one whole day at an unaffiliated facility doing patient care.

Grandparenting: Definitely NOT a leisure activity!

Treating patients

Preparing publications of prior research for peer-review, courses at national meetings

I am currently beginning a benefit-cost analysis of the AA switch from 2-bin recycling to 1-bin and from manual to automatic sorting at the MRF (materials recovery facility). I recently finished an analysis of the ways in which the AATA (our bus system, the city's, not the UM's) wastes money.

see #1

When active in the university, I managed a pathology informatics conference for 21 years. At the time of retirement, I started a 501(c)(3) educational foundation and moved the conference to Las Vegas. Ran it there for six years. Now have merged this conference with another one and, as a consultant, I am managing this new merged conference. I also started a blog focusing on the clinical lab industry. It is now more than four years old and attracts about 900 readers per day.

I spend most of the rest of my time as a "house husband" where I am the family cook, laundry person and general manager of our household affairs.

I help my wife with her gardening projects, which counts as hard labor.

I have attended a lecture series through the OSHER Lifelong Learning Institute, and plan to attend more as time becomes available.

Multiple family duties in Wisconsin and California. My wife and I live in Ann Arbor as we have since 1961.

Serve as editor-in-chief of a monthly publication

Teaching and researching is simultaneous

I presently mentor 10 junior faculty in the Department of Obstetrics and Gynecology and have 3 half day clinics per month seeing patients.

On the Family Selection Comm. of Habitat

Teaching of histology is spread out over the whole year, and is thus not very heavy (one or two days a week, or some weeks have no teaching. I'm usually at home during non-teaching days.

I volunteer to assist with award nominations and preparation of our annual Department Newsletter

Travel and fitness

I now live on the West Coast, and only rarely (once a year or so) am in Ann Arbor.

I have a "natural farm" and raise "salad bar beef and lamb" and pork sans hormones and antibiotics. This keeps me very busy during the year.

I am running my deceased wife's publishing company, NPP Books, until one of my sons takes over.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
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</table>
### 6. 4. Please indicate your potential interest in the following:

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<tr>
<th>#</th>
<th>Question</th>
<th>Extremely Interested</th>
<th>Quite Interested</th>
<th>Somewhat Interested</th>
<th>Not Interested</th>
<th>Responses</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving an occasional lecture in your area of subject matter expertise</td>
<td>25</td>
<td>22</td>
<td>23</td>
<td>14</td>
<td>84</td>
<td>2.31</td>
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<tr>
<td>2</td>
<td>Teaching a half or full-day course</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>36</td>
<td>75</td>
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<tr>
<td>3</td>
<td>Teaching a week-long course</td>
<td>6</td>
<td>11</td>
<td>11</td>
<td>44</td>
<td>72</td>
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<tr>
<td>4</td>
<td>Teaching one course per semester for one semester</td>
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<td>6</td>
<td>8</td>
<td>52</td>
<td>78</td>
<td>3.28</td>
</tr>
<tr>
<td>5</td>
<td>Teaching one course per semester for two semesters</td>
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<td>5</td>
<td>5</td>
<td>61</td>
<td>73</td>
<td>3.71</td>
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<tr>
<td>6</td>
<td>Teaching more than two courses per year</td>
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<td>0</td>
<td>1</td>
<td>70</td>
<td>72</td>
<td>3.94</td>
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<tr>
<td>7</td>
<td>Consulting</td>
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<td>23</td>
<td>14</td>
<td>80</td>
<td>2.36</td>
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<td>8</td>
<td>Research</td>
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<td>30</td>
<td>14</td>
<td>15</td>
<td>82</td>
<td>2.26</td>
</tr>
<tr>
<td>9</td>
<td>Mentoring junior faculty</td>
<td>12</td>
<td>17</td>
<td>24</td>
<td>25</td>
<td>78</td>
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**Statistical Analysis**

<table>
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<th>Teaching a half or full-day course</th>
<th>Teaching a week-long course</th>
<th>Teaching one course per semester for one semester</th>
<th>Teaching one course per semester for two semesters</th>
<th>Teaching more than two courses per year</th>
<th>Consulting</th>
<th>Research</th>
<th>Mentoring junior faculty</th>
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<tr>
<td>Mean</td>
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<td>3.13</td>
<td>3.29</td>
<td>3.28</td>
<td>3.71</td>
<td>3.94</td>
<td>2.36</td>
<td>2.26</td>
<td>2.79</td>
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<td>1.01</td>
<td>1.03</td>
<td>1.30</td>
<td>0.51</td>
<td>0.14</td>
<td>1.15</td>
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<td>1.13</td>
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<td>1.00</td>
<td>1.01</td>
<td>1.14</td>
<td>0.72</td>
<td>0.37</td>
<td>1.07</td>
<td>1.06</td>
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</tbody>
</table>
7. Other, please describe

Text Response
I am not very excited about teaching in big chemistry courses...been there and done that. Teaching a small class in PitE is a nice contrast. I might do a grad course in chem if the right opportunity arose.

Am getting weary--have been working hard as a volunteer for the last 9 years. The 4-year school has had 26 graduates, 4 men and 22 women. There is much more to do there before I hang up my "robes."

I am quite happy with the mix I have now.

Being active in College Committee work, special assignments, and student reviews.

I'm not sure I would be very good at mentoring junior faculty, but I would be happy to try to see if it helps any.

Provide grant application review prior to submission, to improve fundability.

Write with research help from students, others; have 3 books in mind.

I've not indicated interest in teaching, for, as you can see, I'm continuing to do that and am enjoying it!

I have given some thought to being trained as a mediator but probably won't do anything about it until I have completed at least a draft of the book I am working on.

At this point I am doing all that I wish to.

All of the above depend upon content and context.

Major donor development.

as i said, a 1 credit course -- 3 hours a week for about 1/3 of the semester.

Perhaps this falls under the heading of consulting, but I enjoy advising on matters in which I have some experience or expertise (intellectual field or teaching experience, university activities such as planning theme semesters or starting programs, general administrative experience).

Regarding "Mentoring junior faculty", there are no longer any faculty members in Germanic Linguistics, nor will there be; my field has been eliminated.

My wife and I spend some time at a second home away from campus, so I do not want to be tied to an academic calendar.

Would like to continue my practice (and my patients want me to), but my chairman has told me he will not support doing so after June, 2010.

Wish to have an opportunity to "Re-train" (Short course) to be able to volunteer as a primary care physician for Charitable (Outreach) Clinics.

Today is my 85th birthday but my activity is the same as when I retired.

I'm already teaching. When I retired in 1999 I gave up my lab, so I can't continue the research I'm doing. Ten years after retirement cell biology has advanced, and I haven't kept up, so I wouldn't be very useful in someone else's research program.

I am already doing as much as I can cope with!
Providing health care for uninsured people.

Clarification: I am very interested in teaching short-term courses abroad. I suppose I could do the same here, but I haven't given it much thought. From time to time, I'd like to give one of my Law School or History Department one-semester seminars here--and probably will.

Assisting departments to promote faculty members for more National Awards. Serving on National Advisory Committees for NAS and NAE. Serving on Advisory Committees at other schools that feed students to UM.

In item 4, I have checked "not interested," indicating that I will continue to contribute to the University in research, teaching, volunteer service in the coming year but am not interested undertaking more than at present. I have neglected family and my highest priorities since I retired.

Many of these categories are not applicable for medical school faculty

I would not be interested in teaching every month for 12 months.

I am not sure how to answer question 4 given that I am already involved as much as I want to be in teaching and research.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>28</td>
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</tbody>
</table>

8. 5. Please rank the following factors that would influence your decision to engage with the University (1 = most important, 5 = least important) To rearrange the order below, drag and drop to the appropriate spot.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Responses</th>
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<td>16</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>84</td>
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<tr>
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<td>Monetary</td>
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<td>18</td>
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<tr>
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<td>Desire to volunteer</td>
<td>4</td>
<td>6</td>
<td>21</td>
<td>23</td>
<td>30</td>
<td>84</td>
</tr>
<tr>
<td>4</td>
<td>Teach and mentor students</td>
<td>8</td>
<td>32</td>
<td>15</td>
<td>23</td>
<td>6</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>Strengthen connection with UM academic community</td>
<td>3</td>
<td>13</td>
<td>26</td>
<td>20</td>
<td>22</td>
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<table>
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<tr>
<th>Statistic</th>
<th>Intellectual stimulation</th>
<th>Monetary</th>
<th>Desire to volunteer</th>
<th>Teach and mentor students</th>
<th>Strengthen connection with UM academic community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.26</td>
<td>3.54</td>
<td>3.82</td>
<td>2.85</td>
<td>3.54</td>
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<tr>
<td>Variance</td>
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<td>1.58</td>
<td>1.31</td>
<td>1.31</td>
<td>1.31</td>
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<tr>
<td>Standard Deviation</td>
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<td>1.26</td>
<td>1.14</td>
<td>1.15</td>
<td>1.15</td>
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</tbody>
</table>
9. 6. Are you currently teaching or have you taught within the last three years at a school other than University of Michigan?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>24</td>
<td>26%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>69</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>93</td>
<td>100%</td>
</tr>
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<td>Standard Deviation</td>
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</tr>
<tr>
<td>Total Responses</td>
<td>93</td>
</tr>
</tbody>
</table>

10. If so, which school(s)?

- U of M Medical
- UC Irvine
- Fordham University in NY, Peking U in China
- University of Arizona
- Last taught at U/M 2009 Medical School
- Nihon University, Tokyo and Khon Kaen University, Thailand
- Several medical schools abroad (mostly in Turkey)
- Master classes: Univ. of Oklahoma, Univ. of California Irvine, Georgia State Univ., Ball State Univ., Notre Dame Univ., East Carolina Univ., Univ. of Colorado, Univ. of No. Carolina Charlotte, Hope College, Duke Ellington Conservatory of Music & Art (Detroit), Detroit Pershing High School, Armstrong Atlantic State Univ., Univ. of Cape Town (SA)
- National and International meetings in my field of hypertension
- I teach two, semester long, online courses for Michigan State University in the areas of strategic planning and organizational change at the masters level.
- I am full-time faculty with Weill Cornell Medical College in Qatar
Invited faculty member to academic conferences.
University of Detroit (my alma mater). Still in planning phase
NIH
Addis Ababa University and Polytechnic Univ. of Hong Kong and the National Univ. of Singapore
UM Lots of visiting professor gigs at various Universities
Given lectures elsewhere on menopausal issues and mentoring around the country. Carillion School of Medicine (Roanoke, Virginia) - 2008; University of Virginia School of Medicine (Charlottesville, Virginia) - 2007
LS&A
University of California, Irvine
An informal one-week course at the University of Ljubljana (2008); I'll teach for a month in 2011 in Tel Aviv.
Georgia Tech University, UCLA, University of Wisconsin
University of Arizona

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>24</td>
</tr>
</tbody>
</table>

11. 7. Please describe your teaching involvement at other schools. Check all that apply:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving an occasional lecture in your area of subject matter expertise</td>
<td>22</td>
<td>76%</td>
</tr>
<tr>
<td>2</td>
<td>Teaching a half or full-day course</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>Teaching a week-long course</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>Teaching one course per semester for one semester</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>Teaching one course per semester for two semesters</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Teaching more than two courses per year</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>29</td>
</tr>
</tbody>
</table>

12. Other, please describe
Acting as external examiner for PhDs (2-3 a year)
Consulting at other schools on research development.
Consult regularly in my area of expertise to another University and individuals.
O work on research with a joint effort of the City of Kobe, Japan and the United Nations Population Program
Performance classes in which I work with students on matters of interpretative and, if warranted, vocal technique.
I have been a member of a dissertation committee at Tabares Medical University in Tehran, Iran and continue to work with that graduate and another student at the same university on their research and publications.
Teaching half day courses at national meeting in field of interest
Lecturing at an NEH Institute (Indiana Univ.), giving a reading from work in progress at the UM's Biological Station, both last summer.
I would like to teach at some nearby school, e.g. Washtenaw Community College, but have not yet pursued this.
I have taught condensed course at several universities in other countries and will continue to do so. I have a Fulbright Specialist Award to return to Ethiopia.
These week-long courses are organized through independent non-university organizations.
N/A
Given Invited lectures at International conferences.
Again, though you aren't asking about the future, I'll teach for a month in Tel Aviv—an intensive course, the equivalent of a 2-credit semester course (26 class hours).
Item 5. This item is not applicable because I am already engaged rather heavily. All the reasons except "monetary" have influenced my interest in continuing contacts and engagements with the University in retirement.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>15</td>
</tr>
</tbody>
</table>

13. 8. Please feel free to add any additional comments:

I would be happy to give occasional lectures in LSA, etc. on topics of expertise—genetics, ethical issue in genetics, etc.

I need to feel useful

I spent ten weeks as working as research engineer for the Navy in China Lake CA last year. This was a nice gig for the winter and I may do it again. I have also formed a company and offer research and consulting services in an effort to generate licenses for patents I hold through UM.

The q-aire does not mention reviewing. I do a ton of that, like I suspect many emeriti,—for tenure and
promotion, book proposals (and alas blurbs) and for several journals. I am on about 7 editorial boards. Now all this is a labor of love! I am closely involved with the U-M Press; indeed one of their more popular authors (comparatively speaking). I would be happy to be on some committee concerned with Press affairs.

I have some experience now working internationally, but I don't know if that would be of interest. I am very committed to be working with Haiti as long as I can.

Not asked about is continuing participation in academic and professional conferences, meetings, etc., which I have continued as before retirement, and which are very important to me.

You may find that health plays a role. I have been diagnosed as having Parkinson's, otherwise I would be more interested.

I am pleased to see that the university is making an effort to utilize the expertise and the intellectual capabilities of the retired professors.

I think this is a great idea as many people still have a great deal to offer.

I much appreciate having an office in my department and enjoy the Freshman seminar.

I think this is an important and potentially useful survey, and I look forward to hearing from you.

I am especially interested in advocating for the retention of music education in public schools at a time when the arts are under attack by bottom-liners tasked with eliminating subject matter deemed non-critical in preparing students to pass No Child Left Behind test requirements.

I have committed to my previous research group to remain involved and support our contributions to the experiment for 3 years. I remain energetic and active and expect to do so after the 3 years, I promised. One year has passed already.

The things I prefer to do are: 1. computer micro-electronics applications - not my career activity but something new 2. physics analysis overview - guidance for young computing wizards. 3. electronics design - pattern recognition algorithms... 4. try motivating young to enter science.

I'm delighted you are doing this survey. Just as Social Security is based on what are today irrelevant assumptions about senior citizen mortality, university policies are premised on notions that quite out of date. They certainly don't take into consideration the wide range in the health and intellectual vigor of persons over 60. In a previous life I negotiated early retirements for probably 25 faculty members, the overwhelming bulk of whom were if not dead wood at least well seasoned wood. I then observe on a daily business a colleague who is probably 8 years old than I am. She is in the office everyday grinding out yet another proposal. Likewise I sometimes encounter on the stairs an even more senior scholar (he's 92) taking the stairs two at a time. The main point to this is there needs to be a nuanced and differentiated approach to emeritus scholars. The other point is of less importance but relevant to planning at the university level and that is improving the situation for emeritus faculty is not a hugely expensive matter. I was delighted to receive $10k to teach a seminar last fall. (It went directly back to the university to cover part of my granddaughter's tuition, room, and board cost.) As my wife is fond of saying, she had always maintained I [and many others like me] I would do what I do for peanuts and now we know.

As a faculty member at the Medical School, my activities, as described, involve care delivery. That whole category was left off of the questionnaire.

I cannot figure out how to do the ranking (system does not respond) in question 5. My ranking would be (1) intellectual stimulation, (2) teach and mentor, (3) money.

Do not feel that that the administration is that encouraging.

I have been with the Department of Family Medicine for 32 years and love my continuing work with fellow faculty members and staff.

I appreciate the Department allowing me (barely) adequate space to continue my research interests.

For me, blogging has provided the most important opportunity to float new ideas on an international basis.
and participate in various discussions in the field.

One thing which emeritus faculty possess, particularly those of us who have been associated with the University since the early 1950's is a sense of organizational memory which is rapidly being lost as we die. During my graduate school days I worked with Harold Doerr, then Dean of State-Wide education who was a point person in the early development of the Flint and Dearborn campuses. I was later an Associate Vice President with Allan Smith. I am sure there others among the emeritus faculty who have memories of all of these activities which need to be captured.

I have always found my contact with students to be extremely stimulating and satisfying intellectually. Somehow I always wind up with highly motivated independent thinkers; I learn more from them than they from me, through their essays (in German; they choose their own topics, and write one every second week).

I appreciate the opportunities provided by ISR and the School of Social work for me to continue working and to have colleagues of similar ages to collaborate with.

When I retired in 1995, I was eager to continue my involvement with the University and would gladly have shared my expertise in international work and health care. However, such opportunities were not available except for a short consultation in Okinawa, Japan in 2005. This was arranged independently. I appreciate your efforts to utilize emeritus faculty in more creative ways. We are an untapped resource.

Questionaire does not translate well to clinical faculty

The University needs to establish a title other than "Emeritus" for faculty who have given up teaching but wish to remain professionally active. There is no distinction at this point from others who understandably want to fully retire from all such activities. In dealing with the external professional world, it would at times be useful to show a continuing association with the University as opposed to a title that can imply a full withdrawal.

Greater use of Emeritus Members would be advantageous in all fields that teach others. It would be cost neutral and could save dollars for other uses in most departments.

I have made a suggestion to medical school administration to develop "Short courses" for retraining of emeriti faculty from surgical specialities, who tend to retire at a younger age (due to "Burn Out")in outpatient (non surgical) primary care. This could result in better utilization of emeriti faculty members in dealing with "Shortage" of primary care physicians, especially for charity clinics.

The University should make use of the retired faculty as fully as needed both for their benefit and the health of the retirees!

My volunteer activities in the Department are already at the level I enjoy.

I volunteered in a Free Clinic in Highland Park for a number of years after retirement. I have been contacted by colleagues who would like to consider doing the same. A program which would facilitate such volunteerism by medical faculty would be very useful. Student teaching could be included. Community need could be matched with a unique resource.

I retired from the Law School and History Department. The Law School provides office space for emeriti; the History Department doesn't. I always had my office at the Law School and could easily get to the History Department; I still can, so nothing has changed for me--as it would have had I been solely in History. The single most important consideration for many emeriti in Arts and Sciences--I would imagine--is the loss of office space; I doubt History is alone in not having any space for emeriti.

Thank you for asking. I hope the University can set aside some funds to assist emeritus faculty to stay more involved in teaching, research and national service.

1. Item 1 is a rough or draft list of my activities, perhaps reasonably complete. 2. Please keep the contents of this survey confidential--for your eyes only. Thank you, Burton V. Barnes
This survey should have been done years ago. Congratulations that it has begun.

<table>
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<tr>
<th>Statistic</th>
<th>Value</th>
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<td>Total Responses</td>
<td>35</td>
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Appendix H: Community Revenue Enhancing Suggestions

<table>
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<th>Suggestion</th>
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<td>In trying to get clear on your request for &quot;out of the box ideas&quot;, I have a couple questions. Are you exploring partnerships with organizations that provide successful experiential workshops outside the university? If so, I would be willing to encourage the CEO of the Challenge Day Program to contact you, but before I do so, I want to understand if this is indeed what you are requesting. This group has actually done leadership workshops and training here at the University over the past years. It's a successful and phenomenal program. But it's not clear even if, or how it might fit into your request. Please see the url: <a href="http://www.challengeday.org/">www.challengeday.org/</a></td>
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<td>Something I thought of tonight - a training class for dog handlers on how to instruct, train and certify dogs who are 'healers' that visit in the floors with patient in the hospital. Coordination from hospital staff members would be essential for this. Since we are a teaching institution, why not teach the dogs how to help as well?</td>
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<td>Yes, I feel we could easily offer online classes such as our Inclusion program (special education) to students in Saudi Arabia, Qatar, Lebanon, Egypt and so on. When I travel outside the country and see universities from Boston, California, and New York grabbing these students before us, I get upset. I feel the Middle East is a huge market without our presence.</td>
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<td>We have a great diversity of Culinary talent at the U and it would be great to offer more community courses in food education ranging from cooking to knife skills to understanding produce, etc. UU has several kitchens that are dark at night and may be a rentable space.</td>
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<td>See below for example of non-degree, non-credit programs sought by Sherwin Williams. Currently, UM Executive Education, Continuing Professional Development, and other units do not offer these programs. Our pocket of employees in the Detroit area focuses on business relationships with OEM vehicle component suppliers both domestically and internationally. Some of the primary needs identified by this group include: Effective Executive Speaking and Communicating/Presenting With Impact, as well as any introductory Hindi and Mandarin language instruction, as we are looking to grow our business in both of those emerging markets.</td>
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<td>There may be a key partnership between our organizations. We've been in existence since 1987. Most of our faculty are retired UM professors and staff. Here is our website: <a href="http://www.olliumich.org">www.olliumich.org</a> I am attaching our fact sheet. Let me know if you want copies of our latest flyers.</td>
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<td>At the beginning of 2009, I noticed there were classes offered for non-English speaking employees to learn Spanish. I was very excited because, of course, I thought that meant that Spanish would be offered for American employees. Unfortunately, that was not the case. I am sure there would be a great interest amongst UM workers. I, personally, have CD's and book(s) that I am using in attempt to learn Spanish. Let me know what you think about this idea!</td>
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<tr>
<td>1) Elderhostel -- who wouldn't want to visit U-M and Ann Arbor?</td>
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<tr>
<td>2) Ann Arbor is known worldwide as an art Mecca, so: a) have arts camps in the summer, with visits to local galleries and artists b) provide (comparatively) low-cost accommodations to Art Fair artists, guests, and volunteers</td>
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</tbody>
</table>
3) UM also has great libraries  a) genealogy and local history seminars at Bentley and Hatcher  b) workshops specific to our specific libraries (map library for map-lovers, or those who need coaching in geography)

4) Astronomy boot camp, including stargazing from the Angell and/or Peach Mountain observatories

5) Hands-on film school, maybe a tie-in with Michigan Theater for screenings

6) Ecology, biology workshops that tie in with the Arb and Matthei.

The American Academy of Professional Coders (AAPC) is a nonprofit association for health care professionals (CPC, CPC-H). Hosting/offering this course to UMHS staff and other Healthcare facilities/organizations could potential bring revenue to the Health System/Institution. It is my hope that the course could be offered to UM staff at no or little cost and offered to other interested parties at cost. Increasing the number of certified coders should help not hurt our financial bottom line. Offering the course to other interested parties (community based programs/health systems, ins companies, billing agencies) could potential generate revenue.

UM has one of most respected lean programs in world. How about organized plant tours of lean plants for execs to sell them on sending their employees to cpd for lean courses?

I have spoken to approx 85 staff members about a program to help decrease the university's cost of health care and to help aid the employees at the same time-- I would love to sit down and discuss my idea with someone that might be able to help get a ball rolling if its possible.... Through my talks with co workers we are sure that the majority of employees here would love my program and would even pay to be able to get it here---

1) hold other sporting events and concerts at UM stadium and sporting venues, ice hockey (cold war outdoor hockey!), state champinonship: football, soccer, basketball, field hockey

2) hold viewing parties for fans to gather for away basketball and football games at crisler arena

3) host sports clinics for kids at UM venues

4) host business meetings at any of the numerous meeting facilities hospital and campus wide

5) offer special tuition rates for UM employees and family members

1) I think non-degree programs for non-profit professional would be of interest. Are their short courses (weekend or 8 weeks long) that mid-level professionals could take offered through the Non-profit and Public Management Center.

1) Your email request was very timely in light of our recent faculty discussion within our genetic counseling graduate training program. We believe that there is a need to create an on-line/just-in-time course focused on graduate level embryology. This is a course that would be of use to both our own graduate students and those at the 32 other graduate training programs in the Americas. In addition we would interested in exploring the development of on-line/just-in-time modules of other aspects of our graduate training program curriculum that could be used to support the development of new graduate program across the Americas and internationally.

2) Lastly you might want to take a look at the electronic portfolios that were recently developed for the Dental Hygienist Training program. It is quite creative
and has multiple possibilities

2) I am fascinated by the Grandparents University that Michigan State runs. I think there is a lot to be learned by grandchildren and grandparents coming together for an educational experience during the summer and it builds a commitment to learning... I fear UM's housing costs are too expensive for a program such as this, but check out their 3-day programs. URL: http://grandparents.msu.edu/

1) This is in response to the solicitation of ideas to the NEPU Task Force. For some time I have thought that the concept of a full scholastic schedule that is now in place for Fall and Winter be attempted for Spring/Summer. Certainly, the physical plant is present; this would allow for the maximum use of all Campus buildings and dorms.

2) The active attempt to gain additional large conference/convention type gatherings similar to the NJATC that proved successful this past Summer.

3) Expanded outreach programs for Middle and High School students designed to begin a process for higher education readiness.

4) I encourage this task force to continue to "brain storm" to develop programs that will better utilize the buildings, physical plant (such as the Campus Bus System) and grounds of this great institution during the Summer months. If I can be of additional service; please contact me.

I think UM may want to consider offering courses in First Aid/CPR, crisis management, disaster management etc. With Hurricane Katrina, Virginia Tech tragedy, Swine Flu, etc. all occurring within just the past few years... the timing of such offerings would be ideal & the courses/certification programs would likely be a rather easy sell.

I have an idea of doing courses on the low back sometime in the future. We have a pretty reputable PM&R Spine Program and I think we could put on some good 1-2 day CME courses on this. It could be for PCPs, PTs, OTs, and maybe even the lay public.

1) I live in a small rural community where enrichment opportunities are limited for teenagers. It would have been incredible to have a week long (or just a few days) summer program at UofM to give kids 15-17 a taste of what college is like. They could mentor with undergrad students, stay in a dorm, attend sample classes highlighting different fields of interest in lecture halls, receive information about student loans, financial aid, where to find scholarships and what resources available to share with their parents. Give them an idea of where an education can take you.

2) How about a summer program for teen writers or aspiring artists? I wish my daughter could have had access to such programs to inspire her!

I’m so happy to see that someone’s finally addressing this issue! My idea isn’t out-of-the-box at all, but I’ve long wondered why UM doesn’t capitalize on the amazingly smart and curious A2 (and neighboring) population by offering low-cost auditing of select UM courses. I know dozens of retirees, especially, who’ve made informal arrangements to audit classes, and I’ll confess to having audited several on my own as well (and to having admitted informal auditors into classes I’ve taught at the RC). If the university were to formalize this process and charge something minimal like $20 or even $50 to sit in on classes, you’d capture money you’re currently losing, and you’d generate a heap of good will in the community. I realize you’ve got some absurd system now by which auditors can pay upwards of $1,000 for the privilege of sitting in on a class, but few do because it’s not worth it to them to spend that kind of money, particularly because few auditors I know are interested in getting credit for auditing—they just want to learn. So take advantage of that. I read years ago that one of the North Carolina schools had begun doing this (I believe they charged $20 per class), and I’ve long thought Michigan was missing the boat by not adopting a similar system. But don’t be greedy about it or it’ll fail!!
I would love to see the University of Michigan offer certification programs in languages (and perhaps at a reduced cost from normal credit hours). I am an alumna (BS 2000, MS 2006) and current staff of the Medical School. It is interesting that you send this email when you did. The evening before I was talking with a friend (also alumna) and she suggested changing careers paths. With the change in mind, a foreign language would be über beneficial. I understand that we could always audit foreign language classes, but we wouldn't have anything to show for it in the end. So I believe a certificate of completion or certification of competency (of a certain level) would be a wonderful way to get a leg up in the job market.

I would love to take some classes from the art department - Fiber, design, color, good layout ideas etc.... It would be nice for that department to offer either one night hand's on programs/workshops etc. to the adult community or even a class on a specific topic that lasted for a few weeks. The Ann Arbor community center offers some of this but I am guessing that you could do a lot more than they are able to do.

The US State Department offers internships each hear. The applications are due in October for internship opportunities the following summer/year. In particular, I work with students on Global Health programs all the time via this offering...but it seems it is never communicated to the UMich community effectively. See http://careers.state.gov/students/

Currently I have been researching programs in positive psychology for Lynn Wooten, a faculty member in the Center for Positive Organizational Scholarship at the business school. Increasingly, there have been programs created that relate to positive psychology. The most prominent being Penn’s Masters in Applied Positive Psychology. http://www.sas.upenn.edu/lps/graduate/mapp/ As Penn faculty member and positive psychology founder, Martin Seligman has said, Michigan has the capacity, but Penn has the program. In light of this, we have been thinking about some kind of program, although perhaps less ambitious than a full-scale master’s program (at the moment), maybe a certificate through Rackham or a Ross? Executive Education certificate. Currently, executive education has two POS one-week courses, one based on leadership and the other on building organizational success. These are both around $8,000 each, do not offer a formalized POS certificate, and are currently only for the high-end executive market. Your email was intriguing as we are thinking about a revenue-generating program in POS. Currently there is a growing demand for executive coaching certification, and perhaps some kind of non-degree POS program could be created that is in an ?executive education model? (similar to Penn’s program that is in an executive education model, where students are not full-time residents. They keep their job and travel to campus several times a year and complete the remainder of the program online.) We are in the early stages of thinking about this, but your email seems fortuitous. This may require cross-schools collaboration as Chris Peterson in Psychology is also a major figure in the field of positive psychology. In any event, if possible it would be great to talk further about what you have in mind with the U-M (NEPU) Task Force and what might prove to be a possible revenue-generating outreach program.

I am excited about the opportunities UM is considering to offer non-degree courses and experiences to the South-Eastern Michigan community. I was an undergraduate at UCLA. Between getting my BA and starting graduate school here at UM, I took advantage of a few of their Extension Division courses, and I loved them! UCLA was hugely successful in having a wide range of extension division classes on a diverse variety of topics. I believe they reached 100,000 extension division students per year--community members who took these classes for a fee. If you would like more information about my experience in UCLA Extension classes back in the 1980's, I'd be happy to talk to you further about that. As for UM, there are a variety of classes I would be interested in if UM were to offer them. I am very interested in applied contemporary psychoanalysis, and believe that there would be interest in the community for a class on film that included using contemporary psychoanalytic ideas to understand the films. Similarly, literature courses which had a contemporary psychoanalytic perspective would be very interesting to me, and I believe to members of our community.

1) In the past I have asked for a contact that I could chat with to discuss the possibility of our Institution becoming a partner with Cambridge University in England relating to their Bachelors and Masters Programs for Lift Technology, (Elevators and Vertical Transportation Devices), but didn't get any information as to whom someone could talk with. While it is a limited field, Engineers are always in need of Continuing Education Units to fulfill requirements of their particular regimens as well as maybe one of the few Universities that could offer such a program in the U.S.
2) Another area of potential interest is the continuing education of Architects when it comes to Vertical Transportation as many of them get very little when they are going through their basics and is an area of expanding their particular knowledge and expertise.

3) There are several other areas that could be of interest such as continuing education of Trades Related People such as Electricians, Elevator Journey Persons, Plumbers, Inspectors, Fire Marshalls, etc. All of these particular regimens have both the potential for CEU’s and or a particular course of study.

1) I am a graduate of a 4 year Health Information Management Program from the College of St. Scholastica in Duluth Minnesota. I obtained my Health Information Administrator credentials (RHIA) after further study and a registry exam. This is an explosive field of study right now due to the need for technology, advancement and ARRA funds available for implementing electronic health records. I urge you to actively pursue educational opportunities with the national organization of health information, American Health Information Management Association (AHIMA). Distance programs, online programs, certificate programs are right up their alley! Areas to consider would be Health Information, Privacy and Security! I am sure they would love to partner with University of Michigan on any initiative. Here is the contact information:

AHIMA
233 N. Michigan Ave
Chicago, Illinois 60601
Phone (312) 233-1100

Web address: www.ahima.org
Web address for distance education http://campus.ahima.org

2) Another area of interest to pursue would be Energy Management. I don't have any concrete facts. I do however have a suggestion for a contact and that would be Lawrence Technological Institute. They are pursuing programs in Energy Management which is vital to our region and lagging economy. An educational partnership with them might be of interest and would be of great value to Michigan.

I didn't have a successful search on Google for lost arts classes in Ann Arbor. Classes such as.... the Lost Art of: Food preservation... canning, dehydrating etc, Wool fabric hand hooked rugs (recycled wool) ,Wool fabric hand braided rugs (recycled wool)

For the past few months, I have been exploring the possibility of CE and non-credit courses and workshops that reflect the concerns of the new center/initiative within psychology that focuses on positive psychology. I give lots of talks elsewhere and thus know there is great interest in this topic. To date, though, my tentative exploration of doing such things under the auspices of UM have been frustrating. I have been told by one or another administrative person that any tuition or fees earned will not revert to my department, much less to me as salary, regular or extra; that this would not count as part of my official teaching load; and that I would have to fund from my own sources any start-up costs (like advertising). Needless to say, none of this is very encouraging. So, my suggestion to your taskforce is to make it possible for faculty members to develop innovative ways to teach and do outreach, thereby increasing university revenue, or at the very least not to punish us if we try!

I'm not sure if this is within the scope of what you are after, but one idea that has been nagging me for quite a while, is "packaging" and licensing entire courses or even programs to other universities, particularly abroad. According to a 2002 report by ThinkEquity Partners, for each international student studying in the US there are 3-5, who would become "consumers" of American higher education online, if it became available to them. Obviously, many of these people could not afford the level of tuition at places like UM. What if we could offer them our education at their price range? We would package and, perhaps, help translate our courses or programs into other languages, and the local universities would license those programs for teaching them there, using their own faculty, in exchange for portion of their revenue. We would be doing good, while at the same time receiving some revenue. It is a more sensible business model, in my opinion, than giving our educational material for free, under the Open Educational Resources framework.
One idea would be to develop an educational program either with a central focus of life enrichment or self improvement, the other with a focus on career training and traditional academics to be offered to currently incarcerated men and women in Michigan’s various prisons.

I think that continuing education art classes would be a welcomed offering. Our art school has wonderful facilities and CE classes would create great opportunities for artists to utilize the studios and faculty.

UM does not appear to currently have a program for post-graduates that would prepare them for application and admission to a health doctorate level program. If a student graduates from UM with an undergraduate degree in another field but decides late they want to be a doctor (medicine, dentistry, vet) they have to take a number of science classes to meet graduate admission requirements. This may be an area that UM could develop a program in. It would further help if the program qualified the students for financial aid.

I work in outpatient radiology and through out the year I come in contact with people from all over the world. In the course of the year I will see probably at least several dozen patients that do not speak English. Over the course of time I took it upon myself to learn short statements in about a dozen or so languages. I cannot tell you enough about the positive impact that makes upon the patient. The statement that I have learned the most is "Thank you." I can say that statement in many languages. I have written all the statements down phonetically in English so I can sound it out in their language. Even a bad attempt at trying to greet a person with another language has a positive affect. They realize I am trying to communicate and they usually smile. If a class was offered to hospital employees that would cover simple things like saying How are you? Are you feeling well? Are you in pain? Are you lost? and Thank you, than that would be great. I think one class could cover several languages. I have made a card for myself with these greetings and questions written on it in numerous languages. Can you imagine the impact if many of the staff could greet many of our non English speaking guests with a greeting in their native tongue?

1) I would be interested in some art classes... Right now I'm learning what I can courtesy of PBS.

2) What about running some seminars on Setting Up & Running a Non-Profit?

I have long thought that the university could engage in long-distance learning with people in Michigan prisons, with a few introductory courses being filmed (the First Year Seminars) for this audience. The state of MI could be harnessed to pay for the costs, thus benefitting U of M and its faculty. U of M could do a great benefit to society by giving some of these people new perspectives on life.

A lot of people who haven't had the opportunities to jump on the internet bandwagon early on in the 90's are struggling to keep up with today's online technology. Have a class to teach people all about the online world of social networking, digital picture management, and how to keep safe from online trouble like spyware, viruses, adware, etc... I know I’ve recommended to my mother many-a-times to take a computer class at the community college, but they never have what she's looking for; something to teach her how to use facebook and keep from downloading spyware.
When I first started looking for a career in healthcare - I became an EMT (Outside training). Despite this certification - it allowed no entry level into the UM health system. Years later, I started taking classes in Child and Family Life and discovered an entire different side of the healthcare system. One of the things I was puzzled by - is how anyone moves into entry level healthcare positions and then finds a career ladder or exposure to the many different support positions within the hospital.

What if, there was an entry level program - an applied and selected applicant pool, who would start out in patient/patient reception positions, with a dedicated portion of the workweek (1 day) that would be dedicated to shadowing and working in various placements around the hospital (child family life, Medical Assistants, radiology or other tech positions-- I am unaware of the true shortage areas). Those placements would be the ones where there is the most gap or high turnover.

Over a period of time with exposure to the various tracks, the applicants would select a specific track and while working still at their entry level position - still have a dedicated day to training or in-house schooling - so they would eventually move them up the ladder into a more skilled position (must determine what the time frame be to accomplish this skill set upgrade). Then, like the Americorps program, the University could ask for a dedicated 2-3 years - post training commitment to stay within UM employment. This program would address skill staffing shortages and allow an entrance access point, as well. This could also be considered for higher level employees looking for a nursing track. Overall the key is to have stable income and paid in-house training at the same time, this to instill loyalty to stay within UM H system when finished, and create well trained vetted employees. My not be revenue generating - but avoids the lost costs of retraining individuals who leave UMH employment. The route I personally ended up with was administrative, now moved into grant writing within my Dept and I volunteer at Mott in Family and Child life.

I would truly like to see a program focused on encouraging and accommodating staff members in taking UM classes, whether for credit or through extension. Many of us are not seeking an additional degree, but are interested in continuing self development, not necessarily related to our daily tasks. An employee who is balanced in their interests and continually learning is a more creative and productive person. And for the many of us who attended other universities, it would provide an opportunity to engage in the academic life of UM. An additional thought is to develop a program targeting those in later-life, many of whom finally have the time as resources to pursue education for its own pleasure, and would enjoy learning in a peer environment.

I am unsure which, if any, universities or colleges offer courses on (Rich Internet Applications) RIA, but it seems to be a popular topic right now.
Thank you for the opportunity to share ideas about this initiative. Besides the specific types of programs, I think we can also think about the different learning trails that help frame individual programs. For example, to me, “non-traditional” at UM is virtually anything that is outside the 8am to 5pm, 18-22 year old, 4 year degree programs in which the University currently specializes. So, that leaves trails off the main path for graduate education, elder education, professional education and advancement, second career education, etc. You note others in your email (i.e., community, families, etc.) that can be thought of as a unique customer group within all of the trail areas or as a customer-specific trail experience.

Another variable that influences planning around educational initiatives and revenue generation will be the current University culture that places an emphasis on the traditional model as absolute and static. I have seen that this places barriers in the learning paths of users, often to the extent that their desire (based on their dreams and goals) is greatly diminished or extinguished. For example, I had a secretary in the past who had stepped out of her engineering program at another Big 10 university to have her family and support her husbands educational and career goals. After 10 years or so, they became settled and she desired to complete her engineering degree at the UM. However, she had to continue to work. Unfortunately, the advisors she spoke with in the engine program could offer her no reasonable options outside the traditional model (attend classes set up for daytime only). Her choices were two - continue working or quit her job and engage in the model that only offered daytime courses. A second example - the current PhD programs are based on an antiquated model of education. For many coming to the U to pursue their doctorate, it is a matter of enhancing their skill set and credentials so that they may advance within their profession, or to give the necessary "currency" to their background as they strike off in or build up their own business. The U offers little to no flexibility in how the PhD is achieved (the traditional PhD model being where the student is left to work in isolation within a narrowly defined research/discipline area) or with any thought to the unique desires and goals of the student (achievement and learning to enhance career goals v. a desire to join a university faculty). Where the U can build in more flexibility and options, I think we then increase our own potential to bring in revenue.

1) UM Elderhostel-like program: a) feature retiree learning desires and trails and b) linking elders to current U students as mentors and partner educators (with two-way education - there are things younger students can teach and mentor elders in as well). As a start, this could be built into existing programs such as learning at sea, study abroad, residence hall learning centers, etc.

2) PhD Apprentice Researcher/PhD Apprentice Administrator initiative: a) test as an option and do more to intentionally establish a hands-on program for PhD students interested in research and/or teaching. Much like resident interns in medical school who are assigned as a team to a “master” doctor or specialist. The PhD team of students would then work as a team to generate papers and the final dissertation. b) test an option for PhD students who are pursuing the degree to enhance their career goals, options, etc. and do more to intentionally establish a hands-on program for PhD students interested in advancing their career and business goals. (see a).

3) Athletics - we have a captured audience in the thousands that come and go several weekends over the football season. Could we structure personal or professional interest sessions (for credit or certification) that can take place on these weekends (game on Sat, course on Sun: or, course on Friday, game on Sat...this might be more feasible depending on the outcome of Sat :) ). Since so many are here on those weekends, could we do more to set up family/community programs for Sun (example, 1/2 day event/learning/lunch activities...tour of coaches hall of fame with historical talk about Bo then lunch; morning swim/skate (others) with instruction then lunch (if a meal doesn't fit because of cost or timing, then give them a small UM take away).

4) Employees - a) currently, the educational reimbursement program beyond the Masters is non-existent. Could a break in price be given if the employee achieves certain benchmarks? For example, community service hours, UM or community awards, years of service, etc. At this time, since I would imagine few are buying into the doctoral program at UM as an employee due to the cost and no program to off-set this, the small break for benchmarks might draw in more (so, relatively small investment compared to revenue from more enrolling into programs). b) allow UM Ann Arbor PhD students to enroll in and count UM Flint and UM Dearborn courses as part of their program - we have reciprocal agreements with non-UM institutions for undergrads, why not for grads within our own institution? Again - wherever we can build in options and flexibility for the consumer for our products, I think we increase the potential (and hopefully reality) of generating more revenue.
I would love to see creative writing workshops available here. Or even an online creative writing program that was open to anyone interested, regardless of whether or not they could get into such a competitive school. As a staff member, I would love to be able to enrich my life more. I find this move towards non-degree programs exciting.

**Ideas for non-traditional education program:**

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<th>Leadership track (certificate) for aspiring leaders, Mentoring (leadership or specialized positions) program for non-mgmt staff</th>
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1) Cultural experiences...with the great resource of many different cultures present at the University of Michigan, it would be a benefit to the entire community to have a day or several days that would celebrate the different cultures either one at a time or all together. Bringing people together to celebrate food, music, dance, art, and history would not only educate the educational community, but also the surrounding communities.

2) This second idea should be discussed with Sue Ann Savas, Adjunct Lecturer in Social Work, School of Social Work. She was working on a project in Detroit to assist poor families to realize their potential and get them to stop depending on government sponsored services. I thought it would benefit other families of other income levels (low income or middle class) to realize how much further they could go if they understood what it would take to get there and had the resources available to them. Often people feel stuck in their own situations and don't have the resources to move forward---it's not just the poor people that need help with this. How could the University of Michigan help educate low to middle class families to feel like they can get ahead even in the midst of trying to raise a family?

There is a lot of interest on campus in beginner's Adobe Flash education. This might be profitable to offer.

1) Classes relating to get your work published - adult novels, children books, books on specific skill sets, magazine articles, original movie scripts, publishing on your own, and internet publishing. Classes that include - writing style and format, how to send in manuscripts, how to find an agent, how to find opportunities.

2) Real Estate Investments - how to evaluate your thresholds, the property, the area demographics, financing options, rates of return, personal commitments, and the risks. Look at various investments rental, office, manufacturing/warehousing, timeshares, acreage, farms, and single family

3) Investments in non-currency or real estate - collecting and selling various commodities (examples; stamps, coins, cars, toys), benchmarks for what is selling, when to hold or sell, and how to make profits.

Apprenticeship is a practice that has been around since the beginning of man. It is reasonable to assume that we are designed to learn best by working alongside someone with greater skill in order to develop our own. Why then, does not the University offer promising future leaders the opportunity to get real apprenticeships with successful alumnus? I’m not talking about internships, where students are relegated to some low level exposure to the working environment. I’m speaking here of real side by side exposure to the work of corporate executives in the way that a protégé would experience it.

I am quite certain that with the large, dedicated alumni organization at University of Michigan, there would always be a number of highly placed individuals who would see the benefit of helping a young person gain firsthand experience of the role of a corporate leader. If the University were to create a robust selection process for both candidates and mentors, these coveted positions would become an honor on both sides, which would make it easier to expand the program as time went on.

This fall I looked all over for a class in photography that was more of an adult education class and not so expensive that it would be prohibitive. With all of the new technology in cameras I think this would be a great help to many. I did find a class in Adrian but, it took much searching.
I find your message inspiring for the future. However, I'm thinking the message you portray of UM did not necessarily include hospital opportunities. Is this the culture we want to display to our community. How to clarify? Does the task force want to absorb all aspects of UM?

1) I think that the community would respond to non-credit courses offered by U of M that teach how one can bring organic practices into their home and garden. This could be given through the school of natural resources.

2) A second idea would be personal finance classes through the business school. Such a class could teach a lay person how to read a financial prospectus, quarterly reports and stock tickers. Also, it could teach people about leading and lagging indicators in the economy so people can get a gauge on the economic landscape without relying on local news sources for information. I would help develop and advertise for these classes if you needed help.

Please look into Plant academe program for college credits or a Accreditation

I have seen other university have a nursing program that is a Licenced Pratical Nursing Program it is a year program, and maybe some other health career programs medical assisting since this is a teaching hospital the clinicals can be done right here on campus, and for the community there could be some life enrichment classes.

1)I have been trying to find full program night classes for adults at University of Michigan. I would think that would generate money.

2) Also something they used to do, concerts at Chrysler arena.

1) educational programs for Surgical Technology and Sterile Instrument Processing

2) I would recommend extended learning in the following areas: languages (romance, asian languages and ASL), math, science classes (biology, environmental sciences, animal sciences, food science, etc)music, art and literature appreciation, personal finance and banking, healthy cooking, fitness

The Medical School offers a “mini med school” annually. It's open to anyone who registers and pays, and is meant for a lay audience. I believe it's a pretty good money maker, and it certainly is enthusiastically received. It'd be great to see other such mini schools covering different schools on campus.
1) I am the President of the Michigan Psychoanalytic Institute (MPI). As a faculty member at the UM dept of psychiatry, I understand that the NEPU task force is interested in ideas for courses and other offerings. I believe there may be areas of expertise MPI members specialize in that would be of interest to potential NEPU students. Michigan Psychoanalytic Institute (MPI) is an organization devoted to mental health training, treatment, and community engagement for over 50 years in southeastern Michigan. About 40 per cent of its members reside and work in Ann Arbor. Our AA office is located at 204 Washington. MPI is a non-profit educational institution (mpi-mps.org), accredited by the American Psychoanalytic Association and the International Psychoanalytic Association. MPI's 120 + members are psychologists, psychiatrists, social workers, and academics with affiliations to major universities, including the U-M, where we teach, supervise, and do research in the department of psychiatry and psychology. Some of our faculty and students have worked with the department of music, philosophy, and history at UM.

In these times of social, economic, and cultural change, our members are uniquely qualified to comment on and address the concerns of many in our community. The most important among these qualifications are training and experience in helping members of our community to build emotional strength through understanding individual psychology and developmental challenges over the lifespan. An example of our educational outreach is the upcoming program entitled "Families in Hard Times." It features a keynote speaker, followed by breakout groups on specific problems such as effect on marriage, children, the elderly, and the mental health of previously strong individuals when faced with hard times.

2) Aside from providing clinical services in Ann Arbor, and extensive teaching in the department of psychiatry at UM, our members have written and lectured on literature, music, sports, opera, cinema, history, art, cross-cultural issues, infant and parent life, school and learning, undergraduate education, and organizational and executive psychology. Our members are founder-participants of the Allen Creek School in Arbor, one of only five schools in the country devoted to helping children through a sophisticated mix of parent and child guidance. In recent years, MPI members regularly reviewed books on the Shaman Drum website, to some acclaim. If you would like a more detailed look at our range of interests and educational activities, please visit mpi-mps.org. MPI members, most of whom are UM alumni, would like to contribute their wealth of expertise and knowledge to our community for which they have deep affection. Partnering with the UM via NEPU would provide such an opportunity and at the same time allow the UM to offer distinctive and innovative educational programs to the discriminating residents of greater Ann Arbor. I would appreciate a chance to personally discuss the possibility of collaboration between MPI and NEPU.

Here is an idea for a summer institute that might help make UMich a destination for students from universities in other countries that we've recently had that fits what you all are doing. Pam Schwarzmann currently is looking into the financial implications.

I am interested in this search for new ideas, but before I contribute to the list, please tell me how my name turned up to this task force. I am a faculty member on the UM-Flint campus. Were all my colleagues here in Flint contacted, or only a few of us? Please just let me know and then I can participate.

Does UM-D have representation on this task force? As UM-D's new provost I'm merely curious.

Every now and then someone who is long out of school, asks to take one of our undergraduate creative writing courses. They register as auditors and then the instructor does a quick evaluation of their work. If the work is good enough, the instructor allows the hopeful writer into his or her course, if there is room and we are not turning UM students away. The two or three times that has worked for me, seems to have been beneficial to all concerned. It seems to me, that once details were worked out with the English Department and with the Creative Writing Faculty, and if we could let the public know this was available, it could be a very good way to generate a little extra income with existing courses, and to do it in a way that benefitted those courses. We would want to make sure the standards had some rigor and that costs remained at a level where purely frivolous folks might be discouraged by them.
Thank you for soliciting our ideas for non-degree granting subject or course ideas. As a creative writing instructor, I am often asked by members of the Ann Arbor community whether there are creative writing courses, workshops, or other opportunities through the university. Creative Writing opportunities tend to be consistently popular in our community in good and bad economic times. I believe creative writing courses or activities might offer some revenue opportunities for the university.

I am a registered nurse who has been looking for an RN (registered nurse) to MD (medical doctor program) but I have only managed to locate one in the Caribbean. When I checked with U of M, they said theirs is a full time class program, which is impossible if you are working, is this a program U of M could consider implementing?

Why not offer a Psychiatric Partial Hospital Program as a step down from 9C? 9C would feed the program and the PHP would generate revenue. Often a Level of Care Residents are not familiar with.

1) I think book groups or reading groups might work well

2) also courses in sexuality or queer studies.

1) I have an idea for attracting alumni and retirees (especially after ABC news used A2 as one of the top cities for retirees) in A2. Offer a seminar series covering large popular topics, say 20 seminars in the series. The participants can pick up 5, 10, 15 or all 20 at a given rate ($). The topics can even cover subject like "introduction to molecular biology" [many retirees start to learn about their health, a few fundamental concepts will help them understand more from different health reports], "difference between solid state and LCD TVs" and "effective listening" etc some soft skills subjects. This however is not going to be a $ maker

2) A 2nd idea is to start dialog with major corporations to explore what training their employees need, then work out a proposal to offer them. This can be a $ maker.

Are you coordinating this with Washtenaw Community College? They do a phenomenal job at this already, and are currently swamped. I wonder if U of M could offer resources/prestige to WCC's efforts, and in exchange develop extensions to those programs?

A certificate program in violence prevention can be unique. I think U-M has unique strengths in research and clinical programs on the prevention of child mistreatment, youth violence, and intimate partner violence. Those programs, with experts spread across the U-M Schools of Medicine, Public Health, Social Work, Psychology, Nursing, Law, and LSA/psychology, could create a unique curriculum. I recently learned of a University of Colorado Denver Program on Domestic Violence: http://www.cudenver.edu/Academics/Colleges/SPA/Academics/NonDegreePrograms/Certificates/DomesticViolence/Pages/index.aspx. I think a similar program at U-M could provide more depth and diversity of instructor backgrounds and student interests.

Recently, I was able to take a project management course offered by Ambulatory Care Administration. It was probably one of the best two day classes that I have experienced while being employed by UMMC Hospital. It offered practical, hands-on management enhancement information that was easily adaptable to projects that I am currently working on. I would like to see UMMC develop more classes like this for administrators. It does not have to be a two-day format but could even extend to a longer period or even semester. I think that they would be well attended. We have at our disposal educational funds that can be used. It appears to be a win-win for the hospital by better educating their management staff and for the business or school of public health in boosting their revenues. Thank you.

There are a multitude of resources at UM that focus on substance abuse and addiction (UMSARC, School of Social Work, MTF, HIgher Ed). This type of
certification is needed and would be a good fit with currently existing resources.

my name is Ronald Powell and I am assigned to Dept of Public Safety. Sure, your suggestion for other educational programs on campus is pointed in the right direction and public safety hopefully will assist with some of these programs. For instance, in-service training for police officers in the Metro area, security guard certification, etc. Please contact me if you would like to explore these ideas further. Ron!

What about workshops or more extended non-credit courses introducing people to cultures of the world (specific ones, not some generic, fast, shallow tour of the entire globe)? This might interest folks planning to visit, say, African nations or China (or domestic destinations such as Hawaii), and could do a better job of actually getting at the cultures than the usual look-and-see travelogues. Folks interested in such areas, even though not planning to travel there in the near future, could also augment the audience.

Many people need continuing education after graduation. UM could start an online continuing education center for graduates and others that would give them CE for a nominal price or free to alumni that give back so much money each year. I know in pharmacy, this would be useful.

Since so many people are lately into genealogy and history a course at the Bently might be very popular. The Bently is a facility of global reputation. It would be quite a privilege for a interested member of the public to study there and could lead to acquiring worthy volunteers from among class members.

UM could outsource the teaching of some of the lower-level undergraduate courses to developing countries (along lines similar to the way that much of US manufacturing or software development have been outsources). Since the cost of academic labor is much less in developing countries, UM could save significantly on costs and help keep tuition down, if lower-wage faculty from developing countries were to teach these courses for UM from their home institutions. Undergraduate students traveling to developing countries to enroll in these outsourced courses would enjoy the twin advantages of (1) lower tuition, and (2) cultural enrichment through studying abroad.

1) I believe U of M should get into 2 year degree programs. There are many employees at U of M attempting to obtain an associates degree at a local community college. I have several friends that are attempting to become nurses. This is a market U of M is missing out on. If U of M had a program to help employees to obtain their Associates Degree in Nursing, they could also draw from this area to promote their RN-BSN-MS program. I have my associates degree from a community college. Would I have rather gone to U of M. Is there a reason U of M can not offer 2 year degrees? Especially since this could help grow the work force for Nurses, a commitment to work at U of M, and with the nursing shortage.

2) Another question is other Universities offer a completion of RN-BSN degree online (Michigan State is one). It is fast paced and has strict requirements. It's the future. Why hasn't U of M done this? I would rather have a U of M degree.

I did have the idea that U-M should organize educational tours, for alumni and perhaps others, alongside the solar car races - particularly in Australia.

1) The ELI would welcome this opportunity. As Steve Dworkin has already mentioned we currently offer a Visiting Scholar course which has been increasing in participation and increasing in departmental support.

2) We have had a policy of not supporting spouses of the scholars/students because of limited teaching resources and focus on Academic English. We could indeed be a resource for the community of spouses.

3) We are currently initiating doing an assessment course online for the ESL Endorsement program that we currently offer in collaboration with the Ed School. The administration of this program is moving over the ED school but we could increase our endorsement course offerings on line outside of our university. We would need, however, some development money for this. Endorsement is currently not offered for undergrads on this campus but is being considered.
4) We have been asked for the second year to provide the Global MBA with program for their incoming students. We will be increasing the students and the length of the program generating more revenue and we could offer this kind of program to other programs around campus. Architecture already has begun a program with our support. Social Work, Nursing and other departments continue to seek ways to have Academic Language Support for their international students on a more intensive basis.

5) We offer a spring course for LSA undergrads who want to teach abroad. This was originally through Summer Language Institute. There has been a 'program' tuition fee for those not wanting credit with the hope that students from other campuses would come. The course has been successful but perhaps this could be offered on line to a wide audience. We could also increase the course offerings in teaching and training for students wanting to go abroad to teach ESL or English for Academic Purposes.

I would like to see us offer a battery of Project Management courses that help prepare people for both the CAPM and PMP certifications as well as more extensive treatment of Project Management concepts such as Agile Project Management, Program Management/PMO, Program Management Metrics, etc.

Here's one idea: this semester at Sweetland Writing Center I taught a one-credit class for students about how non-profit organizations use new media. It was a service learning course, and the contacts at some of the agencies my students worked really advocated the idea that non-profit employees and volunteers could use such a course. Certainly, there are places online and elsewhere where they can get such training, but it would be convenient for the non-profits in Ann Arbor (we have LOTS) to have access to such a course locally, taught by UM faculty. Two possible models: a non-credit workshop series for non-profit employees/volunteers. Or, better from my point of view, a way for non-profit employees to be in the one-credit class with our students, who would then learn from the non-profit workers' experience and be able to share with them their own experiences with and perceptions of new media. I'd be happy to discuss this further with you. Thanks for the opportunity for input!

I think it might be a good idea to include someone from the Osher Institute for LifeLong Learning at the University of Michigan, on your task force. This would encourage expansion and not duplication and coordinate with a large (1,000 plus) membership group. There are many people on the OLLI board who are retired UM faculty or staff and who would be interested in participating, I suspect.

This is not really an 'out of the box' idea... it actually is very basic. I work on the cardiac floor, 7B/C and have attempted to initiate CPR classes on site for our patient's families prior to discharge. Obviously our pt load is at very high risk for cardiac events and unfortunately we do not address the issue of the importance of family taking CPR classes. I feel the major obstacles to family taking CPR classes are encouragement from their doctors as well as convenience and timing. I feel the felt need for the CPR classes are at a high immediately after a cardiac event and if we had on-site CPR classes we could ensure a much higher participation percent as well as ensuring better immediate home care with secondary events. I would love to see either the hospital itself or the Red Cross offer classes here at the UH (would love to have them on site on the floor but feel we probably do not have enough space). I feel the amount of time is also an issue and would love to have the hospital or red cross consider something similar to the AHA family and friends CPR which is less intensive but still teaches proper action. If the family can not attend a class while their person is in the hospital they might purchase the family and friends kit and do it at home.

1) Women's Basketball workshop for "old timers." Update for us old ones on the court.

2) Series of updates in science research. Could be web-based or in-person lectures.

3) Series of updates in medical/nursing research. Could be web-based or in-person lectures.

4) Workshop(s) in using new technology (some of what is seen on CSI, etc.).

5) Opportunities for investment in new companies from U-M research.
6) Services to help write movie or TV scripts (fictional).

7) Produce TV or radio shows for NPR or PBS

Years ago I took a sculpting class at the Union. I am a maxillofacial prosthodontist and I make facial prosthetics for patients who have had cancer surgery. This sculpting class was tremendously beneficial in improving knowledge of facial anatomy and I bet it would be very helpful for plastic surgeons and others doing work on the face. I was sad to see it was no longer offered as a non credit course, and I'd recommend bringing something like this back.

I would like to recommend a consultant for this task force. Her name is Kelly Otter, and she is an Associate Dean at the University of Pittsburgh. Her email is kjo10@pitt.edu. Kelly has introduced and innovated exactly these kinds of initiatives at the University of Pittsburgh, New York University, and (as I recall) Hofstra. She is from this area, and knows the community well. I am sure she would be excited to provide some insight.

My colleague, Annie Hesp, and I have taken two different student groups to hike the medieval pilgrimage El Camino de Santiago (Way of Saint James) in northern Spain. We have been trying to find a home for it since 2006 but it has been difficult. Most recently, GIEU denied our request for funding in 2010 (the only Holy Year until 2021). It truly is a shame because the experience itself is so rewarding - it simply does not fit the language model that could keep it in RLL and unfortunately does not have enough of a community service component for GIEU. For more information on our two programs, feel free to visit the site Annie made:

http://caminodiaries.com/

S. Minerath ESN, Sandy Finkle preventive cardiology and Kathleen Robertson employee assistance and myself have been talking about a workshop on stress management for nurses. So many nurses are dealing with stressed out patients, highly stressful jobs, family members out of work, H1N1 taking care of children and elderly family members, etc. There was a recent FIGS grant on the same topic. But we are talking about a one day workshop or workshops on stress management that would be open to both U of M nurses, nursing students and the greater southeast Michigan nursing community. Stress is one of the things that drive people out of being a nurse. We think we could charge about 100 dollars for the workshop less for students. We would like to have support working on setting the workshop or workshops up.

I believe that advanced undergrad performers and directors in my department could be organized to offer classes in acting to members of the community. My experience has been, for what it's worth, that there's always vital and widespread interest in studying acting, and the main issue would seem to me to be publicizing the classes in a way that got the word out. This initiative would serve our students' interests by applying their skills in a way that serves the community, and would also prepare the students to teach in the future (in order to be able to support their expensive "habit" in the arts). I'll be happy to sound more people on my end if you think this avenue might be useful and productive.
1) I am a UM alum (BA in German, MBA). Over the years there have been several "triggers" that would have peaked my interest to do something to take advantage of all the things UM offers (in addition to free guest lecture type things). Primarily I'm thinking about the classes you already offer. Idea 1: A general information opportunity.

If I could get away to take something for an entire semester, it would be fun to take a regularly scheduled class, on random topics that interest me, whether or not they fit with some "major", or classes I wish I'd taken way back when. I'd also be interested in taking new class offerings (new to me) in say my original fields of interest (German, linguistics). No requirements, no grade, just current information, theories, etc. Having said that, I work full time and it might be hard to get away to take a class for an entire semester, even though I work on central campus. (I'm assuming most are 8-5 classes.) I would be very frustrated if I paid my hard earned money to do this only to have to miss half the classes because of my job. However, maybe there would be a way for staff, or alums, etc. to sit in on a few random classes - perhaps for some set amount like 5 random classes per semester, or for a few classes out of the entire semester in one particular class topic. One example is that when a prof gets the best teacher award and I read about how exciting his/her lectures are, I always think: Gee it would be great if I could sit in on a couple of his/her lectures to experience what s/he does. (I know there's an official last lecture, but those are presumably packed already and really I mean just the regular stuff that got him/her the award.) Another example might be alumni coming back to Ann Arbor for a long weekend who might enjoy sitting in on a class or two. ("What is my favorite prof x saying these days to students?" "I'd love to be back on campus for a few days and pretend I am a carefree student again.") In fact, perhaps they might extend their stay a day or two to be able to do this. Or even come for a specific week or two as people do for executive education. Or could people practice with a sports team the way that people sign up to do with professional teams like baseball?

2) Idea 2: Teacher updates.

There are many experienced teachers, whose original training at UM happened many years ago. There are certainly many new theories, strategies, techniques, etc., let alone more current information, that have been developed since then. While there may be continuing ed courses available to them, it might be interesting for these teachers to experience their own subject(s) in a focused way relevant to their current situation. Or bone up on topical areas that they still have trouble with. Or experience the topic they teach as a student again to take a fresh look at it. Besides a whole semester class, they could pick and choose small topic areas for short periods of time, such as the 5 classes per semester idea mentioned above. I've read articles for instance about the success and student popularity of the beginning German program here at UM. It wasn't so popular back when I was a student there. What has changed? What do they do differently?

What new things could be incorporated into an experienced teacher's methodology?

3) For me anyway, here would be some considerations for doing any of these:

1. I would want a very simple way of applying without having to go thru a complicated admissions process. Presumably this would work easier for alums and maybe for UM staff. (As a perk for employment here? Or for employment after x years?) Could you develop some kind of streamlined, special status for such things?

2. Being able to pick and choose which lectures/classes to attend and easily change this, or perhaps do it on the spur of the moment, would be incredibly helpful. This would allow for unexpected things that come up and prevent me from attending when I originally wanted to, or allow me to take advantage of unexpected free time. (Especially in my job when emergencies can crop up at any moment)

3. Maybe we could pay for a certain number of "tickets" that we turn in to the prof at each class we attend? Get these at a reduced price as staff? Get them as a reward for working x years at UM? Get them as a reward thru our department? Get them as a reward from other local companies?

I imagine there could be classroom space constraint situations, potential adverse reactions from "regular" students, etc. to consider. However these are my out-of-the-box suggestions without censoring for potential administrative constraints. Thank you.
1) There might be interest in language classes in the community. Community Rec & Ed classes are not always very good, and taking a credit-bearing class is too expensive – not to mention too much of a time commitment. People may want to take the a for-credit class at half-speed.

2) Would there be an interest in career-oriented “certificate” programs— for people who are a little older and need to retool their education, but don’t have time (or need) for a full-blowned degree program. For example: SI, computer science, nursing…

3) SAT prep—or, more generally, prep classes for college-bound high school students.

4) State of Michigan’s biggest challenge is to create jobs— so anything that is focused on helping people to create jobs— align with the state’s priorities (clean energy, battery technologies).

5) Weekend degree programs, or intensive classes (get 3 college credits in 3 weeks). Apply the “executive MBA” program model to other degree programs.

6) Make schedules friendlier to working people and part-time students.

7) Allow students who are here for summer programs to take classes for-credit at in-state rates.

8) Take a more coordinated approach to summer programs— today it is a hodge-podge of programs, each separately marketed. Get together with Athletics and market the academic programs side-by-side. My daughter may be a soccer player and want to go to soccer camp—but she may also be interested in physics.

9) There may be a need for “new media” education. The media landscape is changing so fast that marketing and communications professionals can’t keep up.

10) For continuing ed, classes may need to be practical, career-focused.

11) Sell subscriptions to University classes – for $X/month, people can sit in on certain classes – either in person or virtually – or subscribe to podcasts.

1) I work with K-12 teachers and am constantly asked about continuing education credits, so I highly recommend that the University offer those. And how about an online course for K-12 teachers preparing them to use resources from other regions of the world for their social studies, humanities, and language classes?

2) I am also a graduate of Information (Library) Science offered in extension at the Rackham Building in Detroit. Night classes were always full with people working full-time and unable to spend time on campus.

Here’s a couple of things Cornell is doing:

http://www.sce.cornell.edu/sc/
http://www.sce.cornell.edu/cau/

I will discuss this with my Alumni Society Board. They are an excellent cross-representation of our alumni here at CoE and may have input for consideration.
You need ideas? There you go:
More and more the health issue is on the top of our minds and on our daily conversations. We need to focus on our health and all related issue, therefore we all need to do our best to preserve our health and the alternatives are here to help us. Let's imagine the University of Michigan also offering some alternative classes such as: Healing Touch, Reiki, Massage Therapy, Shiatsu, Herbology, Art Therapy, Music Therapy, Chromo Therapy, Meditation, Natural Nutrition, Medical Interpretation, Child Care, Elderly Care, and many more. Add a series of workshops on the same matter.
U of M has many buildings in several campuses which could offer all these enrichment classes. Classes tuitions could be exchanged for volunteering jobs within the University of Michigan departments. The university could attract and utilize the gigantic unemployed work force available nowadays and provide accessible education at the same time. By doing this, the University of Michigan would be providing something completely extraordinary and innovative and simultaneously will contribute to the society as a whole. Both parts would benefit greatly. Classes which need a person-to-person interaction could use Skype as an extra resource/tool also saving in commute time/fuel. I know it is feasible.

I think UM should bring in school children and set up special laboratories at NCRC for them to experience science, such as offering laboratory experiences, showing them some simple genetics (if there is such a thing). The LSI initially was going to do this but I think it was eliminated with their director switch.

Medical Technology

1. History courses lend themselves especially well to this, in my opinion, (Especially in the evenings for people with current jobs, but daytime for retirees (My parents currently go most to Washt Community college for these); Music and Art history courses like we had as undergrads

2. Music and Art courses themselves

3. Book clubs with Um professors discussing the books (from a literary critique to an historical perspectives

4. Science updates; I would love to sign up for, pay for and attend evening reviews on various topics,

And soon, die-hard fans of both the University of Florida and The Florida State University may be able to rest eternally at their beloved schools. A new state law that went into effect July 1 allows Florida's 11 public universities to build columbariums on their campuses for cremated remains. UF started the idea back in 2007 with a proposal for a red brick columbarium in the Medicinal Gardens next to Lake Alice. Columbariums are wall-like structures with niches for urns.

Columbarium program facts
  • Florida Statute 497.260 now allows public universities to build a columbarium on 5 acres or less of the school's main campus.
  • UF and FSU both claim about 300,000 alumni worldwide, potential niche tenants.
  • Estimated cost of UF columbarium niche, $2,000 to $3,000 each.
  • Possible location at UF is near Lake Alice, at FSU near alumni center.
  • Contact UF's alumni association if interested in a niche, (352) 392-1905.
  
Source: University of Florida; Florida State University.

Some mortuary companies are also marketing artificial diamonds made of your loved ones—a new UM ring?
I am following up to Dave’s email to provide you with more information about the InterPro unit of the College of Engineering.

Attached is a standard presentation file that I have been using to do “Internal marketing”, i.e., to solicit more participation from faculty members by presenting in various departments of the College of Engineering. This presentation is a high level summary, and the presentation typically took 15 minutes if there are no questions but the record is 45 minutes because there are a lot of questions.

I will be more than happy to come to talk to you and your task force and explain what we have been doing through the InterPro unit.

CoE has taught a number of short courses or workshop type programs for many years. A few have been very lucrative. Prof. Huei Peng heads up our InterPro organization that offers these (plus many interdisciplinary masters degree programs). I am copying Huei in case he has any suggestions for what might be done at the U-M level.

Sounds like a great idea. There are probably many people who’d be interested in a lecture series, for ex., or any such continuing education learning possibilities, many topics. I am a graduate of LS&A (1966) - French major, Italian minor. I would like to be able to hear lectures in French & Italian, any topic - literature, history, art, politics, etc. I had contacted the Romance Lang. Dept. to see if I could just sit in on classes, if lectures are in French or Italian, but they don't allow this. The Germanic languages department, however, does allow people to sit in, and I've done so in elementary German classes. I would like to take more classes in German & Italian, or just sit in, or hear an organized presentation.

I have attached a flyer for a program and workshops that I run at the Neutral Zone. At the moment there are just a hand full of accredited institutions (i.e. http://www.berklee.edu/) that offer any sort of turntablism course, but this seems to fall into the category of "non-traditional" and "out-of-the-box." Please let me know if you have any questions.

I think that an important area for non traditional education to move into is the development of low literacy methodologies to educate people who are low literate and illiterate as well as those who are literate. The areas of science and research literacy are bourgeoning areas which have not yet found a serious developer and tap into the market which is virtually endless.

This may be on tangent but I would like to suggest any programs that would provide or support the rehabilitation of our biggest city in the state, Detroit. New programs may initially not make money for the university, but if Detroit becomes revitalized, we can attract businesses and educated people in the state that will hopefully help the state universities including U of M. It is sad to see this once beautiful city in ruin despite all the big companies and famous universities within its fringes. Perhaps a closer tie with the other universities to help the city improve is something worth looking into. Thanks.

I would very much like to meet. I have numerous ideas that can generate funds and serve alumni, the community and the university. Mickey McGuire  cell 714 293-4566
An area of interest to me lies in the concept of education using practical exercises, simulation and similar methods to combine education and training into a "product" that can lead to deep and lasting learning on the part of the adult learner. My experiences with this began in the U.S. Air Force, in flight and missile procedures trainer simulators, and, more recently have continued into emergency management exercises and keeping up with the excellent work in process in the UMHS Clinical Simulation Center. As I mentioned to someone recently, somewhat related to this topic, the difference in outcomes between the success of Capt. Chesley Sullenberger in the emergency landing on the Hudson River and the less successful examples of bad outcomes in aviation and other endeavors often hinges on discipline and training, skills that, in my opinion, are best honed through sound practice and simulation. We have used some fairly basic simulation to great advantage in our emergency management program here at the U-M Hospitals and Health Centers, taking our Incident Commanders on Call and Administrators on Call through a tornado damage simulation exercise a few years ago. We found that, working in teams, the group did well at processing the scripted inputs we called in from our simulation center. I believe a program that were developed to marry the amazing technologies that are in use and development in the CAVE on North Campus and elsewhere with efforts to improve learning and skills in a variety of areas could have a good chance at success. We have so many bright, energetic minds and vast resources that connecting them with organizations interested in and needing ways to enhance learning and achieve high levels of performance. Thanks for the opportunity to contribute ideas. My interest in and excitement about concepts like these make me open to further discussions regarding the possibilities should you desire this.

With the ever growing popularity in Micro-breweries and wineries, the American Brewers Guild offers a CraftBrewers Apprenticeship Program. See attached web-site.

http://www.abgbrew.com/

I'm not sure if this fits what UofM has in mind, but I thought I would pass it along.

1. Consider letting alums sit in on regular classes for a reduced fee. Maybe limit it to graduates and limit the classes to those with large enough lecture halls. Limit it to graduates so you don't have "unqualified" people interfering with the fee-paying students' classroom experience, and somehow ensure that these people only take any extra seats that may be available. Charge enough to cover the administrative costs of tracking them and make some profit, but keep it low enough to make it attractive. EMU invites local senior citizens to take classes for, I think, half the tuition cost. I doubt that you'd want to do that, but they must have info on how to organize or administer such a program.

2. Actively solicit faculty who might like an audience of laymen in the community at large, maybe using "Saturday Morning Physics" as a model, or an evening lecture series, say once a week for 6 weeks. The same person could do a series or a variety of faculty could do one each. Or faculty could give lectures in local schools; any grade level seems possible. Again, you'd have to recover the administrative costs involved, but there may be faculty who would find it challenging and fun.

I am a Medical Assistant but would love to be a Surgical Technician but don't have the time to go back to school since I work two jobs and don't want to spend more money on college classes especially all the prerequisites just to get into a program. Then one has to be placed on a waiting list to get into the program. I would like to see U-M offer more clinical classes to Medical Assistants. All I ever see are classes for clerical or nurses.

1) Teaching how to cook healthy/tasty meal plans,

2) learning new technology (i.e. setting up wireless home systems, ipods with podcasts, ipouch phones, etc.).
3) offer healthy living services (like personal training, massage, assisted stretching, yoga) at an affordable level.

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<tr>
<th>I think it would be great to start an intergenerational learning center, where programs that serve young and old together could be developed. Temple University has the Center for Intergenerational Learning which has been around for quite some time. It has programs where youth serve in programs to help the elderly, where older adults help youth, where both work together, and many more. U-M has wonderful resources in aging and education, why not bring them together in new and unique ways?</th>
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<th>This may be outside your scope, but I had a bright teenager who truly needed to enter college early (he applied here &amp; we didn't accept him until the following year because he &quot;had to finish high school&quot;). Instead he dual enrolled for the whole year, not giving him a full experience &amp; causing great logistics challenges to say nothing of getting into the classes he wanted. I'm not sure how many children this affects. As a parent watching what he went through &amp; how it impacted him (we're still fighting over all those credits), I'd surely like to see an innovative program that would benefit our bright young talent &amp; get them to UM instead of sending them elsewhere.</th>
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<th>I'm an employee here. I would love to take some short simple on-line classes. English, Art, Music, the World, etc. I live out of town, I'm older, and I can't manage to take a regular class even at Washtenaw but would love some more education.</th>
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<th>My cost is a low-cost AA based class series in the evening on Technology for 40-Somethings. The idea is that there are great IT experts on campus that could demystify much of the new developments in tech (social networking, etc.). Courses that teach how to care for family member in the home, if assisted living, other - what kind of records to keep (for example, what to record every day so you keep track of important issues such as last time person had bowel movement; if the person fell, etc.) - how to assess careworkers - how to (bath, toilet, move safely-ergonomically, give meds, other skills) - how to create safe environment - tips for managing problems COULD BE ONLINE SCHOOL I'm a nurse and active in patient education and recently had a family member cared for in the home for 15 months and it would have be helpful to have some good quality resources (or a curriculum) for our family. Having talked to others, it seems like it's an unmet need.</th>
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| How about more parking???
Expansion of commuter parking lots???
More affordable parking???
Better timed traffic lights???
|
| --- |

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<tr>
<th>Course offering for adults on how to care for elders- physical care/safety, financial, legal, healthcare and insurance navigation.</th>
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<th>Who will be on the taskforce? I think it's a great idea and if you allow campus community to be involved, I'd like to contribute and to be involved, is possible. I love teaching and actually do various workshops including through TTC. It's good that the University will be developing in this direction. It's a huge part of today's continuing education.</th>
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Certification in building electronic circuits and utilizing development environments to create novel software. Learning this of course, without getting an engineering degree.

I think it would be interesting if certification to teach exercise classes, personal training, and massage therapy were offered.

It seems that the Ford School of Public Policy is uniquely qualified to offer some sort of Executive Education programs for local governmental officials of Michigan. I believe Harvard’s Kennedy School of Government offers similar programs, but is more nationally focused. The U-M, as a State public institution, could tap into a market of inexperienced newly elected officials that has been created by term limits.

FYI – I’m a newly elected official for the City of Ann Arbor as of November 3.

The University and NEPU could perform a great public service, I think, if you were to launch a certificate program in the leadership, management and administration of non-profit community organizations. To my knowledge---admittedly spotty and sketchy---there is nothing like it in the southeast Michigan region. The UM-D programs in public policy and public administration (along with those at EMU and Wayne, etc.) are professional and academic and would only slightly overlap, if at all, with a training program for active and prospective lay leaders of community organizations. Such a program might, of course, channel a few people into their courses in, say, fund accounting or program evaluation. But what busy leaders of community organizations in general need, and perhaps want, is probably something different that I could not describe in a few words even if I had a clear conception of it---and I don't!

I would, however, be glad to talk further with you on the telephone (248) 351-9790. If you think this suggestion is all that valuable, and want to carry it a lot further, I would suggest meeting with my wife Suzanne and her long-time collaborator Cynthia Pepper. (We live in Southfield; she, in Dearborn.) They are both well-informed consultants to non-profit organizations, have a broad knowledge of Detroit-area non-profits, and would undoubtedly give you the benefit of their insights without fee.

Just a thought, but I know Medical Coding/Billing is a big, upcoming field.

In response to your inquiry for ideas to generate revenue with non-degree programs, you may wish to consider aggressively promoting professional certifications to your offerings. Professional certifications appeal to displaced workers requiring updated skills. In addition, professional certification serve degreeed (and non-degree professionals) holding certifications with an opportunity to claim continuing education units for existing certifications.

1) The most successful financial models in academia seem to be highly ranked private universities. The funds these universities receive from tuition is relatively small--similar the the U of M case. Thus efforts to increase our revenue from increasing our audience (e.g. more teaching) is likely to generate little net gain as teaching alone seems to be a pretty small margin business.

2) If teaching is a low margin business, then why not make teaching more of an advertising tool in an efficient way? For example, MIT's and Stanford's open courseware programs provide traditional instruction for free. Michigan has a few programs like this too. These free programs generate zero income, but also require almost zero cost, so are nearly cost neutral from the perspective of teaching for fee. In contrast, however, MIT and Stanford are seen as the educators of the world, and as such attract huge numbers of very bright students. Again, Michigan does this too, but to a smaller scale.
3) In the private university business model, many of the most significant funds come from private donations and research. Thus, my guess is that in the long term, focusing on providing more fee based teaching will not significantly improve our financial standing. If instead, we focused on attracting and culturing entrepreneurial and innovative students, faculty, and staff will provide a much better return on our investment.

Ways to do this include:

* opensourcing basic education functions online. Students on campus get small group attention, infrastructure, and physical community. U of M gets publicity, faculty get to focus on students more and less lecture.
* incubator space. The Pfizer space is a good start, but it needs to be more advertised and integrated. Maybe integration with SPARK in Ann Arbor would help.
* innovation sandboxes: lots of spaces where students and faculty can do neat new stuff, show it off, and share it. Something like the MIT museum.
* transparent accounting: this is a problem I've seen quite a bit here where a company or individual provides funds to the university and it goes into a general coffer for an undefined use. If instead people could specifically earmark their funds, watch them, see how each penny is spent, go an touch the result of that spending, then I bet we would get a lot more funds. The only way I know that this can happen is if I give $100M for a building, but if I give say a meager $50k, then it might go to teaching or scholarships. If instead, I could log into my "account" with U of M (just like my account with e-Trade), and see where, to whom, and when each dollar was taken, then donations would be fun and I would feel like my voice was being heard (assuming it was being spent on what I wanted it to do). Such an improvement is a fairly small cost (most of the basic software for this is available on an open source environment), and it is not like it is actually banking, so security is much less of an issue.

** zero-percent loans: some not-for profits are taking 0% loans. These allow someone to hand U of M, say, $100k for 10 years at 0%. At the end of 10 years, U of M pays the $100k back, and uses the interest to grow. This way U of M can be almost an investment house. In addition, many people will say at the end of the period "well, I've lived without it for 10 years, why don't you just keep it", and thereby generate additional donations.

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<th>Programs related to improving business writing and communication. Programs that will address our need to stay up to date on the hottest new business trends related to operational management, Supply Chain, Development, etc…</th>
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<td>Not sure if this is a good idea, but I love that U-M has a broad range of language classes. My father is Armenian and I would love to be able to take a conversational Armenian class – At night or on-line of course because I work during the day. I am sure that there are other ‘unique’ language classes that ‘ordinary’ people would like to take that are not offered any where else.</td>
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<td>Maybe you can connect with and/or collaborate with Osher Lifelong Learning, which used to be Learning In Retirement, to create some new courses jointly. They are under the UMHS Turner Geriatrics division. They have very popular classes and lectures. If you are interested, you can call the program director, Ann Tai at 998-9351 or <a href="mailto:atai@umich.edu">atai@umich.edu</a> Here's Osher's website: <a href="http://olliumich.org/">http://olliumich.org/</a></td>
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Extension classes in creative writing, which are often popular at other institutions, might be a good idea, especially in a town like ours which is filled with readers and writers. The universities MFA Program is first or second in the country so this would play to existing strengths. There is also a sizeable number of former MFA teaching as lecturers in the English department and several with books already published, who might want to teach such classes and for whom they would be useful additions to their resumes. I should also say that when I was directing the program I got regular inquiries about such classes, which we weren't able to accommodate previously.

As someone who is taking non-degree classes in Project Management with another college/university; a certificate or classes in preparation for taking the exam for certification in project management would be great at UM. With all of the business resources here, and the prestige it would bring, it might be a good option!
Something similar to the lifelong learning Project Management classes at WCC, but perhaps more comprehensive.

I would like to see a welding class like those offered at the center for creative studies in Detroit. This would be welding for artists those interested in working with metals.

Construction projects at the Medical Centers
The campus AEC department manages the larger projects here. These projects are put out for bids to pre-approved general contractors and awarded to the low bidder. There are usually 4 - 6 contractors competitively bidding on a single project.
There are four project managers for the projects here at the Hospitals and out clinics. Collectively between them they do approximately 100 projects annually.
Thought:
Use 5 as the average number of contractors bidding on a project and 100 as the number of projects bid annually. Then assign a $200 associated bid fee to each bidder. Approximately $100,000 annual revenue generated.

Although $200 is relatively small it would produce several positive outcomes.
 a) Generate revenue
 b) Add a bit more incentive to be the low bidder
 c) Be an irritant to the contractors submitting high bids for alternative reasons.

Nothing immediate leaps to mind -- but I always liked the Disney model for their educational/retreat learning models. Some "courses" were about the logistics or operations of the facility, some about animation, some about culinary efforts, and so on. It was a different sort of vacation on the DizzyWorld Resort properties. Unfortunately, the people who are most strapped for time and staffing would be the ones for probable hosting. E.g., the power plant folks are *amazing*; they've only had a minor modification or two of their facility in the face of explosive campus growth. How do they do it?! Ditto for grounds -- the place looks lovelier than ever, but I'm sure they've had staff cuts and made adjustments in the landscaping. It might also be a way for people to see UM as a community of people rather than a faceless institution.
My Dean and I have talked loosely around the notion of the Creative Process Class, which I direct, being offered to townies/businesses/children, etc. etc. as a way to spread the word of creative "art-making" (VERY LOOSELY DEFINED) to the far and wide. Of course this includes notions like:

- Dance Improv instruction to CEO's/CFO's
- Web-design that is AS interesting sonically as it is informative (when does that happen?)
- Drawing as a means to ideating when a project is stuck (any project!)
- Creativity as Therapy
- Multi-disciplinary collaboration as a model for Peace-Making (and I'm not kidding)

all this from a central position of the Medieval German Mystic Meister Eckhardt? Yes.

If you want out of the box....I've got it. On we go, let me know if you really want my help....

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<tr>
<th>1) I have a fairly new digital camera I do not really know how to use. Digital Photography classes that cover the many camera features and / or gardening photography classes interest me.</th>
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<td>2) Gardening Lectures would be of interest.</td>
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<td>An introduction to business and management for graduate level science students. This might allow them to have a better understanding of management positions in industry that could be in their future.</td>
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My commentary is stemmed from what I have not seen happening at UM but have recognized at other universities and non-profits within our local community, which is a green job training program for displaced workers. UM is a research institution but there needs to be a moment time in which it's endeavors reach our surrounding communities immediately through training in sustainability, weatherization, building performance etc. Funding is available from the government to support such programs and only helps with furthering the State of Michigan as being as a leader in alternative energy and training. Training and certification in these areas will give displaced workers an opportunity in non-traditional entrepreneurial endeavors. The UM Detroit Center would be a perfect place to house such initiatives and by combining the below UM research initiatives, this would be a perfect and respected program. I've provided links to what other universities and non-profits are doing.

UM RESEARCH INITIATIVES + SUMMITS:
UM's Center for Sustainable Resources
http://css.snre.umich.edu/

Innovation Economy
http://innovationeconomy.umich.edu/

Sustainability Mobility and Accessibility Research and Transportation Summit
http://taubmancollege.umich.edu/architecture/news_and_events/events/?event=3015774

EXAMPLE TRAINING PROGRAMS:
Sustainable South Bronx / Training Programs:
http://www.ssbx.org/

Detroiter's Working for Environmental Justice / Training Programs:
http://www.dwej.org/programs.htm

UNIVERSITY INITIATIVES:
Macomb County College's program in green training...
http://www.metromodemedia.com/innovationnews/macombcollegegreenjobs0116.aspx

If you take a look at the below document you would recognize the UM is not a participant in programs offered for recently unemployed workers.
Have you considered FestiFools for possible revenue generating potential?

I am happy to extol the virtues of FestiFools as a vehicle for producing educational and highly creative courses, as well as an effective community/university public relations and outreach tool. Currently, private/business/civic gifts to FestiFools help offset the cost of producing this annual springtime public art street performance. Over 250 students take classes in LS&A/LHSP and Art&Design that directly feed into the production of this town/gown event. In addition, over 100 community volunteers currently work with our students during Winter semester to produce the artworks for this spectacle. FestiFools related courses could be offered in the Spring/Summer semesters to U-M students and alumni/community members which would enable us to produce a Fall event (FestiGhouls?) that would mirror out current Spring performance while offering both creative courses and increased sponsorship potential. Thinking "Outside the Box", revenues could be increased through larger corporate and business sponsorships accomplished via possible TV syndication of FestiFools. (Parade-style events--such as the Tournament of Roses/Detroit Thanksgiving Parade--have become huge income generators for the entities that had the foresight to produce them).

For further information about U-M's FestiFools please check out our website: http://festifools.org and/or view our short promotional YouTube video featuring behind-the-scenes interviews with students and on-street event footage: http://www.youtube.com/watch?v=xenbRsVhhEc

I would be happy to further discuss these and other ideas related to how FestiFools could function as a positive educational/image/revenue enhancer for the U-M.

Leadership classes for advanced practice professionals like CRNAs, PA's, nurse practitioners, etc. All of whom might not be seeking additional degrees.....

Our team has been actively looking for training/educational resources for the software SQL Server 2005/2008 (Microsoft). We have had to look outside of the University in most cases.

1) Yes, I am enrolled in a graduate certificate program at EMU in business administration. I am not happy with my instructors so far and would love to tap into the resources at the Ross school. While I don't specifically desire to obtain an MBA and go through the admissions requirements, I would like to take courses that will help me develop my career in this changing economy. A business program "light" would be ideal. Something that emphasizes lecture (in person or via web) with minimal reading and research to accommodate already full lives would be most welcome! The EMU course that I am taking this semester is a classroom and web hybrid course. The online portion does not work well and I would much prefer to meet in person, as would the instructor. The day (Saturday) and location (Livonia/Northville) are very convenient for me. I imagine that there are others with the same preferences.

2) Also, I think there may be opportunity for the hospital to train nurses. I know three people that have had to wait a very long time to be admitted to a nursing program at nearby community colleges. If the hospital offered quick, practical programs for LPNs or RNs, hospitals and unemployed may be well served. I'm wondering if state funds could be used to pay for tuition (specifically for those unemployed)? Would other hospitals financially support a program if they received trained nurses from it? Maybe existing classroom and lab space at community colleges could be utilized? There is a new high school in Howell that was closed due to the economy that Lansing Community College holds classes in, and there are probably other facilities with similar circumstances.

3) While keeping its academic excellence and reputation, UM could extend into medical occupational training--areas that are traditionally covered by community colleges and trade schools. The potential faculty and equipment are here, hospitals need trained staff, and Michiganders need work!

4) As far as events, I am curious why U2 is playing at MSU next year and not in our newly renovated stadium? I have to go to enemy country to see my favorite band? :) Seriously though, it's a lot of work bringing in headlining bands, but they do bring in money. I am tired of driving to Pine Knob, the Palace and Downtown Detroit for shows. We have plenty of large enough venues in Ann Arbor to bring them here. Parking may be another story though…
This is very personal to me...so please forgive me, if I get a bit emotional over this subject. As an LPN, I believe the University/ School of Nursing has overlooked a great resource pool, by not expanding into an online or non-traditional LPN-RN program. I know I'm not the only LPN working within the institution, who would be willing participate in such a program.

Seems to me that with the current economy you would consider focusing on programs that retrain current workers to prepare and find jobs in the areas that are still hiring. It might mean considering certificate programs or just refocusing some of what you have towards that population. Even those folks who are now in their 50's and 60's but still want to work for some time; perhaps helping them utilizing their skills and experience in mentoring or training younger folks. Many people in those positions may not have had degrees because they didn't need them or couldn't afford to come here but would love to take something UM away to begin again.

I'd have to brainstorm what exactly it is but I am sure there are stats out that they tell us who those folks are and what they do (or did). My two cents. Thanks for asking.

did you ever think about high school students who receive credit in health-related programs? We just teach a 1 credit health class at Ypsi high school on Saturdays as part of a grant we have to increase the number of underrepresented minority students in dentistry. I wonder if the university would be interested to get other health related schools to reflect on this idea.

I am a professor in the school of nursing and Associate Dean for Clinical Practice and Scholarship Development. It is my opinion that we could offer the following:

1. An executive leadership program for nurses who might have an interest in developing leadership skills but do not want to obtain an advanced graduate degree.

2. We could offer an executive program for nurses that does result in an advanced degree (masters; maybe PhD) that is designed for nurses currently in senior leadership positions in healthcare. A weekend option executive program.

3. We could offer a certificate program in evidence-based healthcare practices. I currently have a 3-day intensive training program for nurses that could be expanded and/or developed into an interdisciplinary program. It might also be packaged as an on-line program.

4. I think we could offer an educational program or learning experience in community based participatory research that might be of interest to many of our communities.

5. We could offer a program for "lay people" on navigating the healthcare systems - which questions to ask etc.

6. A program on research in the international community (e.g. doing international research) might be another possibility.

Hi Derek, Here is an idea that UM may be able to support, It is out of the box! Check out this website. www.veritaschristi.com If you have any questions or concerns please email me at richnye@umich.edu or call me at 734-645-1643 Regards, Richard Nye, Head of School VCHS

Intelligent Transportation Systems and Connected Vehicle Technologies
There might be such a program already offered (not in Dearborn though)
There is a significant market for people with bachelors degrees, but not the appropriate coursework to apply to medical schools (or grad school in sciences), to take a structured postbaccalaureate program. Adaptable to various student backgrounds. Departments in LSA have been approached about this but feel that students could just take courses as NCFD. But you can't advertise that to attract students. While these people would likely be taking chemistry and biology courses already offered, they should not need housing.

A word of caution as your committee moves forward. Please keep in mind as you are exploring options for new programs that not all programs are eligible for Title IV financial aid. Students assume any program offered by the University is eligible for aid so it is important to let potential students know what type of aid, if any, is available to them prior to registration or application.

Each program must be evaluated under current Title IV regulations to determine if students enrolled in these programs can get any type of financial aid. I am happy to review any new programs prior to announcement to make this determination.

I would like to see an online course on medication groups and names, both generic and namebrand, and a general overview on what they do. A layman's view.

The School of Music tends to be very closed off, with limited outreach. You might consider having lecturers and/or grad students offer courses that target practical musicianship for working musicians in the community -- rock, folk, even choral singers who want to augment their knowledge of musicianship, theory, history... It's the kind of thing that could generate lots of income -- huge amounts of amateur music-making happen here in Ann Arbor!

I’ve always thought that it would be nice to have “refresher” courses offered to the general community. I’m fortunate to work at the University and will be able to perhaps audit or sit in on classes. I think that having courses in areas such as biology, physics, and math that provide current, up-to-date knowledge might be appealing to those that completed college studies several years ago. This seems particularly relevant as advances in technology move us forward at faster rates.

**Program Idea: Medical Marihuana**

Geared toward care-givers, cover topics such as growing, cloning, hydroponics, lighting, harvesting, cooking, and legal aspects of the new State of Michigan law. A section geared to legal consumers could cover which varieties are best for particular patient symptoms, smoking alternatives such as misting or cooking, general information on what to look for as a consumer, perhaps facilitate contacts with registered care-givers. These topics could be structured as classes, presentations, or on-line materials. There are opportunities to organize and host forums, courses, and conventions. U-M could become a leader and proponent of the new State of Michigan Medical Marihuana law and it's applications. There are currently over 8,000 citizens registered with the state, and this number is likely to continue rapid growth. Structured programs such as this would certainly be beneficial to Michigan residents.

1) I think that it could be very useful to offer a course/courses in "working at home", or "home businesses". There are many advertisements for things such as 'secret shoppers', 'online survey takers', ect. Yes, many of these things are scams, but a good portion of activities, good, bad, or indifferent are done using computers, and especially using the internet these days. A course on how to determine what may be a scam and what is legitimate, would be useful, along with perhaps information on what these sites are that are legitimate, how to get started, and what to avoid.

2) Also, a course giving more information on things that could be done to supplement income with a home business, with little expense put out. The course/courses could include idea's of what these could be, how to make a business plan, how to write that business plan up in a manner to get funding if necessary and who and how that business plan would be submitted to, how to set up your own websites and how to make them recognizable on search engines, what kinds of advertising can be used and the overall general cost and how to anticipate what kind of realistic income and expenses could be expected with one's home business idea. For example: Ford's at one time offered courses to their employees, like jewerly making. A number of their now retirees, or those who have had to take buyouts from that company are surviving in the current economy on the things they learned in those courses.
3) A list is established each year of interpreters, however, these are often difficult to reach at the time they are needed. It could be very useful to offer some lingual classes to those in direct communication with the clients we serve. A course that is more tailored to the environment we are using it in. If you are most often communicating with someone in another language about finances, or computer programming, it's not completely necessary to know how to ask them where a hotel is in their native tongue. I believe it would assist in making us a more diverse community and make overall communication more effective. It would be especially nice if this was in some way offered at a lesser cost to our university community. These classes may be offered, however, the cost of them and time frames can sometimes make it difficult for employees and possibly students as well to attend. Many may instead choose to attend an outside community college for these courses. Not only is that money that could be put back into our university, but who better to know what we need to communicate about everyday in another language, than us. In addition to that, you would likely have fellow classmates that you could communicate with outside of the class for practice. It is very difficult to remember a secondary language if it is not being used regularly, then when it is needed, it is difficult to recollect.

Hi - I would love, love, love it if online creative writing courses were offered. I KNOW there is a big market for online creative writing and I would have to believe that University of Michigan would attract a large number of students.

I am very interested in continuing education at the University and do feel that there are so many resources here! My ideas are not really out of the box but, reflect my interests.

Main areas of interest:
- Art History, Art Appreciation
- Architectural History, Modern Architecture
- Decorative Design
- Architectural Preservation
- Landscape Design - History, Michigan-People and Industry
- Other Cultures (History, Language)
- Music Appreciation, History
New York University has an extensive continuing education program that I am sure you are aware of. The list below is just a sample of courses offered through NYU in the categories of my interest. Thanks again--

* An Introduction to Chinese Art Past and Present
* Art Styles Through the Ages
* Art in the Western World
* Renaissance Masters
* The Pioneers of Archaeological Discovery: Tales, Treasures, and Exploration

# Art, Antiquity, and the Law
# Cezanne
# Continental Pottery and Porcelain 1700-1850
# Creating Public and Private Art Collections
# European Art 1910-14: The Birth of Modern Art
# From Duccio to De Kooning at the Metropolitan Museum of Art
# Giotto to Drer: Late Medieval and Renaissance Paintings at the Metropolitan Museum of Art
# Impressionist Paris
# Master Architects
# Modern Design in French Decorative Arts: Art Nouveau to Art Deco
# Renaissance Masters
# Signs and Symbols: Reading Art
# The Appraisal of Impressionist and Early 20th-Century Painting
# The Art Scene: Spring 2010
# The Bauhaus: Modernism in Art, Architecture, and Design
# The Contemporary Art World
# The Pioneers of Archaeological Discovery: Tales, Treasures, and Exploration
# Understanding Contemporay Art: The Essential Guide to New Art and New Media
# Understanding Painting: The Essential Guide

In my lab we have developed content and tools that could be used in online education for teachers and perhaps also students. Specifically we have created videos in which cartoon characters enact situations that could happen in mathematics classes. The videos are amenable for study/discussion of mathematical as well as pedagogical issues. We have developed and continue to develop software to enable the navigation and annotation of these videos. While the development is oriented to creating a platform for research on teacher thinking (e.g., we are in the process of developing online questionnaires that require the respondent to interact with rich media material) we think the materials could be used to create professional forums or to deliver continuing education courses.

Here’s an idea: In many industries and sectors, there is an increased emphasis on operating in a “green” or “sustainable” fashion. Yet, many of us in the workforce have no formal or informal education on what this means, what is the vocabulary, what are the different stds across sectors, who are the government and non-profit entities involved, etc. UM has made this a focus of both our operation and our research. Why not offer a continuing education course (or series of courses leading to a certification?) in sustainability. I can see this being attractive to people across the state who are seeking to update or refresh their skill set for the knowledge-based economy.
1) Off the top of my head:
Offer walking tours of campus and campus art.
Exterior and Interior Art and Architecture – Historic sites
And charge for the tour guided by docents with knowledge of the art, architectures and historical significance are areas
Or sell brochures where individuals buy the brochure and do their own walking tour
The list of art at the Ross Business school is wonderful for example.
Have the artist on site at the piece when people walk around like a wine and cheese night where you get to see the piece and meet the artist.

2) Charge to get a ticket into the building that evening and have presentations during the evening in the auditorium or upper level conference room like a live art display or dance.

3) Offer educational opportunities to high school students on Fridays when classes are empty

4) Challenge programs or explorations into a specific subject Or week long summer camp on educational topic like art, engineering, architecture, dance, math, science, history. Like they do football or basketball camps.

What about an “elderhostel” style experiential program for seniors? The demographic is growing and bringing groups to campus (and town) for packages that might include things like Big House Behind the Scenes (lunch with coaches, time on the field, time with particular players, time with the band, etc.), some program with the UMMA that would include special access (or this could be a group of museums, or a museum plus a library archive)...

I actually wish there was a class on Drupal

I think some classes that address environmental awareness and impact would be great:
Starting a home garden- what to grow, when to grow, crops that thrive in home gardens, how to grow organic, how to grow different items.
Nutrition for people at home - how to eat right, how to get children eating more vegetables, the benefits of more plants and less meat in the diet, how to feed a student athlete, good wholesome shopping, food alternatives, new foods
Home energy evaluations - how to save money on energy, what alternatives could lead to greater savings, how do alternative energies work, what are some energy solutions you could reasonably try at home.
Where does our food come from and what is the impact and what can one do
Where does our energy come from and what is the impact and what can one do
Where do our every day products come from and what is the impact and what can we do
The basic focus of my recommendations is to look at what we can do in the world to feel better, live better, save money and reduce our impact. I am interested in looking at how we live and impact the world and what options exist for us to do some things differently.

Cooking is so big, and so is the slow food movement and eating locally. Could we do something with UM alumni chefs coming to campus for alumni?

I would love to be able to learn how to develop and market items that I have come up. It would neat if there was an ongoing club and/or seminar where people who have succeed in developing a product come in and discuss how they became successful. Also, maybe have legal staff could be available to discuss patents etc... You might be able to generate money by charging a fee to take this class. If the item is something that U of M could use and/or market then a % of the profit would go to U of M etc...

Zingerman's Customer Service Training
It's easy, just do what has been going on at UM Dearborn for 25 years. It's called the Retired Persons Scholarship Program. It provides opportunities for continued learning and gives graduate and undergraduate students the opportunity to interact with people who have experienced life. It is an exceptional program which has changed my life. I had the opportunity after finishing my professional career to re-enter the learning environment. I have learned an enormous amount and contributed to the education of others. It has not cost an arm and a leg. It has expanded my horizons enormously by allowing me to study in areas that I had to leave behind in my earlier undergraduate and graduate studies.

Here is an idea that has been floating around my head for a few years:
Some of my siblings are relatively low income. They have pretty crappy housing. But, there are some very nice housing options out there. They are just outside of their price and they fill up extremely quickly.

So, my idea is to have an interdisciplinary program at UM, tied to Washtenaw community college that would:
1. Have architect students at UM work with different engineering students to design relatively inexpensive households (apartments? townhouses? stand-alone house?) that are green - ie, they utilize as little energy as possible to heat, cool and run the houses.
2. Have business school students manage a business to buy land, build the units and rent them out (or sell them?) to (low income) people. The business plan would be developed by students and either spun off at some time or would be run by a continuous stream of business students.
3. To build the units, UM would work with WCC students who are going for their associates degrees in plumbing, electrical, etc. The engineering/architect students at UM would be working with more cutting edge technologies and so these students would get exposure to these products. Volunteers from UM/WCC could actually work on the housing units too.

This would not be a for-profit business, obviously, so it would not be a major revenue stream for UM. It would be a practical educational experience for students from a wide range of the University that would do some good in the community. It would be a gigantic leap forward in teaching students in (practical) sustainable living, green technologies, running a business, mechanical/structural engineering and many other things.

1) Grandparents University

Michigan State University has one and I know grandparents that have participated and thoroughly enjoy it.

From msu.edu:

About Grandparents University at MSU

MSU Grandparents University is an opportunity for grandparents and grandchildren (ages 8-12) to come together for a 3-day educational experience while spending time together on the MSU campus. Participants enjoy the college experience of living in the dorms, attending classes across campus and sampling the many highlights of MSU. Grandparents University gives alumni a chance to relive their college days while exploring campus and creating lifelong memories with their grandchildren. Grandparents University is organized by the alumni relations professionals in the different colleges and units across campus. The program is self-supporting and relies entirely on the registration fees to cover all expenses.
2) Alumni/ae Speaker Series

Work with schools/colleges/units and U-M alumni clubs in areas with a large concentration of U-M alumni to establish an annual program in which a distinguished local alumnus/na is either the keynote speaker or the only speaker. Charge a nominal fee to attend.

Okay, these aren’t great revenue generating ideas, however, the individuals that attend these events could become donors or increase their giving as a result of staying connected to U-M.

| U-M plays a leading role in sleep medicine and sleep research. A recent press release is at: http://www2.med.umich.edu/prmc/media/newsroom/details.cfm?ID=1288 |
| Many of the 43 faculty involved with the U-M Center for Sleep Science might be interested in putting together a course for alumni, retirees, families, and community members at large about healthy sleep, and problems that arise in the context of widely relevant sleep disorders, likely to affect almost everyone or someone they know well. Examples of a series of lecture topics, organized according to a lifespan timeline, might include: |
| Sleep during pregnancy: effects on your health and that of your child |
| Sleep and what it means for your baby during infancy and development |
| Why sleep problems in children sometimes explain ADHD and other behavioral problems |
| Why does your adolescent, teen, or college student stay up so late? |
| Disorders of the circadian rhythm |
| Chronic partial sleep deprivation, obesity, performance, and your health |
| When your brain makes you sleepy, no matter how much sleep you get |
| Sleep apnea may provoke hypertension, heart attacks, strokes, depression, asthma, epilepsy, diabetes, to name just a few ... |
| Unwanted behaviors during sleep |
| Insomnia in older age: what's normal, and what's not? |

... It would take a little time to develop this series, for a lay audience, but I bet it would engender a good amount of public interest. We could potentially add basic science material on how the brain creates sleep and sleep physiology.

As the Center for Sleep Science (CSS) currently has no financial support from the University, we would be particularly interested to know whether donated effort from our faculty could provide an opportunity for the CSS to share revenue generated by such a course.
I used to work at the University of Kansas Medical School. Every year they generated a HUGE amount of money by offering what they called "Mini Medical School". It ran for a whole academic year every Tuesday night, so quite a few sessions were held during the course of one "school year". Each week they would have a different specialty come and talk. The first week was a basic anatomy course. Another week they had an Otolaryngologist come with a patient who had just received a coquolar (spelling?) implant talk about the impact that surgery had on her life. Another week they had a cardiologist talk about the latest advances for people who are in the midst of a heart attack, or a PM&R talk about stroke patients, or a nephrologist talk about dialysis, or a hepatologist talk about hepatitis epidemic, or a pediatrician who came to talk about the raging increase in cases of oral gonorrhea in girls in elementary school.

Every session they had HUNDREDS of people show up. They charged a modest fee for the whole "school year" or the public could just show up for single sessions provided space was available.

It was a HUGE success. The public couldn't wait for it to start up again every year. I attended two full "school years" and loved every single minute of it.

The best sessions were those when the faculty did NOT use terminology that was above the heads of the average non-medically trained Joe Q from the public sector. Those doctors who disrespectfully used terminology that a lot of us wouldn't understand, they got a "failing grade" from the "students" and were told they would not be asked back again next year. They probably didn't care much about that, but it didn't sit well with the "students". So if you do this, make sure the doctors know they need to use non-medical terminology.

Refreshments were served every week. Certificates were passed out at the end of every "class" and one "school year completion certificate" was given at the end if your "attendance record" was good enough to warrant one.

I would LOVE to see something like this at UM. The public would love it. And it's a great way to "sing the praises" of all the medical miracles that happen in this hospital every day!

Call or email me if I can answer any questions.

My name is Aja Burrell Wood and I am a PhD candidate in the school of music. I would think that the visual and performing arts could offer great programs to the community and youth.

For example, there all already 2 good fine arts camps located in the state, Interlochen and Blue Lake. The university could also offer a summer program in the form of a day or over-night program. There are talented undergraduate and graduate students and perhaps even faculty who might be willing to work as counselors or teachers. Perhaps Michigan already does something similar but it is an idea.

In terms of the community, courses in the arts could also be offered. Again, depending on the level, undergraduates or graduate students may be able to take this on as a work-study or part time position.

For the students, these type of programs or courses could offer teaching experience as many in the arts do teach as a part or all of their career. For the university, it could be a chance to generate revenue while staying connected to the community through offering access to excellent facilities and talented individuals.

I have been offering a non-traditional program on the Dearborn campus since 1991. The program is a flameworking, glass art program. Currently, I have been offering classes in glass beadmaking. See the attached brochure for the fall 2009 beadmaking class. This is a non-traditional program in that it is not a credit course. I handle all of the administrative details - sending out the announcements, processing the applications and payments and teaching the beadmaking class. We have also offered workshops taught by various flameworking artists. Over the years we have have had people attending these workshops from all over the country and from as far away as Vancouver British Columbia.

I would be happy to share my experiences with the task force or perhaps even participate on the task force.
I want to be sure you are aware of MITS, a service of the University of Michigan Library providing delivery of library materials, both articles and book loans, to companies and individuals outside the UM academic community. We offer a way for non-UM patrons to have access to the impressive research library collections at the University of Michigan. As a one-stop document delivery service, we can search and deliver not only UM Library materials but also from other collections across the nation. Please see our website for more information on fees and services.

Let us know if we can be a link for some of the programs you develop when it makes sense. Please contact me (I created MITS in 1980), or Kristina Eden who is the lead person responsible for MITS.

I'd love to have access to courses or mini-courses or even lectures on-line from some of our outstanding retired faculty (and even current faculty if they had the time and inclination). I would definitely be willing to pay for the opportunity to listen to a whole semester's worth of lectures and follow-along with reading assignments. Ideally, it would be great to have them taped so that I can log-in via the web at my leisure any time day or night to view them. You could offer "memberships" for a term or by the course. We have so many experts here and the "general public's" opportunities for benefiting from all this expertise is relatively small.

Especially now, you might consider offering courses on how to discuss opposing ideas in a civil manner, how to find common ground when there seems to be only disparity.

I am part of a generation of Americans - some 74 million of us - that control (or used to control) over 7 trillion dollars. I am going to suggest that very few of us will be participating in what may be considered as a traditional retirement path (clipping coupons from a beach chair in a warm climate). I am also going to suggest that since we were once considered the best and brightest - that continuing our quest for knowledge and experience will most likely continue - that the University would be well advised to begin looking at the possible needs, fancies and interests of this group toward creating classes and credentials attractive to us.

The existing paths are woefully incapable of evaluating our qualifications after 30 or 40 years of work and life.

I am keenly interested in pursuit of knowledge in the area of IT and Human/computer interface - I would imagine that there would be any number of us would be similarly inclined. Would be more than glad to participate in some brainstorming and discussion

1) We can explore provision of UM classrooms and dorm space for hosting of medium sized conferences during the summer months.

2) We can offer programs in executive education in business management, information systems, social work, environmental management, and so forth in countries outside the US - India, South Africa, China, middle east come to mind.

3) We can promote more alumni/reunion events

Some of us are interested in acquiring or reacquiring a non-native modern language in mid-life. The university would appear to have excellent language-teaching resources, but these are directed towards undergraduates; could the university develop some instruction and supports for adult language acquisition? How this might differ from existing programs would require careful discussion. There are probably multiple constituencies with different language needs within the "continuing education" community. I, personally, have not been interested in language for tourism, but in more serious language acquisition, largely for reading, but also need help and practice with oral language.

One program of interest that UM could look into offering is a post-bac program for pre-health students. I know many other universities offer the program as a "career changer" track and/or "academic enhancer" track. Each is designed to put atypical medical school students through a medical school like scenario and increase the students likelihood of acceptance into medical school. It could be offered as a non-degree program (perhaps certificate granting).
A program in Integrative healthcare or complementary healthcare would be wonderful.

Healthcare is an issue in America. There are shortages of healthcare workers everywhere. More specifically, ancillary healthcare workers, nurses, therapists, technicians, and Medical Technologists. The reason is...these professions are so dead-ended. You need to go back to school, get credentialed to get promoted.

What if the University of Michigan became a leader in the education and professional development of ancillary healthcare workers? Too many of us went into the traditional four year college B.S. plan only to find out how unprepared we all were because we didn't understand the human side to healthcare, the technical IT side, or the business side of healthcare.

Healthcare workers need professions that are useful to America. What if the University of Michigan offered a combined ancillary healthcare degree as a Masters Program instead of a B.S. It seems to me that a nurse or medical technologist that knew a few things about IT would be able to communicate across boundaries and impact the profession. Same with therapists, radiology technologists, etc.

Wow! This is exciting! I attend WCC for continuing ed classes for accounting and received my certificate, but I could really use some skills pertinent to the UofM. I have my Depository Certificate with UofM and started allocating SOA statements. But I have no idea about budgets within the university framework. I work for an affiliate of the School of Education called SCUP (Society for College and University Planning) and they have frozen the finance manager position now for a few years. I have really plunged in and learned a lot on the job, but it would be helpful to have a better financial understanding of non profits in general I think. I'm not sure that's what I want....I just need some confidence in particular with journal entries. I have gained a lot of momentum, but a refresher would be helpful from a professional standpoint...maybe a non credit refresher class. I took an income tax class that utilized the online software, but I have never gained the confidence to try it myself. That would be helpful as well...highlights...nothing deep...just enough to motivate me to try to do my own taxes online.

I work with conference registrations and settle batches daily and input into QuickBooks online. So, I have a handle on the customer service industry...but I would like to firm up my financial skills...so an overview business course would be interesting to me.

As an educator and former School Board Trustee for the Ypsilanti School District, I see the need for a non-traditional program to address the failing of so many inter-city children. One critical way to address this would be to start an after school program. I envisioned starting a "Ryan's AfterSchool House" on a personal note this name is after my son who grew up in Ypsilanti, graduated, went to college and then the Airforce. Came back to Ypsilanti, and visited in an undesirable area (Paradise Manor Apt. Complex) where he was beaten up, robbed and ran into the street where a car hit n run and killed him 4 years ago.

Within this inter-city apt. complex live so many little talented children; but because the environment in which they live is not conducive to learning they fail and end up young criminals who commit such crimes as what happened to my son Ryan.

Providing a After School HOUSE (HOME) where the kids can come and get a meal, do their homework, play a computer game or two and then go home to sleep. They get up and go to school and they are prepared for school academically because we helped them by providing a homework study environment and a meal to nourish their bodies and minds. I believe there are many dollars available for such a program. If you use this idea, please keep me in mind as one of your key persons to help make it happen. It is my dream and my passion to help the inter-city kids who need it so desperately.
I’m not sure if U of M offers learning packets. These are pre-bundled class materials that a student can purchase and study at their own pace. To satisfy the academic requirements for the course students follow the same timelines as onsite students for assignments and tests. Assignments can be submitted via c-tools and tests are scheduled to be taken with a proctor onsite. This program caters to students unable to come to a classroom on a regular basis or are unable to participate online at the schedule time.

Good idea to do some extension or continuing education ...like what WCC offers. Although I do appreciate that WCC exists in town and I hope the aim is not to take business from them. The Community College is quite necessary.

My ideas are:
- a real cooking class, or series of ... not just demonstration cooking classes. I think a lot of people are more and more interested these days with the popular food networks shows becoming more and more mainstream.
- how about a “Toastmasters” like class? Many could benefit from such a thing and it would be nice for there to be convenient access to such a class.

1) Families would appreciate workshops on how to finance your child's education (or your own). A day where a variety of scholarship, alternative funding sources, etc. are presented to help families know where they can turn for help paying for school - whether that be community college in Michigan, UM undergrad or graduate school.

2) Offering more weekend programs - like the SPH's Executive Master's Program for both undergrad and graduate studies - would enable non-traditional students opportunities to continue to learn and seek degrees.

3) Offer on-line courses where students can login to a video-conference class - like a classroom experience, but for students unable to commute to campus. These courses could be added to the standard curriculum - same times, just add the video-conference ability for long-distance learning. This would be especially helpful to students with disabilities that make it difficult for them to attend on-campus classes or for people who are working who could take a class during the day in lieu of their lunch hour, and not have to add in commuting time to campus.

1) Green horticulture/gardening for Michigan - including organic/green practices for the yard, flowers, vegetable garden, community garden, or small farm. A home gardening demonstration area could be constructed, similar to the home gardening wing of the Missouri Botanical Gardens in St. Louis, which is affiliated with Washington University. They have a large installation there, as well as a very helpful resource on the web for home gardeners, but we need something here that reflects our climate.

2) Green energy practices for Michigan homes - how to make the best use of solar and wind resources, improve your home's efficiency through front-end design or retrofit. These resources could train end-users (home owners, much like the Master Gardener program, who serve as resources for the community) or train professionals in these fields (architects, landscape designers, builders, horticulture professionals) and provide certifications that increase their professional value. Either way, these programs could make a positive contribution to the environment and our economy.

We need an online, easy access place where we U of M employees can give & take new found resources. I find something new to help patients almost on a weekly basis. I can share w/ my department & try to share w/ others but time is limited. An example is: I work w/ patients who have little or no insurance, they are not always eligible for MS support ro Medicaid. I have been given info for outside resources & some patients have gotten the necessary help financially. I keep a book but would like to share UofM wide.
Forgive me if this sounds a bit naive, but I always thought that a continuing education series on Internet Entrepreneurialism might be a good seller. Content could include E-commerce development, Utilizing open-source in E-commerce, Web 2.0, SEO (Search Engine Optimization), Viral Marketing, etc. Ann Arbor is a hotbed of Internet business activity, so what better place to offer this sort of thing. Such a course of study also lends itself well to remote learning. Between the brain pool at CAEN, Rackham and ITS, there should be more than enough horse power in-house to offer this kind of series.

We've been working on creating a curriculum for staff in the UMHS who have some component of their job spent teaching/training/educating. There are many staff who become educators/trainers because they have an expertise in a subject, but who have no formal teaching background.

One idea we've been kicking around is creating a program with a professional certification that has value in the marketplace, either internally for advancement in UMHS or to have value to other employers.

1) UM has some really unique buildings, landscapes, and other places to visit. Why not catalogue them, and then build a course to explore them. Examples:
• North Hall (built as a hospital in 1899-1900, now houses military science programs; for years, held a Halloween Haunted House in the former “morgue”-basement)
• Burton Hall (you can actually tour it, AND arrange to play the bells!)
• Angell Hall (old and beautiful)
• The wavy memorial garden on North Campus
• Law School (gorgeous outside; inside, little-known etched-glass windows with various old-fashioned virtues listed)
• Dental School (has an old part with historical dental offices, chairs, old-fashioned tools – not for the faint of heart); also, in the spring, the Army rappels down the exterior as part of its “Join the Army” campaign – very impressive)
• New Arthur Miller Theatre on North Campus – beautiful
• Mendelsohn Theatre – old and elegant
• Michigan Union and Michigan League – old and elegant (used to have a swimming pool!)
• Newly renovated/addition to UM Museum of Art
• Archeology Building – old and beautiful

You get the idea: and probably can come up with much better and more unique and intriguing ideas. We have an amazing history over the last 182 years, since moving from Detroit. There might be stories you could dig out of archives and old news stories of haunted rooms or buildings, lovely architecture, love stories, stories from the Cold War, etc. Some of the residence halls might have unique characteristics or stories, too.

The buildings are here. We just need to open up the doors and go inside!

I’ve been approached by the Director for licensing for the State of Michigan on several occasions when taking some continuing education course in Pest Management. He would love to have us here at the University of Michigan be one of the sites that provides continuing education courses required for relicensing of Pest Management and technician training. Currently MSU is associated with the State in this regard to training literature and programs. Larry Swain feels we are in a great location and could draw many to our campus for training (both in state and out). I am willing to talk and help in this regard (good money maker since everyone needs courses to recertify every three years). Check out Purdue University. They are the leading edge for training courses in the field of Pest Management. They are having their 74th conference this January. If we are the Leaders and Best; why not with Pest?
1) In this challenging time of job loss and outsourcing of other jobs, it seems there is a big disconnect between what skill sets employers want their employees to have and what people are told by academic institutions that employers will want them to have. Is there any way to set up a forum where employers tell the university specifically what courses they want the employee pool to have taken and passed and what specific competencies they must have? It seems people have not been prepared to enter the workforce of today. Can the university just start offering "filling in the gaps" courses so that those employers who are willing to hire - will partner with the U to get people correctly educated and transition them into waiting jobs? People are so discouraged about taking any education that doesn't immediately translate into a paying job. Liberal education is fine but these folks are struggling to compete for jobs and for retaining jobs in the US. Let's step up and tackle this one. It seems like a partnership that will allow the learner to immediately apply the things that are being learned would be welcome...especially now.

2) My other concern is seeing what can the U offer for retiring people who might want to consider a "new career" as they retire. How can elder workers continue to contribute (and get compensated) in today's workforce. Being a Walmart greeter is not my idea of how to spend the golden years. If there are opportunities for seniors to have a second career that is a bit more flexible than the traditional 8-5, that would be great! Many seniors are not sure what they have to know to "get back in the game" and where to serve where their service is welcome. Most seniors want to keep on learning but will also need some special accommodations (memory training might be a great program to offer). One entity, Posit Science, has some interesting programs but none are offered in Michigan. Take a look at their web page: http://www.positscience.com/

Dr Michael Merzenich has done a good deal of research that offers a beam of hope for aging brains and/or disabled brains for re-training and keeping the brain functioning young. Maybe Michigan could consider a partnership with Posit Science to offer sessions here...weekends and evenings and off-peak times when our faculty don't wish to teach.

I grew up in the Washington, DC, area, and I was just saying to my parents that the one thing I miss here in Ann Arbor are the evening lecture series that are offered at the Smithsonian. Many years ago, I particularly enjoyed a series about children's literature (they invited authors to talk about their process). You could look at their catalog to get ideas of areas of expertise that UM could offer.

I also miss the amount of theater that is available in larger cities. (Performance Network and the Purple Rose Theater don't regularly satisfy my taste.) The UMS educational programs that accompany their occasional theatrical programs are neat, but also you have some wonderful resources with the musical theater program, etc., and could offer lectures to accompany those shows.

I was disappointed when I first moved to Ann Arbor that I could not take a class on campus unless I was accepted into the graduate program. I wanted to take special interest classes as I did at the university I worked at in Texas. There, I took several classes and then became interested in a graduate program, finally earning a Master's degree. I went to several offices here, expected the same interest and respect would be shown to me. I was treated horribly by more than one person and my impression of U of M plummeted. I do not like being treated like I am not good enough to be a student here. Over the years, I have heard the same complaints from others.

I have taken continuing education classes through Washtenaw County Continuing Education and Parks & Recreation. I would be very interested in attending continuing education classes on campus rather than going to various schools around town. It is difficult to attend classes during the day. Evening and weekend special interest classes on such things as personal finance, investing, creative pursuits, etc. would certainly get my attention.

I don't have anything especially exciting or innovative to say, but I will say that if there were programs/courses available through UM for CEU's for RNs (who are not working in the UM Health System) I would be interested in knowing about them.
I think U of M should be the first to encourage more employees continuing their education by making payment for classes payroll deductible and making it possible to attend classes here after work. I believe that more of us would get the education we have always dreamed of if we could get it reasonably priced, easy to afford and be encouraged to go beyond our current situations by attending class before going home from work. The university could use some of the classrooms and empty areas to give employees the chance to complete their education or begin an education they have only dreamed of. I think it would be innovative and would be press worthy if U of M took the lesser paid, lesser educated personnel and gave them this added help. The U of M is already one of the greatest educators in the world, how about changing some lives and communities in the process. Many of our employees collect some type of government help to subsidize their employment and many of them would attend school if they worked where the classrooms are. The University already pays a large portion of the tuition for employees to attend class. Why not tap into and reap some of that money back by making this the place they go to get educated, and in the process make this THE GREATEST SOURCE OF EDUCATION IN THE WORLD bar none. Offer different courses from high school completion to college prep classes. Offer tutoring as a method to get discounted education for the tutors and encourage the employees to move past their fear of failing and into their bright future. I will be first in line and I know plenty of people who would be right behind me.

1- idea that I would do is the on campus (hospital) 1 day a week Nursing BSN/MSN completion class.
I know that there are other avenues for school but it is a way of letting us "old school" nurses finish our degree and bring in revenue for the Hospital/school. Doing it via Phoenix or other is not conducive to long term goals. Nursing works off hours and has a shift that is not the norm, but in health care.

I understand that the U is all about Doc's but there is a very large group of Nurses that have the will, and desire to finish school. We just do not have the "normal" time frame to do it in. It would help retain the nursing staff and help moral and more importantly Keep money coming in for the institution that would have been spent elsewhere.

I’m not sure how cutting edge it would be, but many people I know are interested in programs pertaining to 1. Culinary Arts

2. Master Gardening/Landscape Design

3. Retirement Planning.

My name is Colleen Rheam and have been working in the Time Keeping area of this University for 15 months. Before joining the University, I was the Payroll Manager at Eastern Michigan University, for 22 years. While at EMU I took several classes to enhance my knowledge in Management, Accounting 1 & 2, business law, and a few others. I have been informed that U of M does not consider promoting employees to a supervisory position, without a college degree. Since I do not have a degree, my question to you is, would the University be willing to set up a program that would not require a degree, but maybe a certificate in certain classes that would qualify me for a supervisor position? If that was the case, and the University agreed to this provision, than I would be happy to take a Non-Trational Education Program.

1) Since we already do a “mini medical school” have you thought about a “mini” law school or business school?

2) I also suspect you would have strong interest in having a sports-related program talking about management of a university sports program, coaching issues, academic issues, etc. I'm thinking of something that would pull in the athletic director as well as lots of the coaches, former coaches, etc for Michigan fans...but that would explore beyond just when we won and lost games.

3) What about a "popular professor" series of lectures on varied topics for people who want to stay academically sharp?
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<th>4) Maybe an alternative medicine intensive course for non-medical people focused on lifestyle issues, diet, exercise, supplements, alternative &quot;medicines&quot; etc??</th>
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<td><strong>1) Online or in person classes on how to play the card game: Bridge</strong></td>
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<td><strong>2) Ice carving and other events/parties in the diag with entry fees and prizes</strong></td>
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One thing that I know is becoming semi-popular and that there aren't a lot of classes in are the urban farming/sustainability area. It seems like a really Ann Arbor thing seeing as we all (at least some) raise chickens and want to keep bees and like all things granola. I don't know if that would be an avenue you were looking at, but it would be neat to see and would benefit the community, especially in this economy where people are struggling to pay for things like groceries but don't quite know how to manage doing it on their own.

Other things that I think UM would be good at would be classes/workshops in academic areas that are intended to give people a "big picture" approach and would make use of the resources we have -- things like chemistry/history/literature/art classes for non-degree folks. I personally love history and would love the brief version of various points in history without the pressure of taking exams (or notes for that matter), and I'm sure we could do great programs in conjunction with our museums. For example, nature classes at the botanical gardens or nat history or art museum. I know there are some programs that happen at all those places, but it would be neat to expand them into a class. As far as the sciences go, it would be neat to have classes focused on what these principles mean in real life and how it all ties in with things that are relevant to people. Photography or sculpting or art/performing art classes would be great fodder for this too. It's weird to me that there are tons of summer camps for the kids in everything we can think of, but nothing that really parallels that for adults. Even when we go to college we're focused on what we need to get out of classes to get an A and to do work, but I don't think we always really have a chance to take a step back and see the big picture and appreciate it for what it is. Filling that area with something like a 12-week, one-evening (affordable!) class would be good and I suspect popular.

One request that I often hear from the public is that Michigan needs more evening programs and more extension centers. The business school offers graduate courses in Dearborn, Southfield, and Ann Arbor. It would be convenient if the School of Education and School of Social Work did the same. Many working professionals would like to have a U of M degree, but it is not convenient.

Yes, exercise programs/classes that are not contingent upon purchasing an annual recreation membership.

Create programs that would accommodate part-time students that need to hold down jobs, perhaps even full-time jobs while attending college. On line classes, evening classes, etc.

1.) Stemming from my location in Native American Studies (within American Culture) and the Center for Afroamerican and Africa Studies, I have observed that non-traditional languages can be quite popular with the public. In NAS, our Ojibwe language classes are very popular and always over enroll. And in addition, there is an ongoing demand for this subject beyond our student body. Our Ojibwe language instructors choose to hold afternoon and evening "language table" sessions for community members who are not enrolled at UM and are therefore ineligible to take the formal courses. These sessions are offered on a weekly basis, and they draw a number of people. In CAAS, we have just begun to offer a series of African languages. Our Swahili classes are taught by a lecturer on campus. Most of our African languages are new course-shares with Indiana University. These language courses have not filled up like the Ojibwe language classes yet (they are very new), but they might also be a draw for extension or continuing education classes.

2.) This is out of my area, but classes on current environmental issues might be popular, such as: understanding today's environmental challenges, ways to make environmentally positive changes in daily life, ways to prepare for professionally for green job possibilities developing in the state. Could such classes be offered through the Program in the Environment?
3.) What about classes in citizen journalism (ethics, methods, skills), given that Ann Arbor has lost its traditional newspaper? And what about other kinds of classes geared toward professional areas that seem to be on the rise, or in need of revitalization, in the state? I recall reading that Washtenaw Community College's course on filmmaking is very popular.

4.) I would think that classes in the arts would be attractive: music classes for adults, cooking classes, photography, etc (that would not reproduce what is available through A2 Rec & Ed, etc)

For me, the Ann Arbor Rec and Ed programs and Concordia College have filled my need for affordable, convenient educational programs. UM programs are overpriced and not offered at convenient times/schedules for working adults. Therefore, instead of being able to complete my bachelors and masters degrees at University of Michigan, I had to go to Concordia College. The continuing ed counselor at UM told me "there's nothing here for working adults." And there really isn't. Even most of the "wellness" classes are inconvenient for staff in our building. Can you grasp the idea that there are 30,000 people working at the university who cannot do their continuing education here and have to go elsewhere? Concordia, Cleary, CMU, Madonna and Wayne State love having our money. Too bad UM lets it walk away.

Hello, I have an idea. I am not sure if this fits what you are looking for. Washtenaw Community College and (and Eastern Michigan University around 10 yrs ago) offered what they call life long learning classes for the adults in the community for a reasonable fee. These are non-credit classes that people take for fun or to enrich their life. It could be a one time class for 2 hours or a class that meets for two hours for 2-3 weeks. It could take place in lecture hall or big room that would hold enough people to make a good profit. It could be a talk about the history of Afghanistan in the 20th and 21st century, or the history of the French Revolution, or how TV news is reported in other countries or any other of a mired of topics. These are classes that people would come to one-four times, just short lectures by our very knowledgeable professors which would take place at 6pm or later so working people could attend. I am especially interested in history related classes. Many art and cooking classes are offered at Washtenaw for no credit but little history related topics are offered.

1) These classes offered to alumni at MSU look interesting and fun: http://www.msualum.com/evecoll/allclasses.cfm I would enjoy having the opportunity to take some courses like these at UM.

2) Also, I would be interested in seeing some stand alone certificate programs. It would allow people to expand their education without having to commit to a full time graduate program. For example, while completing my MPH, I did a certificate in Science Technology and Public Policy - it is not possible to do it as a stand alone program but they are considering that option. You will need to begin offering courses in the evening and weekends in order to make these feasible for people to take.

3) Courses focused on expanding particular skills that people need in their workplace would be very useful. For example: Statistics software, grant writing, language courses for business/conversation/medicine, leadership development, complex systems, etc.

I've heard from many people who wonder why U. of M. doesn't offer online courses for non-traditional students such as those who must work full time or those who live in a different State. My daughter lives in New York, but would love to take courses towards a Masters Degree this way if it were possible.
I mentioned to Phil Hanlon once in passing that I am, as staff, part of an relatively untapped market for certificate programs. I work in the School of Public Health Office of Communications and realized not long ago that I would be better able to promote the school, and write for its website and magazine, if I were better versed in what's taught here! I enrolled in the Certificate in the Foundations of Public Health (CFPH) this term, and have already found it useful. Even though I am an experienced journalist, used to learning on the fly for each new writing assignment, there's no substitute for being grounded in a subject area via coursework.

The 5-course CFPH may be too extensive and/or hard for some staff members, yet very basic foundations in the curricular areas they work in would better enable them to advise students or just do their jobs. What if each academic unit had a foundations module, which ambitious staff, parents, lifelong learners, etc. could take inexpensively for exposure to the area? Perhaps it would ameliorate another problem I know some supervisors at the U deal with: staff who feel little loyalty to their unit, and thus jump when they can make a little more money anywhere else on campus. The training costs for such turnover must be staggering, not too mention the time lost in HR work.

Another possible audience: Prospective students who aren't quite sure they're embarking on the right program. Perhaps retention rates would improve if students were more confident about their choices. Foundation modules could be taught by faculty "stars" who can passionately communicate about their area.

Good luck with your investigation, and feel free to contact me for more info.

Note: CFPH is at http://www.sph.umich.edu/distance/

Short-term fiction/memoir writing workshops with published authors!! Even just 'master classes' where short stories are read and critiqued - Other offerings like this in town are taught by people who don't have the publishing record that some of our faculty do, so they really lack credibility.

Offer 32 hour work week for staff.
A Medical Coding Class
Medical Coding Certified Professional Coder (CPC®) A Certified Professional Coder (CPC®) is an individual of high professional integrity who has passed a medical coding certification examination sponsored by the American Academy of Professional Coders (AAPC). In addition to on-the-job experience as a medical coder, a CPC® has achieved a measurable level of knowledge and expertise in reviewing and adjudicating coding of services, procedures and diagnoses on medical claims in the physician-office setting.

The CPC®’s abilities include:
Proficiency in adjudicating claims for accurate medical coding for diagnoses, procedures and services performed by physicians and recognized licensed non-physician providers in physician-based settings.

Proficiency across a wide range of services, which include:
- Evaluation and management
- Anesthesia
- Surgical services
- Radiology
- Pathology
- Medicine

Sound knowledge of medical coding rules and regulations along with keeping current on issues regarding medical coding, compliance, and reimbursement. A trained medical coding professional can best handle issues such as medical necessity, claims denials, bundling issues and charge capture.

Ability to integrate medical coding and reimbursement rule changes into practice culture in a timely manner to include updating fee schedules and super-bills.

Knowledge of anatomy, physiology and medical terminology commensurate with ability to correctly code provider services and diagnoses.

The CPC® Exam
- 150 multiple choice questions (proctored)
- 5 1/2 hours
- 1 free retake
- $300 ($260 AAPC Students)
- Open Code book (manuals)

The CPC® examination consists of questions regarding the correct application of CPT®, HCPCS Level II procedure and supply codes and ICD-9-CM diagnosis codes used for billing professional medical services to insurance companies. It is designed to evaluate a physician practice coder’s knowledge of the following:
- Anesthesia
- Evaluation and Management
- Radiology
- Laboratory
- Pathology
- Medicine
- Medical Terminology
- Anatomy and Physiology
- ICD-9-CM
- HCPCS Level II
- Endocrine
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1) Grilling classes  
2) Golf lessons
3) Knitting/Crocheting classes
4) Dog Obedience/Socializing training

I would like to see a web site devoted to kids. Such as games, places to go, kid friendly restaurants, easy recipes for kids but especially games. My grandson would love to have a personalized web site from U of M.

Workshop or seminar in transforming life science research into value. Collaboration between life sciences, business and technology. UM touts that we have done this for over 50 projects. How did they do it? What examples could they provide to others. This is just off the top of my head. I work in technology and see the potential with the acquisition of the Pfizer for this sort of collaborative effort. A class may serve as some sort of catalyst for this. Let me know what you think!

I have many ideas about this around media education, including the model that a former student and I developed around filmmaking and community outreach. (The EFEX project) Several of these ideas for programs could have an ideal home in the new North Quad. Jim Burnstein in SAC has already started a summer class in Screenwriting for non-majors I'm sure you're aware of. Derek, we were both attendees at the Arts on Earth meeting a month or so ago and I had hoped to meet with you at some point about the EFEX project's potential. I'd be happy to meet to discuss this and other ideas.

2) Fun, entertainment, and cultural opportunities are always popular. You could partner with the community to gather ideas for a class called “What to Do in Ann Arbor 101”. Focus just on University activities/events, or branch out into the community. Look at it in categories:
- Foreign/other-culture experiences (i.e., Chinese New Year activities)
- Musical
- Cuisine
- Sports, etc.

For a fall class, you cull all the events/opportunities happening from September to December; and then do the same for the winter class. If classes are big enough, and can divide into groups, each goes to the event(s) one week, and then reports back to class the next on how it was.

1) Offer certification for the Certified Meeting Professional and become a site http://www.conventionindustry.org/cmp/index.htm. Fees for testing would come to UM in part. Several professional groups offer study sessions. UM could be a study session site as well and charge for it.

2) Offer certification for Certified Professional Secretaries and Certified Administrative Professionals through the International Association of Administrative Professionals http://www.iaap-hq.org/prodev/certification/index.html. If UM became a testing site, review course teaching site, and offered webinars, the revenue could become significant. College credit is also offered for this by some institutions. Not sure if UM would offer college credit, but it is something to look into. At the least, UM could become a testing site and charge for it.

1) Counseling for non traditional students. This would include help planning an academic career matching some of their previous work experience, and a transition to something... that can link the past to the future.

2) Retention program/counselors for non traditional students embarking on a new career. They need more encouragement and support in initial semesters to go through the process.

I would like to see U-M offer second language programs to their employees. For example, learning to speak conversational Spanish or any other language could help the staff learn a second language and improve patient satisfaction among patients who speak another language other than English.
One obvious program (which Im sure will be suggested by others if not already among your group) would be non-credit (or token credit) review "courses" for health science students applying to medical/vet/nursing schools. (and likewise for other professions) e.g. review of physics/chemistry/math/biology needed for MCAT/other exams...reviewed together in an integrated approach. ...especially now that MEd Schools may be removing listing of required courses from applications...and rely more on an integrated science education..and MCATs/other exams / letters for applications There is pool of existing Lecturers available (and active/retired faculty) in AA probably available to do this..(or contracted hires).along with existing material developed for Intro courses (and new material next few years ..or could become available thru NSF /other grants for this purpose.)

At moment we allow KAPLAN and other private vendors (often using UM personell off hours..and UM facilities like library /computer system !) to capitalize on this market....but Im sure they would fight any UM move into this lucrative area..(so maybe need to involve them someway...but in any case UM can get grant support...) Could give these reviews token credit maybe..1 credit just to avoid problems with commercial vendors....

Thank you for the invitation for ideas. Just this week I was looking at class schedules at local colleges and universities for a Logic class. I would be interested in liberal arts classes that would refresh old knowledge and enrich my orientation and perspectives.

I would love to see U-M develop a program comparable to the Odyssey Program at Johns Hopkins University. See http://odyssey.jhu.edu/. (I took two writing classes through this program while living in Baltimore and was impressed with the course designs, quality teaching, and diversity of students who attended.) Courses could be offered to the community, and perhaps a discounted rate could be offered to university employees and students. With the right combination of focused content and quality instruction, I think many people in the area would be drawn to this type of program over classes through community ed or community colleges. Please let me know if there is any way I can help pursue this idea. And thank you for asking for suggestions!

1) Thanks for the opportunity to submit ideas! Sooooo many of my neighbors are UM fans and would love a chance to come to campus other than for Art Fair! Driving one way streets & parking are intimidating, so bus tours from the Plymouth/Canton, Ypsi, Briarwood Mall would be awesome!!!!
* Bus tours/walking tours of campus with lunch/dinner at campus eatery or local restaurant (especially during beautiful spring & fall peak color times!!)

2) Tours/field trips of and w/discount coupons for museums

3) Sports tours - arenas & stadiums, Schembechler Hall, locker rooms, Radrick Farms, where players live

4) Computer training for adults

5) Internet safety

6) Facebook, Twitter classes

7) Health & Wellness classes by Fitness Trainers

8) UM sponsored tailgates/carnivals - sell tickets for food, booths with UM merchandise

9) UM Helicopter rides

10) UM Solar car rides
11) Invite different high school teams & fans to play/watch one of their games in our arenas, stadiums, etc during our off weeks so those kids get the "maize & blue fever"

I met some deans in Chinese universities recently. Some of them are very interested in a summer training program for their English teachers. If the ELI can create such a program that fits their needs, there could be a constant stream of participants for a long time.

I think it would be beneficial if U of M offered dance classes, like ballet or tap, that met once a week, especially for people with prior dance experience.

1) Foreign language classes. Since we are a global economy now, being able to speak multiple languages will be a boon to employment. Since most of these languages are already offered here, simply tailor them to meet the needs of someone who needs to learn a new language, as opposed to a degree in that language.

2) CAD (Computer Aid Design) training classes. Although the auto industry is down right now, there is a predicted need for people with the skill to use the various CAD packages (Catia, SDRC, Unigraphics, etc). We have world class training facilities in CAEN, that could be utilized for training classes.

3) Get more involved in "hands on" professions that may have traditionally been offered by community colleges. Auto mechanics, plumbing, construction, etc. With the faculty here able to assist, I bet a very unique and powerful class offering could be made. Combing theory with practical hands on experience could make for an excellent training class.

I work as a project manager in Ambulatory Care. I was previously an operational manager for many years. Given where I'm at in my career, I wouldn't be interested. However, some of the younger project managers would be interested in a formal program to grant them certification as project managers. There is only one organization I am aware of right now that offers this.

We fax a lot of Rx's to Pharmacy's. To save paper and money, it would be great if there was a tab on careweb to print a top Fax to: and on bottom the note: "Important: this document may contain confidential information that is legally privileged. The information is intended only for the use of the individual or entity named above. the authorized recipient of this information shall not disclose it to any other party unless required by law or regulation, or permitted by the subject of the information.

If you have received this fax transmission by mistake, please notify the sender immediately at the telephone number above."

Above is standard on the fax cover sheet.

I am sure if there was tab in the PSL on careweb when printing rx's that would save a lot of wasted time, money and paper.

I wish we had accesses to certification classes, like MPI and software certifications that employees can take advantage of.

Hello, I've always wished the UM School of Social Work offered a certification program for Family Therapy. I believe that Wayne and Oakland offer this but are not very accessible geographically. Maybe UMSSW can consider this. Thank you, Peg
My idea is simple, yet new. The University offers many programs for Executive training for Lean Office, Lean Manufacturing and Six Sigma. The University does not offer Lean Accounting, or Lean Enterprise training. For Six Sigma, there are certifications such as green belt and black belt, but not for other Lean training. I know there is a huge opportunity for the University to offer a Lean Certificate Program covering all areas of Lean: Accounting, Office, Manufacturing and Strategic Planning. I currently work with many companies that need training in all these areas. This could even be a Masters Degree. No one offers this type of comprehensive lean training program. Other Universities are beginning to look at Lean Accounting, why not be a business leader and offer the a complete program? Call me to discuss further. Thank you!

I hear many friends complain about the quality of their book clubs. I know you could get people to pay if it were moderated by an engaged academic and also included appropriate field trips and associated reading and study about the authors or related works. Each academic area could have a club. SNRE could focus on living sustainably and read Pollan books (very popular these days) as well as W. Berry and books regarding the environment or how gov't policies affect our standard of living. Another could feature classics and include extra reading on the Bronte sisters or something like that. The computer science area could read about Bill Gates, how the internet started, 'science fiction and the computer', I think the possibilities are endless for interesting curricula.

I envision a network of book clubs that have areas of focus specific to areas in the University. The various clubs could compete with some kind of interesting way to display their topic or what they learned in a gigantic semester end party. A poem, a music composition, an installation, something interdisciplinary which could also be advised by someone in art or another part of the university. So there is a team, a person from the particular area (SNRE) paired with someone from another area (visual arts). Both sides of the brain are engaged through reading. I guess the cost would depend on the amount of meetings and maybe the artistic person would be an advisor for 4 groups to keep costs down. I think of this as appealing mainly to the community in and around U-M vs something that could be done conference style.

Good Luck - I think taking advantage of the wonderful library system is really a good idea, too many people think google is the end all and be all to research.

How about guided trips for alumni and community members? My alma mater does that sort of thing: 1-2-week trips to various destinations, guided by professors with knowledge of the history, ecology, or politics, etc. of the destination: http://alumni.dartmouth.edu/default.aspx?id=97

3) Could you have a class for athletic fans that allows them to be in the stadium during practice? I don’t mean on the field, but in a special, up-close position, where they can watch the plays and players up close? It could meet once a week (coaches could probably tell you the best day and time). It seems to me that this type of opportunity might be pretty popular. The class could be called Football Fantasy, or The Wolverine Way, or something less cheesy…;

4) There could also be Big House 101. This would be a class where the history of the Michigan Stadium would be looked at, and could culminate in a visit to the stadium and tour. Talk about the expansion; talk about the turf; do comparisons with other teams (especially Ohio State);.
We are seeing several people that have been impacted by the economic downturn looking for work or preparing for the market at hand. Some recommendations for education are the following:

- Non profit certification (weekend program or week long program)
- Some program to help manufacturing engineers to think about management or other green engineering options
- Business skills (certifications through Ross)
- Weekend classes/evening program options for some traditional programs
- Start consulting - workshop for people to work as independent contractors or consultants in their own fields since there are hiring freezes, but part time employment is becoming more popular.

1) Senior citizens trip- alumni etc

2) Senior workers,.. to pick up where needed for part time help- vacations, sickness etc. Such as typist, or scanners or receptionist, back room help, clean up, where a lot of training may not be needed but the man power would be or departments they worked in before.

3) Florist, decorating, lawn care, landscaping, green house, just the basics for maybe a part time job.

4) Companion, for trips, or family vacation or while family is gone on vacation or just house setting, child care

5) How to be a volunteer, where volunteers are needed etc.

6) Basic law, for senior citizens

7) Getting the most out of your pension or SS check- how to make the money cover the expenses

8) Basic sewing, knitting, quilting and to needs these items

9) I maybe way off what you wanted,.., but thought little workshops would help a lot in many areas where the income is low but the need is high and will power is still there.

How about summer programs for high school kids? Example: Algebra, Chemistry, Physics, English Literature, etc.? I would suggest UM considers offering summer immersion programs similar to what Middlebury College does with their language immersion programs. Corporations and individuals sign up for these programs. This may have the added advantage of filling dormitory rooms that otherwise remain vacant, which would be an additional revenue source for UM Housing.

http://www.middlebury.edu/academics/ls/

1) How about some MAC courses on Saturday,

2) Affordable language classes.

3) Multicultural historical music, dance and art miniseries.
4) Short affordable trips - Quebec, Toronto, NYC.

The Saturday morning physics lectures are great, but a difficult time and often packed. Would there be a way for mini seminars, say a series of classes, an hour long or so, similar to the physics lectures, that could be held in the evenings, once per week, over the course of a month or so. I would be happy to pay for such a course in physics, philosophy, art history, humanities, etc. Continuing ed, non degree, for those of us who slept through their undergrad liberal arts classes.

Online education provides enormous value to persons outside the university and inside. I am an employee, and currently have an employee that I've been trying to get into a few 1-day Microsoft Access classes from MLearning for a refresher. The next (sit-down) class they have is in February. An online class could handle this easily. There are packaged self-paced courses which many corporations use internally that a student could pay for and have available on an as-needed basis. Many people shifting around in their job responsibilities need a quick refresher on some subject or other but don't have the time or the patience to go to a long class. They might want some help on the phone occasionally, but they don't want the commute or the parking or the time investment. I also have been planning to take some non-credit online courses myself from Washtenaw community college and will pay for them, in Java and in Oracle, but they are only offered at certain schedules.

For working adults, especially those who already have a degree and just need to catch up in a few things, online education is often the only option. The more online (registration also!!!) the better, and the more flexible in time, the better. Campus visits should never be necessary, even for tests or registration.

You may already do it but I have been looking for modular online/evening courses that I could do which, over time, will add up to a recognized UM accreditation. If you don't already do something like that it might be an idea?

I have previously completed similar courses (CAT accredited) at the Dept of Continuing Education at Cambridge University, UK, and I believe such initiatives were significant revenue generators. Courses could be from creative writing to local history to ancient Greek.

I am new to the area so if you are already doing something like this could you point me in the right direction to find them?

Online education is the way to go. I have taken courses at WCC they are great! Also Oakland Univ has many. Medical terminology is one, and would be great for many non-clinicians.

You may not be aware of this, but amateur astronomy is a huge HUGE industry these. As the price of telescopes has come down and the availability of technologically-sophisticated "go to" devices has exploded, people all over the world are investigating the cosmos like never before. We have such an excellent Physics/Astronomy program here, there's no reason why we can't offer online classes in basic astronomy. The popular magazines Sky & Telescope and Astronomy are FULL of ads of institutions doing the same thing. It's a BIG trend. I just paid $90 for a six-week Intro Algebra course through Washtenaw. I'd sign up ASAP if we had the same thing for Astronomy, here at UM!

Hello, is there currently a list of what is being offered now to compare ideas to?

Thank You,

-cs
This is a program started at U of New Mexico before I left there that I thought had a certain appeal. Not sure if we offer anything like it -- it seems to be a certain way of packaging courses and developing community that might be of interest: http://dce.unm.edu/oshers.htm

It would be nice if UM offered full professional on-line education programs. Why has it taken so long for UM to tap into this market, especially in master or PhD programs. I looked into the Ross School of Business here and they offered no flexible on-line Doctorate program, so I enrolled at Walden University. I would have preferred U of M versus Walden.

I would be happy to share and contribute. Where and when is the meeting of this task force?

It would be great if the University’s Labor Studies Program would have workshops on topics such as Collective Bargaining, Just Cause standards, Labor Arbitration, FLMA, etc.

How about some courses regarding "Working with Transgender People" or "When your Co-Worker Transitions?" We get some requests for this type of educational programming each year.

I attend Michigan Association of School Board classes at UM-D. The University could offer these 3 hour, one day classes on campus. Contact Deborah Keys at dkeys@masb.org for questions.

I work in Central HR. I have often thought it would be a good idea to have U of M students intern in our area to assist with documentation writing. The internship could be unpaid or paid at a rate less than regular staff/consultants.

1) Thanks for sending the email. My sister and I would both be interested in some language/culture classes. For instance, Japanese culture. We don’t necessarily want to register for another degree program though.

2) I’d also love any classes involving organic cooking/gardening/holistic healing/green living!!

3) Do we have anything to do with preparing for a new baby? (i.e. nutrition for pregnant women, exercise, stress management/wellness)

Why not offer a certification in business objects? It's a hot field and I've never seen structured classes, using an in depth approach, offered. I would be interested in taking such courses and I've search many surrounding educational institutions without success.

1) Umpire/referree training programs. All the way from beginning through collegiate & professional level. I know someone who had to go to Texas to complete his professional status umpire training.

2) GED certification with a hook of special preferred status for job applicants who finished GED training at UM. There are quite a few 'high school diploma' required jobs on the website.

My idea: allow the idealism that fuels medical students to have an avenue in work abroad. With the new administration guidelines it would increase cultural competencies in medical diplomacy and even qualify for federal loan forgiveness. I have a resident-led 501 c 3 foundation that gladly take UM med students and faculty for mission trips in Kenya with a little more support. (www.rjwfoundation.org)

1) Many professions require continuing education. Offering programs in-person and online that meet these needs may offer an opportunity.
2) For a variety of reasons, many individuals want to continue their education but don’t want to enter a formal degree program. In these cases, they might be interested in some type of certificate program with lesser requirements. Offering high-quality certificate programs could be a profitable niche.

1) I would like to have more economics/Finance/Business education to compliment my nursing education. Not necessarily to help me learn about the health care system workings per se, but to help me learn about investing for my old age!!!!!!!!I wish I had that accessible to me without having to get a degree. At this stage I wish that some resource is available to the younger nursing generation in America.

2) The other potential comes from school of engineering. We hear of a lot of talk about solar panels & their conserving our dollars but could not locate a place to learn how to put them together & then how to install them at home. I know that can be done without having to buy them at the factory. I wish I could use the school of engineering labs to learn & practice. The university could lead the community in altering the way we use energy resources.I am very eager to stop spending $250 per month to DTE & rather harness the energy needed from the sun but can't find a reasonable place to learn how to build solar panels. I tried WCC & was told they only teach the concept in the book not the lab. What a shame.

3) The third area that I believe the university may be short in recruiting financial sources is from the Middle East. Being an immigrant with fresh roots in the Middle East I learn of cutting edge institution coming up all over the region (oil producing as well as the non-producing countries) in partnership with institutions in the USA. Michigan is filled up with people like me, who are fresh immigrants and have roots in the Middle East. I would like to see the university more in the news about partnership with Middle Eastern academic & research institutions. For example, I recently read about Universities in California connected to Saudi & Kuwait new universities that have billion dollars endowment from their governments. The new dean for the American University of Beirut medical school has strong ties to Harvard & not to the UofM!. Could the UofM do better? especially that these countries are the type who might pay in the form of "cash & carry" instead of loans?

Create programs for students to do laboratory research in the spring/summer for academic credit (they pay tuition). We always have hundreds more students apply for our current fellowship programs than we can fund (currently around a dozen), and most labs would readily accept students who work in the lab without requiring a paycheck.

Do we offer courses to get a Microsoft Office Certificate?

Currently there is much talk in the Yoga community about "minimum requirements" for those seeking certification as a yoga Therapist. The only recognized school is in Arizona and involves MUCH expense and travel. I seek this as a potentially huge field and would be first to enroll if we offered something at the U of MI. For further interest, see the IAYT website (International Association of Yoga Therapist).

I would love to see the implementation of creative and artistic classes offered for the non-student/Ann Arbor community. A hugely successful model that I think you could look at is the Pratt Fine Arts Center in Seattle (www.pratt.org). When I was writing my dissertation in Seattle, I took several classes at Pratt. And each class that I took often had a long waiting list. I was disappointed to come back to Ann Arbor only to discover that the Ann Arbor Arts Center only offered a few courses, but not nearly as extensive as Pratt's selection of classes.

1) legal and financial literacy course

2) balancing home, family and work

3) dialogues on the new definitions of the role wife, mother, father, husband, child

4) working in your community to make effective change
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<th>5) handling difficult conversations (personal or professional)</th>
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<tr>
<td>6) planning for retirement</td>
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<td>7) handling difficult people-tools</td>
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<tr>
<td>8) group facilitation skills</td>
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<td>9) diversity dialogues</td>
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Can you provide us with a guidance that describes our commitment to the state constitution with regard to "revenue generation" so that we can better focus our suggestions on things that are constitutionally viable?

I think a course/workshop on contracting/installing solar panels for residential use would be very helpful and well attended. Key items to include would be current list of tax incentives, regulation requirements, sizing calculations, and vendors for installation as well as architectural concepts/concerns.

Programs that offer things like transcription and coding; maybe a medical assistants degree; recertifications..

1) Master Gardner Certificate
2) Paid tours of the football stadium during spring, summer and fall

How about an employee gym with trainers that offers paycheck withdraw for services/classes. I would be willing to have a monthly withdraw from my paycheck to use facilities and may even get a trainer or take a class there.

1) I would love to see some non-credit classes in real estate both for personal use and for CEU units. Every year realtors and brokers need to renew their licenses by taking CEU units. I would highly recommend Namir George for teaching these courses.

2) Another area I would love to see non-credit courses offered is in entrepreneurship. Given Michigan's economy and the number of people looking to start a business, why doesn't the University pool some of its fantastic resources (i.e. Center for Entrepreneurship) to help ADULTS learn about what it takes to open a business and what funding and connections are available to them. The resources are here. It's just very difficult to find and collect them and to even know where to start. While I know that the Technical Transfer, BEC and Center for Entrepreneurship are interested in helping connect high tech business industries to the Ann Arbor area, I would love to see a more scaled back center or course(s) that would be available for smaller ma & pa type of shops and industries.

1) I would think we have some expertise in meditation and possibly the psychology of meditation. I think that could be of great interest in this community if not countrywide. There could be evening or weekend retreats.

2) Make use of Crisler arena for concerts as they did in the 70’s and 80’s. I bet you could get Bob Segar here, Bill Martin knows him. You could have him appear at the Stadium, might not make as much as a football game but it would be close. He would be a draw for this area but I’m not suggesting that he would be the only person available to appear at those venues.

3) Give generous incentives for professors to teach continuing ed classes.
4) Make use of classrooms on Fridays.

Experiential Education components might be something to think about – Ropes course, outdoor education, attending a UM event combined with a follow-up discussion (e.g. theatrical performance).

I wish that U of M offered a course in Parish Nursing, and Case Management, including certification testing for Case Management. There are many nurses, SW, etc that would be interested in getting certified as a Case Manager. Thanks.

I wish the UofM provided culinary training, at any level. This might be something to consider…

As a spouse of a graduate student, I would like to see activities and classes aimed at partners of U-M students. Luckily, I now have a U-M staff position, but I know several spouses/partners who are new to the area and cannot find jobs. All their social time revolves around events within their partner's graduate program. If there could be fee-based classes and activities geared toward spouses/partners, that would be great. For instance, a trip to Detroit's Eastern Market or Detroit Institute of Arts, with an educational component worked in.

When I worked at Northwestern University, I took a mini-course in digital photography, and really enjoyed it. NU always had a lot of cool, semi-educational offerings. [http://www.norris.northwestern.edu/mc_schedule.php?show=all](http://www.norris.northwestern.edu/mc_schedule.php?show=all) NU's School of Continuing Studies also had degree programs that were affordable with the tuition discount benefit: [http://www.scs.northwestern.edu/](http://www.scs.northwestern.edu/)

I'm not asking for something exactly like those two programs, but I would like U-M to consider the untapped potential of spouse/partners of current students.

I think a course on website optimization would be MOST helpful for a lot of people right now. Something on search engine optimization for the sites would be useful to so many people who maintain sites at the U of M (if you know of any already, please let me know as I am a web administrator here). Also, for people who run small businesses, this would be so helpful right now in this economy.

As a manager of Nutrition Services, I feel strongly that we need to build UMHS into a center of excellence for Nutrition Care across the continuum of in and outpatients, neonates to geriatric patients. There's some expertise here but it's all in silos. I recommend bringing in a renowned key opinion leader in nutrition support therapy (Have several contacts, mentors, colleagues who meet this criteria) to lead a grand rounds on a hot nutrition topic followed by Nutrition Case Presentations from both dietitians and physicians to the guest maybe followed by another presentation. There are other layers of nutrition education programs we could offer to various U-M customers as you outlined below and I would be happy to work with you on this venture, if you're willing to pursue this idea.

For several years I have been in discussion with the University of Florida Gainseville to partner on their Dance in Medicine and Arts in Medicine Certificate programs. I have details of these programs if anyone would like to meet with me to discuss.

Review courses for alumni who wish they had paid more attention when they were in graduate school and now find they need the information!
1) Why not extend Osher's senior learning opportunities to the 76,000 seniors in our Flint campus area? OLLI (Osher Lifelong Learning Center) has great offerings in Ann Arbor, but Genesee County needs something similar. I have just submitted a grant to our UM-Flint Research office to have this occur, but it would be nice to have main campus support the learning opportunities initiative in Genesee County, as is done on the main Ann Arbor campus! Even though the demographics aren't similar in the two communities, I think there are needs that could be met by UM OLLI in the Flint area. Lectures and classes are not in abundance for seniors in the Flint area, but noly recreational and social opportunities. I'm not sure what the needs assessment I've proposed in my RCA grant might surface, but I'm sure that there's some level of need that could be met were appropriate ground work done to respond to the seniors' interests. Now that the Flint campus has dorms, perhaps a summer Elderhostel? Perhaps a lecture series like the Tuesday and Thursday lecture series done now in Ann Arbor thru OLLI. Or perhaps a series of short-term classes done by OLLI at the Turner Center and around the community. So much has evolved over recent years due to the Bernard Osher start-up funds to the university. I know Osher only funds one university per state, but since UM is the university in Michigan, could not the satellite campuses also benefit from this commitment? I believe the Flint campus really could extend such offerings Revenue generation may be a part of this over the long-term if we had the sorts of start-up and carrying power that Osher provided for main campus. Can the OLLI funds be considered for the other campuses as well? Or is there another approach to mine this opportunity for all involved?

Can I volunteer to help with this program? What about medical billing and medical assistant programs? What about quality improvement and Lean specialists?

Basic automotive maintenance. How to change your oil, filter. How to assess car problems? How to understand just the basic workings of the car.

As a first response, YES!! There are many opportunities that we could extend our existing graduate program (nursing business and health systems) to add continuing education, certificates, long-distance teaching, special populations (rural health, long term care etc.). Also, I'm working on an OR Nursing research program and have heard multiple times about the interest to develop an 'academic hub' or training center for OR Nurses with leadership/manage skills.

I have always had an interest in archeology but have no training or experience with it. I would like to suggest a non-credit mini-course on archeology with some hands on experiences for complete rookies. My image of a mini-course would be 1-3 meetings or an all day seminar. Maybe it even culminates with a field trip in which people can opt to participate. I'm sure there are many other areas of interest that this kind of thing could be expanded to and marketed to employees, alum, etc. Thanks for the opportunity to offer ideas. I think the whole idea is a great concept with a lot of potential.

I'm interested in offering a course on the global automotive industry, but I need funding to support its development. Would your group be interested in supporting such an effort?

I do not know the extent of your offerings to the retirement community, but I for one am looking forward to taking classes at my local community college.............which prompts this email response to you. I am looking forward to taking some literature classes and some history classes in a few years when my kids head off to college. Maybe this is a community group you could target with some non-credit courses...maybe even hold off campus for reducing the barrier of driving into Ann Arbor's campus?

Just a thought. A certificate in Security and Terrorism Studies, International Security, or Homeland Security would be topical and could generate revenue while efficiently leveraging the preexisting faculty, staff, and university alumni network in these areas. Let me know what you think.

1) Foreign language study / conversation groups for adults of all levels
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<td>2) Foreign language study for children and parents together</td>
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<td>3) Historic trip offerings (e.g. to ancient Rome, Greece, wherever) for families with children, with lectures / talks / preparation in advance to learn about the area's significance. This would be especially cool if the lectures / talks spanned various areas - such as architecture, history, culture, political science, etc.</td>
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<td>who formed this committee? who are the members? who is the chair?</td>
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<td>I would be interested in taking a CPR class at U of M as an employee. Are there any such courses available at no charge to employees that you know of?</td>
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<td>I have already spoken to you about the community of older women in this area who would enjoy having regular information about and access to UM programming. I suggested, for instance, notification about one speaker per month, with the talk followed by an opportunity for the participants to discuss the topic among themselves. This is just one idea, and there must be dozens of others. I suggest forming focus groups with the targeted clientele and asking for their suggestions, and I can give you names to start that process.</td>
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<td>1) I think it would be great to have classes towards a license for web design/creation.</td>
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<td>2) Also, I think people would be interested in non-credit classes to learn a new language.</td>
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<td>There are many women and men who would go to college if they had childcare. On campus child care will bring many nontraditional students back into academia.</td>
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<td>I have been looking for awhile for high-level well done business topics or certificate programs that hit on the fundamentals of an MBA without being the whole program. I'm not looking for a degree, I just want a better understanding of things like pricing models, marketing strategies, development and launch of new products, basic financials, for example. I want it to better help me do my current job but I don't need or want the investment in the whole program since I just won't use that part enough to justify it. You can find similar things at community colleges but having the name of the business school behind the seminars would make me feel better about the quality of the programming.</td>
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<td>Several months ago, a few individuals from the Department of Public Safety and myself met and discussed a number of ideas with respects to homeland security grants, training, community collaboration and revenue generating opportunities for a growing field. Homeland security, emergency management and business continuity are rapidly gaining interest from a wide variety of traditional and nontraditional students. The seasoned professional and their agencies are constantly looking to expand their knowledge base, while also improving skill sets. High school graduates are seeing a brand new career path, which encompasses far more than traditional police, fire and EMS. Military veterans (many without a college degree) are seeing an opportunity to take past experience and develop it into a career within the private sector and others looking for a career change are finding an interesting field with many different opportunities.</td>
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<td>The job market in these fields has dramatically increased in the last several years in all industry segments; higher education, local, state and federal government, healthcare, manufacturing, banking and finance, insurance, public health, utilities and entertainment to name a few. While many positions are filled by those with a college degree, there are also many career police, fire, EMS, military and other public servants who may not have the college degree but bring the day to day first responder expertise/capabilities to the table.</td>
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<td>A number of colleges and universities around the country have begun to offer programs in these areas (both Bachelors and Masters) and U of M would be well served to further explore its ability to make a significant contribution to these fields by considering the following tracks: More to email- it was VERY lengthy</td>
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I would like to talk Derek. I have technology that enables on-line coursework and am exploring 'franchising' courses through community colleges as a way to expand the reach of the UoM. I am available at 734-276-0815 though I have a full teaching schedule so I may have to call back.

1) There are several courses that are offered as online courses elsewhere, but not offered here at Michigan. My experience is limited to Kinesiology, but classes such as medical terminology, pharmacology, exercise physiology are classes that our students take online elsewhere. Many med schools and other health related fields require these classes, so there would be a lot of interest. Plus there are students from other schools who would like the prestige of having U-M classes on their transcripts.

2) More evening classes for undergrads. From my experience professors are not very interested in teaching during the evenings. What about hiring more lecturers and adjunct professors to teach these classes? This would also help to make our campus more commuter friendly.

3) More evening graduate programs similar to the evening MBA program. I know many individuals in student services who have completed their masters in higher education at EMU because they offer evening classes. I'm sure there are many professionals on campus and in the community that would like to advance their education without giving up their current careers.

4) Make it easier for high school students to take classes here dual enrollment. Based upon my experience in the Admissions Office, I know the requirements for high school dual enrollment at Michigan is quite restrictive. Why lose that revenue to EMU and WCC?

5) Offer MFit and U Move courses at satellite locations (local high school or elementary school gyms). That would increase the amount of participation from the community and eliminate the problem of parking on campus.

6) Offer more U-M sponsored study abroad programs for students enrolled elsewhere. This might be attractive to Michigan students at colleges out of state, because they could pay in-state tuition for the semester AND it wouldn't be a drain on our campus resources.

7) What more can we be doing on campus during the summer? If dorms and classrooms are empty for the most part can we hold more camps? Leadership camps for high school students would earn us income and be a recruitment tool. What about partnering with corporations to use our campus for their retreats or training? When I worked in insurance, my company sent me to California for training for three weeks and put me up in a hotel the entire time. I have to imagine that staying on our campus and eating in our dining halls would be a cheaper alternative for companies.
Sleep Medicine training, or to be more specific polysomnographic training for technologists is in very short supply. In the past, there have been only a few certificate programs available throughout the country. The duration of these are 2 weeks to 2 years and provide the student with a certificate at the end. There is a lot happening in the political arena as there is a large push towards standardized education. In 2008 the BRPT (Board of Registered Polysomnographic Technologists) announced that by July 1, 2010, all RPSGT candidates must complete an A_STEP Introductory course to be eligible to sit for the RPSGT exam. They also stated that by July 1, 2012 all RPSGT candidates must be a graduate of a CAAHEP-accredited program in PSG. These were suspended in August of 2009. The BRPT cited a lack of an adequate number of programs available to make these proposed requirements realistic. An Accredited Sleep Technology Education Program (A-STEP) is an 80 hour course consisting of instruction and training about sleep, sleep disorders, sleep studies and patient care. It concludes with an online examination.

According to the America Academy of Sleep Medicine there are only two A-STEP programs in the state of Michigan. A CAAHEP-accredited program is a curriculum, focusing on correct performance of polysomnographic procedures and patient safety. Students learn principals of physiological monitoring and the pathophysiology of sleep disorders. Through lecture and observation they gain experience with study protocols. A two year program leading to an associate's degree is preferred. However, some programs provide a certificate after a year of training. A search of the Commission of Accreditation of Allied Health Education Programs (CAAHEP) website provides us with only two programs in the state of Michigan, that are CAAHEP-accredited. The fees associated with these programs are varied as well. An A-STEP program may cost from $2000-$4000. At this time I cannot find the tuition for either CAAHEP-accredited program.

The University of Michigan Center for Sleep Science was recently named as a Comprehensive Academic Sleep program of Distinction by the American Academy of Sleep Medicine, making it one of only 3 institutions in the country to be so recognized. We have National recognition, and an excellent staff. A University of Michigan Sleep Technologist program should be a prosperous way to provide a desperately needed quality education. I propose we start a CAAHEP accredited-program. We could have partnerships with community colleges to provide associate degrees.
Ann Tai of the Turner Resource Center passed your note along. This is to let you know that we have and active learning program linked to the Turner Resource Center for individuals over fifty years of age.

Our Organization is The Osher Lifelong Learning Institute at the University of Michigan. We are volunteer led organization largely funded by member-paid fees and by funds and an endowment from the Bernard Osher Foundation. We provide lecture series and short courses for our members. The University provides us with use of space in Turner Resource Center and with administrative support. Current membership exceeds 1000 individuals largely from the local community.

At this time we simply try to provide intellectually stimulating lectures and courses at minimal cost to our members. We have not in the past encouraged our folks to enroll in degree programs, continuing education, on-line education and/or extension programs...or even to encourage the University to develop such programs for our members.

It is out of the box to think our members would make a material difference in the revenues generated by the University if such programs were linked to ours, but I write this note make you aware of our organization and our interests.

Richard Miller, President
Osher Lifelong Learning at the University of Michigan
734 546 0246
dickandlinda@comcast.net

Here’s the link for the smorgasbord that is the Informal Classes program run by the Union of UT: http://www.informalclasses.org/.

This pilgrimage has always been attractive me, although I’ve never taken it. At one point, I read several of the books and got close.

NEPU is a committee, and cannot be an academic home. However, housing/hosting the UM aspect of Road to Santiago might be of interest to the School of Art & Design. I understand that a number of folks at UM have taken the journey. Seems like I recently saw another message to the NEPU list expressing interest.

Please let me know if you would like to meet and discuss.

1) First Responder Certification – providing basic training on public health emergency response for individuals working in communities

2) Public Health Updates – designed for individuals whose public health training is more than 10 years old

Hi--I would suggest that U of M support exercise and activity programs/classes taught by students who are experienced yet not certified. For example, there are students who could teach yoga, hooping, spinning...yet are not certified to teach those activities. If experienced students were allowed to teach classes in yoga, hooping, spinning, etc. to U of M students/staff/faculty, this would be a fun, inexpensive, and easy way to get more people involved in physical and social activity here.

I think there should be non-credit programs for foreign language. It would be good to focus on the most common languages, with a business angle, or medical angle for people who would like to add something to their current professional field.

Good afternoon, It sounds like a plan. It would be a real access to the university of michigan if there were no credited or non-degree programs for this will
encourage more education participation on the staff members part. Also online courses will aid in less time from having to take off from work.

1) I would like to make a number of suggestions for new programs at UM. Much of the work I do revolves around LSA’s Term III curriculum and my suggestions below are primarily targeted to Term III. However some of these could be considered for Terms I and II as well.

Online/Distance learning courses. We surveyed LSA students regarding Term III this fall and the results indicate that the primary reasons students leave campus in Term III are due to non-academic reasons – saving money on housing, work, being with friends and family, etc. Many institutions have turned to online courses as a way to capture students who leave campus but still want to make academic progress. Western Illinois University has a wonderful Online Course Development Process that they are happy to share. You can find it at http://www.wiu.edu/distancelearning/faculty/coursetemplates.php

2) Flexible length courses in Term III. Many LSA departments offer mini-courses in the full terms, we don’t often offer them in Term III. Many institutions have a range of courses that run anywhere from one to 12 weeks during the summer months. Shorter length courses at the start of Spring term or the end of Summer term could attract students who are unwilling to stay on campus for the full summer but would consider a short class.

3) A Summer term residential orientation program for incoming first year admits. Our Summer Bridge Program offers intensive academic preparation and highly individualized personal attention to select students each summer. Bridge Program students have an excellent opportunity to strengthen their academic skills, develop a peer support network and to familiarize themselves with the campus and its resources. Given the opportunity and a well-rounded support structure, many incoming first year Fall admits would likely be interested in starting their College career in Summer term in a less hectic environment than in Fall.

4) Summer Residential Non-Credit Arts Programs. Most of our residential halls are empty in summer term and could be used for residential workshops in a variety of areas. We could develop a creative writing and visual arts program similar to the Split Rock Arts Program at the University of Minnesota (http://www.cce.umn.edu/Split-Rock-Arts-Program/). We have a campus brimming with visitors during Art Fair week each summer, providing a perfect opportunity for programming as well as front door access to the Art Fair without the parking hassle.

5) Summer Residential Non-Credit Academic Programs. Another use of our empty residential halls in summer would be an academic program like the Travel & Learn Programs for Adults at the University of Virginia (http://www.virginia.edu/travelandlearn/). Our faculty could offer one or two week versions of courses on a wide variety of LSA subjects from “Backyard Astronomy” to “The Victorian World of Gilbert and Sullivan” to The Archaeology of Death and Burial”. This kind of program could also be scheduled around the Art Fair and advertised as an alternative option for visitors to Ann Arbor.

6) Summer Non-Residential Non-Credit Programs. Arts or Academic Programs like those described above could also be available to our Ann Arbor neighbors.

I am an employee at the University of Michigan- AA campus, and have worked here for 7 years. I would like to continue working for the University while attending part-time evening or weekend classes, possibly at SNRE. I wish that the University offered more programs that were accessible to working professionals, who either wished to advance in their careers or obtain a graduate degree.

I know that this is not a creative idea, but just a wish. I think these programs have the potential to create good revenue for the University, as I know several colleagues who would also like to see this happen. Thank you for your time and efforts working on this issue!

5) Small short classes early Sat morning/ imac, iphone, photography
I'm writing to recommend two kinds of revenue generating non-degree programs--one in creative writing, and another in "new media" writing. My past experience as an instructor at Ohio State (where evening courses are accessible to non-degree students) and information I've gathered from the local non-academic creative writing community suggest that there is substantial hunger for access to high-quality local instruction in writing fiction, poetry, and creative non-fiction. When I taught an undergraduate fiction writing workshop in the early evening at Ohio State in 2006, 4 of my 25 students were college graduates with day jobs who enrolled in order to receive instruction and feedback from an experienced fiction writer. ("Experienced" is a relative term; I was an unpublished MFA student at the time.) Further, members of my local writing groups regularly travel long distances and spend $1,000 or more in tuition for short-term (5-7 day) courses in creative writing. They do this partly because courses such as the one I taught at OSU are not available at UM. If they could, my writer friends would prefer to have access to regular instruction that did not require them to leave their families for extended periods of time rather than enrolling in "binge" courses taught elsewhere. I suspect that any affordable non-degree courses in creative writing UM could offer would fill immediately.

"New Media" writing encompasses sets of skills that working professionals may not have had a chance to develop when they were in college--largely because the technologies require such skill were either non-existent or much less prevalent at the time--which could greatly help those professionals in their careers. For example, a course in giving effective PowerPoint presentations (not a course that simply explains how to use the software, but one that offers instruction in using the interaction between the spoken word and screen images effectively and persuasively) could be invaluable to people in a wide range of fields. Similarly, courses on constructing rhetorically effective web sites or blogs could provide useful tools to anyone needing to gain visibility in our increasingly important internet environment.

Thank you for the opportunity to share these suggestions.

I am currently developing a handheld GIS map reading device with a GPS radio locator in it that also contains information about sites on the map. This allows my students to walk the earth and call up (and produce) information on what surrounds them. I will use this for student summer experiences in a Ghana trek along a medieval trade route leading from Accra to Timbuktu. The idea could easily be expanded world-wide and offered to alumni and others as a UM educational tour guide in their pocket. Could sell online classes before the trek and after that make the experience richer, more educational and rewarding.

Here is a suggestion for your committee's consideration: Consider using residence halls or other more upscale accommodations venues (Ross School Executive Residence or Michigan League) for week-long, fee-based, open-application programs featuring UM-connected and non-academic headliners/thought leaders in areas such as horticulture (eg featuring Wayne Winterrowd, Joe Eck, James von Sweden), cooking (eg: featuring Ruth Reichl), Creative Writing (eg: similar to Naropa Institute of Poetics Summer Program http://www.naropa.edu/swp/index.cfm), Film and Video Production, Dance and other areas of niche expertise of possible interest to alumni, external community members, U-M students and faculty/staff/students of other institutions of higher ed.
Life is getting more complicated every day and many companies are recognizing just how stressful this is on their employees and taking steps to help their employees cope. Massage at the workplace can provide one of the most effective methods of stress relief available. The many benefits, such as improved employee morale and loyalty, more than outweigh the low cost.

My proposal is to have a Massage Therapy Center at KMS. Massage can keep the employees relaxed, healthy, invigorated, and ready to work. The cost of providing employees workplace massage is minimal compared to other perks such as child care or vacation time, and your return on investment is extremely valuable. Employees will appreciate the convenience of using their flexible spending account to pay for this service. Massage therapy can keep our employees happy and productive.

I am a graduate of massage therapy from Schoolcraft College which is accredited by the American Massage Therapy Association (AMTA). I have experience with a wide variety of massage techniques, including Swedish massage, deep tissue massage, hot stones, and many others. I use my knowledge of these different techniques to provide a chair/table massage that targets work-related stress. Studies have shown that the benefits of workplace massage will be obvious. Thank you for taking the time to read/consider my proposal. Please feel free to contact me for more details.

Alternative medicine for life style changes to prevent coming diseases such as: Yoga, meditation, nutrition etc.

The UM Challenge Program offers teambuilding programs which qualify as exciting and innovative. Our programs can be a great addition or component of longer programs and education efforts. We already work with many campus groups and organizations, and we are always looking for more ways to work with new and existing programs on campus.

As examples of how we can work with groups, the Ross School of Business has used Challenge Program sessions as part of many of their Executive Education classes over the years, we provide programming for Leadershape, and many recruiting and retention programs have worked with us. For more information, please feel free to call me, or check our website: www.recsports.umich.edu/challenge/

Offer in the summer classes in software packages, like advanced Photoshop, that would include taking photographs then working with the results in Photoshop. Or restoring old photographs. Converting audio files from vinyl and cassette tape to digital.

Hello! I'm a recent PhD from the School of Education, as well as a full-time staff member in OVPR. My student experience was great, but the program was very traditional -- meaning that the program expects its students to attend full-time. Many programs in education are moving to a focus on practice and practitioners, and thus offer much more flexibility for students who may have lots of other things going on in their lives, like work, for example. I'd encourage the CSHPE program (and others) to consider offering some non-traditional classroom formats (such as weekend and summer course work) and other degree paths that offer greater flexibility.

I would also be willing to participate both in the task force and in the delivery of such non-traditional education. Thank you for undertaking this effort -- it is long overdue!

As a Director of Corporate Learning in Executive Education at The Ross School of Business I am curious about the possibility of assisting with this task force in more ways than idea submission. Has the membership of the task force been determined? Are there representatives from The Ross School of Business already included? Is there a specific person to contact to learn more about the task force?
I would love to see the University extend its art facility to local artists and the community. They could do this by extending space or classes to non University students for a fee. I am a local clay artist and a member of the Clay Gallery, an Ann Arbor local business (next to Real Seafood on Main street) consisting of 20 local clay artists. I also work in the Department of Psychiatry at the University Medical School. I would really enjoy working on a task force or any other committee involved in increasing revenue for the University or expanding its business base. Can you tell me how I would go about pursuing this?

I received an email soliciting ideas for "non-credit programs, events, or experiences" that UM could offer. I'm responding with a suggestion that I hope will be interesting to you. It may be something that is currently offered and/or something that has already been rejected, but I thought I would send it on, anyway, just in case.

- non-credit "content and language" classes for visiting scholars and family of international students. MSU has a program like this-- it's basically "fun" classes that are primarily content-based but that end up also being English language classes. Topics have included things like "Michigan tourism," which took field trips to various sites and then spend class periods discussing what students saw; "American movies," etc. These are usually intended to be high-interest topics. I think they're especially important for spouses of International students who may not be allowed to work or take credit-bearing classes because of immigration restrictions. Courses like this get them out of the house, help them meet people, get them speaking English, etc.

1) Thanks for the opportunity to comment. I personally would like to take an intensive language/refresher course, preferably in the evenings. (Currently, there are intensive sections available in the summer, but they are full-day courses, I believe, and thus not convenient to those who also work full-time.)

2) I believe the Business School already offers certain certification courses for those already in that field, but I think other certificate programs of that type could also be of interest. Similarly, offering preparatory courses for particular professional certification or licensing examinations could also be useful.

1) I have a few ideas which may help generate money at the University. I'm either involved or have a background and/or knowledge in these areas so please feel free to contact me if you have any questions.

   Idea 1: MLearning is currently working on developing a basic course for UMHS Educators. The purpose of this course is to help faculty and staff who have education as part of their role, have the knowledge and skills to develop education to facilitate faculty and staff learning. In researching alternative options for this form of education we came up with limited opportunities for faculty and staff. It is for this reason we are developing a course.

   Our plan is to initially have the course as a blended educational module, some work done online and the bulk taught in the classroom. Eventually we would like all materials developed for online education. This course could then be offered to other institutions, businesses and corporations.

   2) Idea 2: Tap into the trade unions educational funds. I know the University is currently working on a bid to develop curriculum for the United Association (UA). It was my understanding the International Brotherhood Of Electrical Workers (IBW) was looking to partner with the University on another project. I highly recommend taking these parties seriously. I would also seek out educational opportunities and partnerships with trade unions. They have a education budget, and will spend it for the right partnership and opportunities.
3) Idea 3: OK, this is more towards a degree program but I thought I would mention it any ways. Aggressively develop online learning opportunities for all levels of education. This can include Continuing Education, Bachelorette, Masters and Doctoral degrees.

Areas to generate money:
- Develop certificate programs which can be completed online
- Look at current cert. programs which enrolment is down due to budget cuts. Capitalize on these if the market is still there
- Look at market trends and capitalize on these opportunities
- Develop Masters programs which can be completed online
- Develop basic studies courses which can be taken online by undergraduates, offer incentives to take an online course in the summer
- Develop a program for individual who never completed their degree. Tap into all of the students who dropped out their junior and senior year. Provide an opportunity to complete a general studies degree at the University of Michigan online
- Develop a freshman year online and offer out of state students in state tuition
- There has been a lot of research done in this area and I would tap into the research to develop programs which will generate revenue for the University

4) Idea 4: Offer more fan experiences through the athletic department. Mass market experiences so everyone who is a fan knows about them. I recently went on the Big House tour and it was fantastic! When I talk to people about my experience, their unaware of this offering. Even though it was marketed through the Alumni Association not all Michigan fans belong. I would look at hockey, basketball, softball and baseball as other fan experiences. Go Blue!

- Fundraising training and/or certification--would be of interest to anyone helping with any type of nonprofit

1) I would love to see some foreign languages offered as non-credit courses. I tried taking Italian through a community program but was not impressed. It was not as structured as I would have liked. I suppose I’m looking for something as close as you can get to being in a “real” course, with a real instructor and real materials/textbook but only having to study what you’re interested in and not a whole program. This course was taught by a native Italian individual but it was a business person who had no teaching experience and the materials used were created by him also.

2) Music would also be something I would personally be interested in. I have heard that some of the music students here at UM give piano lessons.

On the continuing education side, I think it would be great if there was a program for staff that would allow them to transfer course credits to complete a degree that may have been started at another institute for a very minimum cost if not free.

I like to suggest some type of non-credit programs for the arts, business, writing, etc. that would build skills especially for workers who loses their jobs.

Another idea for a " non-degree programs at U-M."

"Finance for Beginners" class
We all need to learn new finance management skills. I would trade the classes ("pay" for them) with volunteering support with seniors citizens at the Geriatric Center/Silver Club Program at the U of M.
One of the trends in recent years is for business schools to phase out courses that teach labor relations. Law schools are also moving away from this area of knowledge. As such, recent graduates from MBA and other programs that accept positions in business are ill-equipped to deal with a workforce that is represented by a labor organization. This change has created an opportunity for non-credit training in areas of negotiation, conflict resolution, contract administration, and so forth.

Please contact me if you have questions or would like to explore this further.

Roland Zullo
647-0687

Pay employees for un-used sick time (e.g. $25/day) to prevent those from "using" all of their time when they feel it is an entitlement.

UM has some specialized technical capabilities used in research and teaching that industries may be interested in making use of. This could be for their prototyping, evaluation, exploration of a new idea or its demonstration, etc. UM probably does not wish to be seen competing with local industries or companies that also may be capable of provide such services, but in case those companies are not set up or interested in doing this, or the capability does not exist, or for short term investigational type work, etc it may be beneficial to both parties. I am a staff member in an electronics service technical support group that does printed circuit board design, custom data collection and instrument control software development, scientific instrument repair and modification. We provide repair of equipment that manufacturers in some cases no longer support or is very expensive to do so.

I think there is a strong market for nursing certification preparation. Certification is a process by which a non-governmental agency validates, based upon predetermined standards, an individual nurse's qualification and knowledge for practice in a defined functional or clinical area of nursing. Certification is a voluntary process of validating knowledge, skills and abilities beyond the scope of RN licensure. Nursing certification has benefits for patients and families, employers, and nurses as it denotes excellence in specialty areas. In recognition of the value of certification, many facilities are creating a "Culture of Certification" that promotes and supports certified nursing practice. The body of research relating to certified practice is also growing, quantifying the outcomes of certified nursing practice.

These certification exams are comprehensive and rigorous. They require the individual to not only be a practice expert but to spend an extensive amount of personal time preparing. Often the individual will want to take an exam review class before attempting to sit an exam. These are often two full days in length and have upwards of 16-18 hours of continuing education credit attached.

We are fortunate that for nurses week our Retention and Recruitment department offers one class a year for free. As there are many kinds of certifications they often alternate years with the type of review offered. The classes are well attended with many being unable to attend due to work schedules. Many people have verbalized that they wished the review was available more often. Many have verbalized that even if they do not take the exam they would value the review and the CE available.

With three major health systems in the area I feel there would be no shortage of class participants. It is a need that is not already being filled anywhere else. I would be happy to answer any further questions about nursing certification. Thank you for your attention,

I'd really like to see a Ophthalmic Technician or Optometry program at the University of Michigan. Clearly, having Kellogg eye center as a teaching center would help facilitate one or both programs.

Teaching Microsoft Office would be good. I mean everything, including Access.

As an accountant, I know that no one learns about sales tax in undergrad accounting programs, but it's something that every business has to deal with.
<table>
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<tr>
<th><strong>1)</strong> I think behind-the-scenes sports and arts facilities tours have greater potential. Stadium tours are offered to Alumni Association members. But perhaps non-members could be offered these tours and others at a premium. These are experiences money can't buy anywhere else.</th>
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<tr>
<td><strong>2)</strong> Likewise, are there opportunities for career-change or short-course credentialing in sports management or arts management?</td>
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<tr>
<td><strong>Hello – this input came from a local software consulting business owner for the NEPU:</strong></td>
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<td>First of all, I intend to stay current with advances in the body of work in Computer Science and Software Engineering. I’m a likely candidate for those classes that can help me retain a leadership position in my field. Secondly, access to continuing advanced education is a great recruiting tool. A high percentage of the people we are targeting as employees will want to continue their education, and many do intend to get advanced degrees. I think that means I’d be most interested in the plans for continuing education. The extension and executive education programs are also of interest.</td>
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<td>If you would like to talk to him for further input, let me know.</td>
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<td>I would like to see more affordable and interesting camps offered for children of all ages (I have teenagers) during summer break. I am a single parent and have only limited resources.</td>
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<td>Please let me know if you need more detailed information.</td>
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<td><strong>1)</strong> When I attended Indiana University, there were senior scholar programs that allowed senior citizen to attend courses for fun and personal enrichment for (free? much reduced price?) This seems like a great outreach kind of thing for the community.</td>
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<td><strong>2)</strong> I also think that offering lectures open to the public like MIT and Harvard do (I believe you can sit in on lecture they offer) is great PR - the same for their OpenCourseWare sites, which have great resources for the public.</td>
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<td>I would love to see our university offer more career service programs. Such as:</td>
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<td>Global Career Facilitator Certification</td>
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<tr>
<td>And also Career Workshops available to the community &amp; dislocated workers. I would be ecstatic to reach out to the community and provide some career services in a well needed community with an unemployment rate 12% above the national average!</td>
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<td>I’m sure there is a way to generate some revenue by doing this – and I know there are a lot of Grant opportunities available in this area. Have a great day!</td>
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<td>I read your e-mail on non-traditional classes with some interest and would like to suggest something: a short introductory course on American law. I have taught such courses, one called Engineering 490, &quot;Law for Engineers&quot; and another for the English Language Institute called &quot;Processing Legal Materials&quot;, which is geared to foreign students coming to the US to pursue LLM degrees (Master's Degree in Law).</td>
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<tr>
<td>I'm with the Program in Technical Communications at the Engineering College and have been for some years, but did practice as an attorney for about 15 years before I went into teaching. If this sounds interesting to you, let me know.</td>
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<tr>
<td>I think UM should look into doing a microscopy school like the Lehigh one but focus on where our strengths are compared to Lehigh. I can explain more if this is the kind of thing you guys were thinking about.</td>
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The University Center for the Development of Language and Literacy (UCLL) is an allied unit of Rackham Graduate School and we provide speech therapy services to children and adults with language-based learning disorders. Our website is www.languageexperts.org.

Since 2006, we have been offering ED 317-046 through the School of Education. (Our Center Director, Dr. Holly Craig, is a professor within the School of Education.) ED 317 is a one-credit field placement course with an instructional component and observation/participation at UCLL. This course is available to juniors and seniors who have an interest in applying to graduate school in the field.

We are wondering whether we might offer an Introduction to Speech-Language Pathology, A Clinical Practicum course for freshman and sophomore students at UM (or elsewhere) who are considering a future in the field, but have not yet made a decision. This would also be ideal for students or professionals who are interested in exploring a new career path, but don’t know have a background or understanding of the field in general. This would be similar to ED 317, but would involve less instructional time and instead, would provide more “experiential” opportunities, by assisting Speech-Language Pathologists in the clinical setting.

Please let me know if this is of interest to your task force, and if so, what steps need to be taken (by us) to make this new and unique opportunity a reality. Thank you for your time and consideration.

I’d like to submit an idea to the NEPU Task Force. I think that there may be great interest in an offering from the University that would provide, over a series of weeks (semester?), an overview of a classical liberal arts education. It could be offered in a series of three tracks with each devoted to Humanities, Social Sciences, and Science. For example, on the Humanities track, each week there would be a lecture or other activity devoted to literature, philosophy, classics, ethics, etc. The Social Sciences track would cover psychology, political science, public health, etc. And the Science track would cover physics, chemistry, astronomy, etc. The targeted audience could choose to enroll in one, or two, or all three tracks and walk away with a comprehensive overview of the best and latest thinking on a broad range of topics.

I think it could be marketed to the community at large, spouses of foreign students and visiting faculty, the local retirement communities, parents of enrolled students who may like to have a taste of the experience their children are having, alumni interested in a fresh perspective and campus experience, as well as staff who may never have had the opportunity to experience the rich education that they help support.

If you have any interest in this idea, I would be delighted to discuss it with the task force in more detail.

I am not likely to be able to make our budget advisory board meeting tomorrow, so I wanted to mention via email a discussion I had at a conference a week and a half ago. This may be of relevance to your task force's concerns, or it may have no relevance (or be redundant to what the University is already doing). I thought I would mention it anyway, however, just in case it might be of interest.

The conference, at the Seattle University Law School, was for the naming of their Center on Corporations, Law, and Society for Adolf A. Berle, Jr. (1896-1971), a prominent law professor at Columbia, a member of FDR's inner circle, a former Assistant Secretary of State, and author of the classic book, The Modern Corporation and Private Property. Berle's daughter and two grandsons were at the conference, one of whom, Dolf Berle, is an executive of a Dallas-based firm called "ClubCorp." His job is to create and manage clubs, including those for universities. If I remember our conversation correctly, I believe that he recently helped form the University of Texas Club, for example. The idea is to have a place where alumni can congregate, but also get involved in activities such as classes and other events. These events presumably help generate revenue for the school. (Continued in box below, when I tried to put the email in one cell the words kept disappearing)
I am aware that we have Camp Michigania, in the northern part of the state, which hosts alumni activities, including classes. It may be that having a facility that did similar things closer to Ann Arbor/Detroit would operate at cross-purposes with the camp. It may also be that something like this already exists within the UM alumni club, and that events are already held at the Alumni House on campus. And even if neither of these exists, we may decide that we do not need help from a private company, especially one located in Texas.

Nevertheless, because I don't know anything about what we have--or might want to have--in this regard, and because it seemed at least possibly a way to generate revenue, I thought I would mention it, on the chance that you or someone in the university might want to speak with them. The guy's name is Dolf Berle, dolf.berle@clubcorp.com. His phone numbers are 972-888-7409 and 323-810-2300 (cell).

Renal Replacement Therapies - updates, trends, outcomes type education

My name is Andrew Kraftson and I am one of the endocrinology fellows (Department of Internal Medicine, Division of Metabolism, Endocrinology and Diabetes). I wanted to ask you a question about the Non-traditional Education initiative. I have a strong interest in developing and participating in a course for the community in areas that related to 'wellness'. Specifically, since two-thirds of the entire state of Michigan is overweight, I would like to propose a course for the community audience that focused on various aspects of health/medicine including:
1. Nutrition fundamentals (diet, eating habits, etc)
2. Exercise principles
3. Diabetes basics (definitions, insulin information, etc)
4. Weight classification (overweight,obese,etc)
5. Weight measurement tools (body mass index)
6. Weight consequences (metabolic syndrome, obesity, mortality impact).
7. Preventative care principles
I would love to develop such a course and submit a proposal regarding my ideas. My intention would be to develop and participate in this course as a faculty member of the endocrinology division (my fellowship is completed in 06/2010). However, to commit to this endeavor, I would have to take substantial time away from my traditional clinic activities in patient care.
My question: is there a budget that would support faculty (ie: my) effort in doing so? I ask because it would be difficult to commit to developing such a course without clear support for my efforts. Additionally, my division chief (Dr. Peter Arvan) and I would need this information to plan my clinic schedule, research time, etc. Thanks so much for listening! Any information you could provide would be greatly appreciated!

You've probably already heard this idea, but I wonder if you've considered approaching the ElderHostel (http://www.exploritas.org/). My in-laws have done a number of these, including several at public universities like the University of Texas.

I don't know if this is too late but I do have an out-of-the-box idea. I have been wanting to take the Master gardener's program but the hours don't work for regular working people. It would be nice if this kind of program were offered.

I am also interested in foreign language - especially conversational Spanish. It was offered a while ago as a lunch time class but I haven't seen it in a while.
We currently do not have any summer programs directed towards the humanities, and I believe that this will attract a broader range of students to come to the university. Also, the Michigan Film Initiative would help legitimize any summer program we would start with film here. If you would like you can visit this website for more information on a production studio that is being built here. I truly believe that if we work hard on this, the University of Michigan will become a prime place for new, young, creative minds to express themselves through the cinema. Furthermore, we could add our film department to the plethora of other top ranked departments we have here at this fine institution. Hollywood is BUZZING about Michigan! Please contact me at your earliest convenience. My number is 810-938-6477.

Some quick/basic suggestions that come to mind:
- Meditation (what is it & how does it benefit, how do you do it, types, guided sessions, etc.)
- Learn about Alternative Therapies and how to incorporate them in your life (Energy Healing, Aromatherapy, Acupuncture, naturapathy, Homeopathy, natural remedies, etc.)
- Nutrition (sensitive children & adults)
- Alternative Methods to help children & families understand and deal with ADHD & ADD, Autism
- Book Studies (Religion vs. Spirituality)
- Yoga training
- The power of Breath (Learning breathing techniques that help with stress reduction, relaxation, etc.)
- Learn how to express yourself through art (dance, music, paint, etc)
- What is intuition.....how to quiet your mind and listen to your heart
- Become a better communicator
- Power of Positive Thinking
- How to find your life's purpose and passion
- How to cope with life's Transitions
- Life Coaching programs
- Learning to reach out for help and connect with people
- Self Esteem & Self Empowerment programs
- Learning how to have more fun in life. More fun and less work. Finding work that is in alignment with your passions
- Travel & adventure groups for children &/or adults...
Currently, as you may know, LSA runs a few academic summer camps/programs for high school students (e.g., Michigan Math & Science Scholars, etc) that are held here on campus.

I wonder, though, if the idea couldn't be taken off campus as well. For example, with the high concentration of alumni in film industry and professors like Prof. Bernstein in Screen Arts who do spend some time in Hollywood, I wonder if LSA couldn't operate a summer film program for high school students that could (a) generate some immediate revenue, (b) put the Michigan and LSA brands in front of talented high school students, and (c) if those students came to Michigan, generate out-of-state tuition revenue.

Similarly, LSA has the Michigan in Washington program in DC with facilities for which we're already incurring some costs, even during the summer months. A high school offshoot for students interested in civics, social justice, non-profit/NGO work, etc. could be a powerful draw for students in DC, Maryland, and Virginia. If a live-in component could be offered, the entire east coast would be a potential target for such a program.

I think it'd be interesting to see if there are partnerships that could be formed with alumni. Professor-led classes will always be a big draw, but if willing alumni who wanted to give back and/or get involved with students with minimal effort could run more pre-professional programming in tandem with a University administrative component, UM/LSA could certainly derive all the financial benefits.

Anyhow, in short, the idea boils down to the notion that given the high regard in which Michigan is held elsewhere, there is likely potential to draw students to UM-run programs in their own regions of the country using UM facilities, alumni, and instructors who are already likely to be in those locations.

This summer, Colgate invites you to relive the exhilaration and challenge of liberal arts learning during a four-day immersion experience. Nine of Colgate's most engaging professors - in the humanities, natural sciences, social sciences, and the core - will adapt their most popular material for alumni, family, and friends who yearn for a serious academic vacation.

Outside of the classroom, there will be a trip to Cooperstown, a special edition of the popular Trivia Night at the Colgate Inn, fitness activities, golf at Seven Oaks, and time to enjoy the shops and restaurants of the Village of Hamilton.

Summer on the Hill - Think Colgate Study Group, closer to home and all grown up.
A number of U-M colleagues and the Business Engagement Center (BEC) have worked with the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the US and Canada (UA) to connect them with U-M expertise on adult education at ISR and Education. They are seeking a long-term relationship wherein U-M provides guidance, curriculum and materials updates, and continuous improvement feedback on their instructor training curriculum and provides some level of U-M credentialing for those who have completed the curriculum. There may also be potential for UA members to seek degrees from U-M using some of their UA coursework as their transfer credits. The UA program is a very large “train the trainer” program that does not have the funding constraints that might be found in the nonprofit or even industrial sectors, since it is funded out of union dues. The electrician’s union has approached U-M for similar, but less extensive, involvement, as I understand it.

Jim Kosteva’s office has worked with these two groups in the past to see what U-M resources might be available to respond to their needs. At that time, he was able to some faculty interest, but not the full involvement hoped for by the organizations. In summer 2009, UA approached the BEC asking for similar assistance. Given the current economic times and the encouragement by the University to consider non-traditional educational opportunities, fortunately there is now a group of faculty who are interested in working with the UA, thanks to ISR Prof. Jerome Johnston’s leadership.

Going beyond the “train the trainers” instructor training, it is possible that there would be potential for U-M provide “content” courses to UA members in areas such as green technology, business practices, entrepreneurship, project management, etc., should U-M have an interest in expanding into these areas that do not currently fit within existing continuing/professional/executive education programming.

Prof. Jere Johnston, ISR, copied on this message, has been in the lead in talking with the UA and has also been in touch with the electricians’ union. At this point, the UA opportunity is the U-M focus, but there may be potential for the electricians’ group, as well, when they are in Ann Arbor for their summer training program.

One of the sticking points may be the extent to which U-M can “endorse” or “certify” the academic training the individual UA members achieve. This may be the case with other kinds of non-traditional educational offerings U-M might consider, so may be a topic your committee is exploring.

Finally, responding to the UA is an example of U-M’s response having broader economic impact in the area. The UA week-long summer instructor training program is very important to the city of Ann Arbor (the largest “convention” we host), as is the UA contract with Washtenaw Community College to oversee all their training programs very important to WCC. Both of these activities could be in jeopardy if U-M is not able to provide the assistance the UA is seeking.

In general, UMMA’s exhibitions and programs represent a resource that could be further leveraged by resources which would allow more content to be placed on the web.

Some ideas
--technical assistance for state-wide smaller museums via distance technology (installation, conservation and collection assessment, etc)
--continuing education experiences that pair UM's outstanding faculty with UMMA's rich and deep collections (examples --Ralph Williams on prints from the Shakespearean era, Bright Sheng on music and art connections in conjunction with an SMTD concert responding to a new UMMA collection.)
--partnering with other schools to bring their interests and activities into rich connection with works of art (as is planned for UMMA’s hoped for participation in the Fall 2010 LSA Theme Semester on "What Makes Life Worth Living?"--just one example).

We also talked about how people want and respond to unique experiences and noted how important it is to maintain that human factor and rich experience that is part of the Michigan difference in a virtual or distance learning context.
In tough times, some retired faculty members have volunteered to teach or do other work. Only a few institutions have taken them up on the offer.

First, through our Social Work and Community Programs unit, we have several initiatives aimed at helping caregivers prepare for and cope with the tremendous stress and challenges they face as they care for frail elders or disabled adults in their homes. Twice yearly, an educational series is offered with topics including:

- The Physical Changes of Aging
- Dementia Delirium and Depression
- Pharmacy Issues and Substance Abuse/Misuse
- Legal Issues
- Medicare/Medicaid
- Community Resources

These introductory, educational sessions are supplemented by two caregiving support groups. One focuses on the unique needs of an aging person caring for his/her aging spouse/partner, and the other addresses the concerns of adults children caring for aging parents or any aging relative. One of these support groups has been functioning non-stop for nearly twenty years, and we see the need for such services continuing to grow with the aging population and continuing trends of increased medical care in the home. In fact, we see families and friends caring for people who are sicker and require more medical intervention in the home, for longer periods of time. While the current service is organized by our geriatric social workers, there is possibility that the topics could be enhanced/expanded to include more specific medical and health care information provided by a number of our health care professionals on staff at the Geriatrics Center.

Secondly, you may be aware that the Geriatrics Center has sponsored Learning in Retirement Programs for more than 20 years. After receiving a two year grant and an endowment gift from the Osher Foundation, the program was renamed the Osher Lifelong Learning Institute at U-M (OLLI). These programs are planned, implemented and guided by a talented and committed group of volunteers and are enjoying tremendous success. Membership is over 1,000 and we provide 40-50 lectures per year (with attendance ranging from 200-400 per lecture). A majority of the lecturers have been current and retired faculty and researchers from the University. In addition there are about 40 study groups taking place at any point in time. There are modest fees for membership and participation in the various lectures, study groups and travel programs. Through these, OLLI raises the majority of their operating expenses, although the Geriatrics Center continues to provide office and some program space at the Turner Senior Resource Center as well as full administrative support. Actually one of their largest expenses is for venue rentals, so space utilization is an area of concern for us, as it is for you. Also, this community’s proven interest in lifelong learning activities suggests that “elder hostel” programs might be an area for exploration, drawing older adults from outside our immediate community.

The LRC (Language Resource Center) could start offering intensive summer workshops, immersion into instructional technology and pedagogy, targeting teachers from MI (and adjacent states) to come here for a week or two to hone their skills. We could offer Cont. Ed. Credit, teachers need to accumulate points to keep their licenses active. In the long run we could think about offering a “Certificate in Language/Instructional Technology”.

Have you ever heard of the “Kinder-Uni” (Children's University)? It got started in Germany: Universities open their doors on dedicated days and invite school-children (and their parents) by the busloads. They offer special lectures and seminars tailored for younger minds. The children also get to visit labs, libraries, and cafeterias. I think it is an interesting and fun-filled concept that will promote the university, lower the threshold, and serve as an excellent recruitment tool since it instills familiarity with the school and campus.

Let's bring Rock and Pop Concerts to the UM Arena and Stadium!! Not everybody likes Football, but I bet that Paul McCartney, KISS, or Tom Petty will attract huge crowds when the Wolverines are on break…
I have been doing some work on was to encourage faculty to retire and still be engaged with their department, college or the University. In my reviews I came across a program at Colorado State University that has emeriti faculty teaching in their continuing education program (non credit) for older students (like 50+) It is called the Society of Senior Scholars. Here is the web site:  www.learn.colstate.edu/seniorscholars. Might not be anything but I thought of your task force when I saw it.

The university offers a tremendous subsidy to parking. For instance, blue permits cost about $42 a month for parking spots that in the market would go for well over a $100. This subsidy, which costs the University several million dollars per year, discourages faculty and staff from taking alternative modes of transportation, living close to work and, hampers the viability of carpooling and public transit. It is bad for the budget and the environment, and promotes economic inefficiencies -- including traffic, pollution, and sprawl -- that urban economists have known about for decades, and are outlined in Donald Shoup's book The High Cost of Free Parking.

The University should raise its revenues by charging faculty and staff the full cost of parking (i.e. at the market rate), and also preferably charging PER USE, possibly with higher prices during peak times. Another sign of inefficiency is that midday there are not enough parking spots to meet current demand: raising the prices would cause those who need parking the most to get the spots and provide incentives for those who need parking the least to use other modes of transportation.

A less economical but politically more feasible option would let faculty and staff who do not park "cashout" their implicit parking subsidy, so that by walking to work I would receive the $50 or so a month that I would receive in a parking fee. Still, I think it would be better to simply charge more.

Honestly, it is slightly scandalous that the University provides a subsidy for faculty and staff to drive to work. We are a forward-looking institution, and should benefit our community and provide vision and leadership for others.

UCLL is interested in exploring the development of a summer course for allied healthcare professionals who might be interested in the field of speech-language pathology. A targeted audience might be nurse practitioners, occupational and physical therapists, social workers, etc., who want to learn about language-based learning disorders, in a clinical setting. Course content might include clinical observation, communication partnering with our adult clients and group discussion. This course might also appeal to individuals who are thinking about making a career change or for retired professionals, who are interested in volunteer work in the community.

UCLL provides comprehensive speech, language, and literacy evaluations and intervention services for adults with aphasia and children and teens with language-based learning disabilities. Please visit our website: www.languageexperts.org.

I have a potential idea -- perhaps at this point it's more appropriate to call it nothing more than a brainstorm -- for a law school summer camp. And I have no idea where to turn for counsel or advice about how to think about such things -- logistics, marketing, market studies, etc. I was wondering if perhaps in your Chair capacity you've learned about an existing administrative apparatus that is involved with (approves? guides? coordinates? is simply aware of?) the summer camps already hosted here? I'm aware of existing UM camps for debate, cheerleading, and various sports, but I assume there may be zillions more, and I have no idea whether they are all completely disconnected or whether there is some unifying agent. Can you recommend someone to whom I can turn for basic advice on how such things work, how to think about whether they might be successful, etc.? Or is that person now you, given your wonderful work for the U in this regard?

Grandparents College @ Albion:
http://www2.albion.edu/ia/alumni-engagement/grandparents-college
| Operation Bentley @ Albion: (Bentley Foundation is also a donor to UM)  
| http://www2.albion.edu/programs/operation-bentley |
| Geology Camp @ Albion:  
| http://courses.albion.edu/geofieldcamp/ |
| Elderhostel at UM |

**Calvin College’s “January Series” program (could charge a nominal fee for attendees):**  
http://www.calvin.edu/january/

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Hello I came across this article about Universities starting to offer their Alumni place to keep their urns after they have passed away. I believe they call it a columbarium. I shared this with a group of UM alumni down here in Florida that I am friends with and we all thought it was a great idea. Can you tell me if U Mich offers this to its alumni or has there even been any talks about it. We all feel like our time there was so special and our school has played such a big role in our life why wouldn't we want to return there for our final resting place. Please tell me what you think. Thanks!
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I support the idea of having the human sculpting class which may be of interest to pre-surgical students.

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In terms of trimming costs, the U should continue to centralize some functions (i.e. payroll—could be done online by all professional staff instead of each department handling its own hard copy timesheets)
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I would be happy to enroll in reasonably priced classes. I've looked at the physics class you mentioned in the Record but it occurs when I'm not free to attend. Though you're trying to make use of physical classroom space, remember that flexible online opportunities for otherwise busy people would be great. I'd love to see all sorts of classes in many different areas of study: botany, gardening, horticulture, art history, history (short single historical topic lectures), chemistry, math, languages, licensing/certificate programs, etc. Those who can't physically attend should have the option to watch/learn online. When creating programs, try to get feedback from all of us about days and times things are offered (allow for online make up sessions, etc.).
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I want to pass along the link for the HASP program at Hope College, where emeriti professors teach courses for community members:  
http://www.hope.edu/hasp/
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I wonder how much space could be repurposed if we had a university-wide imaging initiative to move to electronic file retention and to eliminate/reduce paper files.

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Tap the power of the Michigan brand and our diverse faculty with a repackaged and repositioned MCoach program, an executive coaching program available to business leaders for a fee. The service provides personal executive coaching for C-level executives, CEOs and their leadership teams for a fixed retainer. A consortium of professional executive coaches would be tapped to deliver the service, all accredited MCoaches by the Program Chair. The program would be sold through personal referral to business partners and through units in the University that deal with business leaders such as Ross Exec Ed, Ross EMBA and the Business Engagement Center, to name a few. And finally, the program assures the University stays in touch with top business leaders and their issues, as MCoaches serve as ‘voices of the customer’ and continue to fuel ideas for new services and programs that enhance relationships with business leaders.
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Leverage the Big House as a concert location when off season. The west side has NO large concert venues, forcing those in SEM that live west to have to drive two hours or more to the Palace or DTE Energy Theatre to see all the top acts.