

A photograph of a student with long brown hair, wearing a blue denim shirt and a grey skirt, sitting cross-legged on a stone path. She is looking down at a small squirrel that is standing on the path in front of her. The background shows a green lawn, trees, and a stone building. A large yellow diagonal shape covers the top half of the image, containing the title text.

OFFICE OF ENROLLMENT MANAGEMENT

# Annual Report

FISCAL YEAR  
**2020**



OFFICE OF  
ENROLLMENT MANAGEMENT  
UNIVERSITY OF MICHIGAN







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# Office of Enrollment Management

## MISSION

To provide excellence in access and support to diverse and inspiring learners who will challenge the present and enrich the future.

## VISION

### Student Centered

Our students are our priority in all that we do. We provide excellent service to all our students from prospects to alumni.

We pursue opportunities to further improve and support the diversity of our student experiences, and identify initiatives to improve student accessibility.

We proactively seek student input to inform our actions on initiatives which will meet their needs throughout the various stages of their educational journey.

### Collaborative Partner

Together, we seek to understand the strategic goals and initiatives of our partners across campus.

We are deliberate in our engagement efforts by listening, learning, and co-creating with our partners to increase efficiencies.

We are thoughtful communicators who build deep and sustainable relationships that add to our shared vision to enhance the student experience.

### Team Oriented

We are guided by clearly articulated goals that allow each of us to understand our role within the organization and feel acknowledged for the value we bring.

We leverage the strengths of each team member, support talent development, and purposefully create opportunities for increased collaboration.

### Diversity Champion

Our actions to welcome and understand diverse identities and experiences are intentional, as we gain from and value unique perspectives.

We appreciate the individuality of every student and team member, and develop strategies to embrace diverse perspectives and foster greater inclusion.

We push the boundaries of the status quo, always evolving and learning, ever striving to expand and support diversity in new and creative ways.

### Innovation Leader

We embrace an innovative mindset that encourages our team to practice forward thinking, propose creative solutions, and grow from our experiences.

We foster innovation through cross-organizational education, collaboration, and by challenging the present to broaden our individual perspectives.

## VALUES









# From the Interim Vice Provost

**As we began the 2020 fiscal year, we never would have imagined that it would end in a dramatically different and uncertain environment. Despite professional and personal challenges and disruptions for staff from the COVID-19 pandemic, I am immensely proud of the way our teams quickly pivoted to allow them to continue supporting students. Our staff members inspired each other with their creativity, determination, and resilience so as not to miss a beat.**

Our mission to serve and support students is unwavering, and we acted on that mission in many ways. For students with unexpected COVID-19 related costs, our Financial Aid staff took on the role of thoughtfully administering Coronavirus Aid, Relief and Economic Security (CARES) Act emergency funding. With all winter, spring, and summer courses moved to a remote format, staff in the Registrar's Office quickly addressed and adjusted grading policies, the academic calendar, and the transition to remote and hybrid instruction.

After months of preparation, Orientation staff halted plans for the usual 2-½ day on-campus experience for thousands of fall first-year students and successfully shifted to an online format. Admissions staff immediately doubled down on ensuring that our admitted students got the information and support they needed in a virtual environment to commit to the University of Michigan.

All of this mission-critical work was expertly backed by staff in OEM human resources, business, research, technology, operations, organizational effectiveness, and marketing communications.

Looking back, we cannot overstate our gratitude for the partnership of our campus colleagues in this amorphous environment. Together, we were able to recruit, admit, and enroll a highly accomplished first-year class and a robust transfer cohort. Students had many concerns about what their U-M experience would be in summer and fall 2020 terms, but together we were able to ease their worries through creative approaches, strategic engagement, and empathy.

## **OUR STRATEGIC PLAN IN ACTION**

While the 2019-2020 academic year will be remembered for the striking effects of the pandemic, we were in fact making great strides before March toward achieving goals in our strategic plan.

For example, new relationships with community-based organizations connected us with talented but underserved high school students who deserve admissions consideration. Our financial aid support remained among the highest in public education, rivaling that of well-funded private institutions. We delivered essential technology to new students who most needed it through the Michigan Laptop Program.



**“Together, we were able to recruit, admit, and enroll a highly accomplished first-year class and a robust transfer cohort.”**



The experience that families had while interacting with our offices improved throughout the year, thanks to ongoing technology and process improvements. Our shared understanding of the importance of diversity, cross-silo collaboration, and innovation helped us accomplish so much, and will remain essential in the years to come.

As diversity champions, our staff is doing exemplary work across the division. For example, our staff is engaged in DEI learning through activities like workshops, film screenings, and a book club. We are making a difference for low-income students through the Michigan Undergraduate Laptop Program which provides them free laptops. Our work with community-based organizations is providing college access to students from underserved communities. And our financial aid processes and policies are evolving to ensure that students who want to come to Michigan can afford to do so.

Day in and day out, the OEM staff demonstrates its outstanding talent, professionalism, dedication, and perseverance. It is my pleasure to serve as interim vice provost and support the talented and dedicated staff who make Michigan a better place for students, faculty, and staff. Looking forward, I have every confidence we will continue the Michigan legacy of “Leaders and Best” in all we do. Together, we will continue to pursue every opportunity and overcome arising challenges so that Michigan students can accomplish their goals and realize their dreams.

Go Blue!

A handwritten signature in black ink, reading "Paul Robinson". The signature is fluid and cursive, with the first name "Paul" and last name "Robinson" clearly distinguishable.

Paul Robinson

Interim Vice Provost for Enrollment Management  
and University Registrar







# **U-M Enrollment: The Big Picture**

SUPPORTING INSTITUTIONAL GOALS

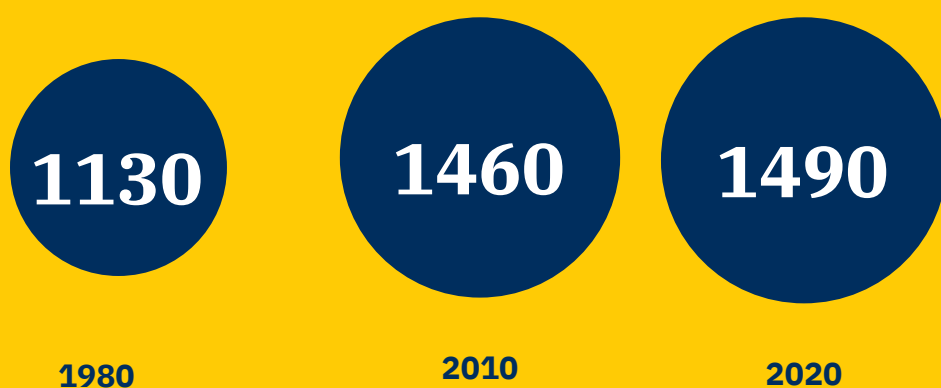
**Michigan attracts, enrolls, retains, and supports high-achieving students from every state and around the world. Our grants and scholarships can be transformative for families with concerns about paying for college. Michigan's generous funding —among the best in public higher education—allows our students to graduate and enter the workforce with less debt than they did 10 years ago, and has contributed to the socioeconomic diversity of our campus community.**



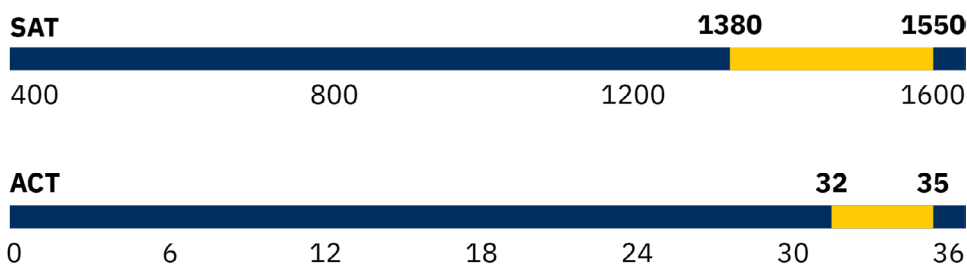
## HIGH-ACHIEVING STUDENTS ARE READY FOR MICHIGAN

First-years enrolling at U-M have experienced a high level of academic preparation and success in high school, as measured by grades and test scores. The SAT gains have leveled off since 2010.

### Median SAT scores for fall 2020 admitted students



### 2020 First-Year Test Scores (Middle 50th Percent Range)



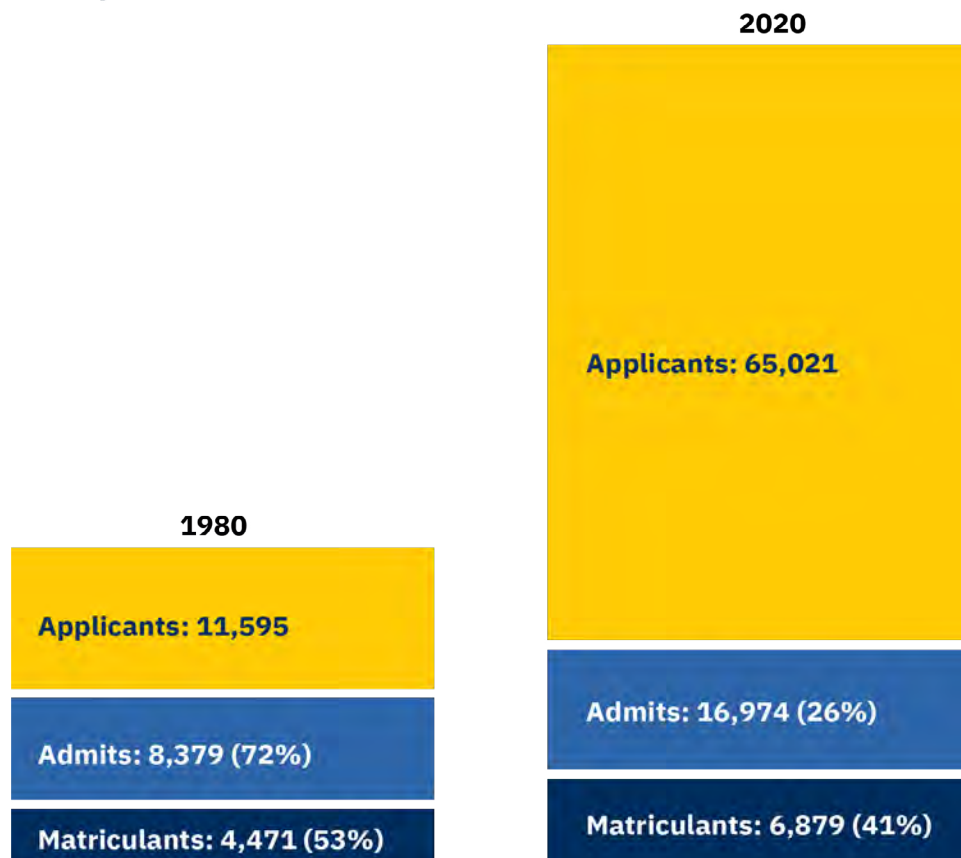
### First-Year Class Quality Data, 1980–2020

Year	Average GPA	Average SAT
1980	2.87	1130
2020	3.9	1490

## **STRONG DEMAND PERSISTS FOR A MICHIGAN DEGREE**

Students are eager to be considered for admission to the University of Michigan. Today, U-M receives nearly six times the first-year applications as in 1980, and 1.5 times the transfer applications, making Michigan a highly selective institution. Besides Michigan's robust brand, a contributing factor has been Michigan's membership in the Common Application and the Coalition Application, which makes it easier for students to apply to multiple institutions. Even with more applicants, the quality of the admitted class remains very high.

### **First-year admissions, 1980-2020**





## The big picture

### Transfer admissions, 1980–2020

Year	Applications	Admits	Enrolls
1980	2,731	1,791 (66%)	1,180 (66%)
2020	4,513	2,006 (45%)	1,305 (63.2%)

Undergraduate degree-seeking transfer students enter Michigan with slightly higher grade point averages today than 10 years ago.

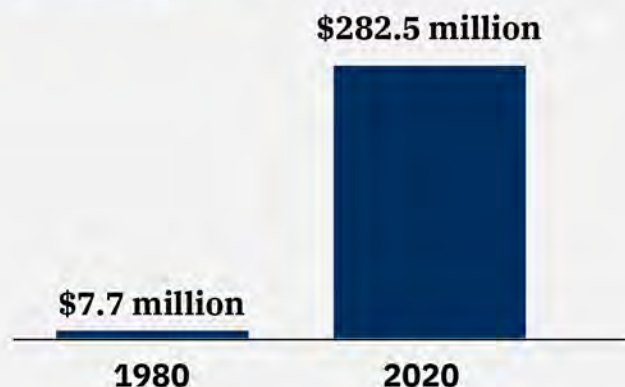
### GPA for external transfer students



## AFFORDABILITY IS KEY FOR MANY FAMILIES, WITH A BIG POST-GRADUATE PAYOFF

Affordability is often the gateway to a great university. Initiatives like the Go Blue Guarantee, which gives free tuition to in-state students from families earning \$65,000 or less with \$50,000 or less in assets, are changing the family income distribution on campus. In fact, about one in four in-state undergraduates pays no tuition thanks to generous U-M funding. In-state students are graduating with less debt, and earn significantly more than the median five years after graduation.

### U-M grants and scholarships awarded to undergraduate students (current dollars):



U-M bachelor's degree holders earn on average:

**\$61,099**

**Five years after graduation**

22% more than the median for all young-adult bachelor's degree holders

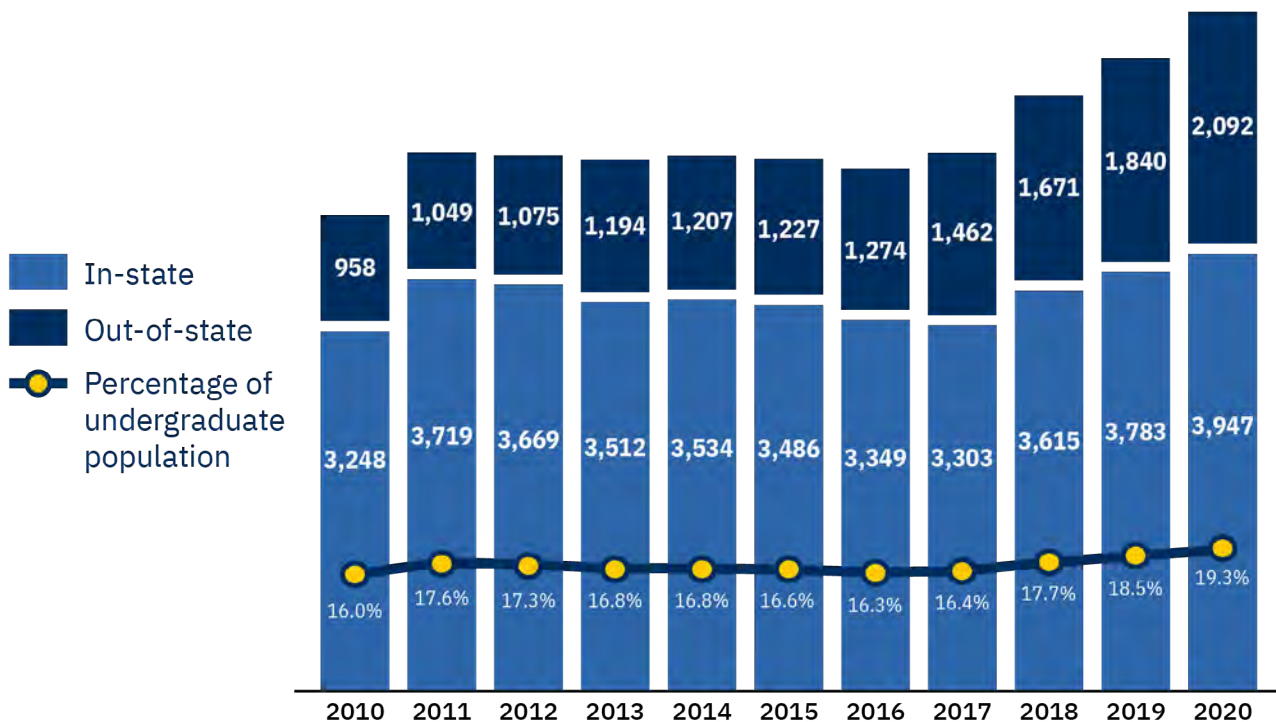
**\$85,000**

**Ten years after graduation**

## GREATER SOCIOECONOMIC DIVERSITY ON CAMPUS

With federal Pell grants and generous institutional funding, more lower-income students are contributing to our campus socioeconomic diversity.

**Pell Grant Recipients**









# Office of Financial Aid

## ADAPTING TO SUPPORT AFFORDABILITY AND ACCESSIBILITY

**While the Office of Financial Aid's goal to make U-M the most affordable institution in the state was as present as ever this past fiscal year, the challenges posed by COVID-19 forced us to adapt in order to maintain our usual support and meet previously unforeseen challenges.**

Over the course of the 2020 fiscal year, our efforts once again resulted in a total campus disbursement of over \$1B in financial aid, paid through federal, state, and institutional grants, scholarships, loans, and Work-Study. As the presence of the pandemic grew in society and on campus, our team also responded to administer millions of dollars of emergency funding to students in need.

Furthermore, our outreach team fiscal literacy professionals made visits to hundreds of schools and community-based organizations to meet in groups or 1:1 with students and parents. When the pandemic limited travel and events, we shifted to digital efforts. Our outreach team started making video visits with prospective student groups; we shifted our forms and informational materials into more accessible online versions; and we built out our capacity to serve students over the phone, via email, and through other alternatives to in-person business.



Despite our successes in adapting and evolving, our work is nowhere near complete. The dangers and uncertainty that continue to be posed by COVID-19 will require us to continue listening to students in order to understand and respond to their needs. Nevertheless, thanks to the strong rapport we've established with students through our previous communication, as well as the communications infrastructure we use to receive and respond to questions, we are well positioned to be a versatile resource on campus for the foreseeable future.

### Michigan Resident Student Debt Among U-M Undergraduate Students with Loans

2010	2020
<b>\$32,565*</b>	<b>\$25,347</b>

\*In 2020 dollars



## WOLVERINE SERVICES

In response to increased demand for virtual and in-person customer service, the Wolverine Services team took a huge step forward in the fiscal year 2020. Originally organized as the Student Services Center, the Wolverine Services team represents the public face of the Office of Financial Aid and the Registrar's Office, with offices in the SAB and on North Campus.

Before the campus disruption caused by the pandemic, the Wolverine Services team made great use of the newly renovated counseling space on the second floor of the Student Activities Building. This past year saw the team introduce the role of greeter during particularly busy periods. They could help to organize and direct students who come in seeking support.

Once OEM and the U-M campus made the shift to a more remote set-up in response to COVID-19, Wolverine Services adapted accordingly. Interactions more than doubled from March to April, with large spikes in email correspondence. Wolverine Services also rolled out a new Live Chat feature in April of 2020, with the team handling 1,635 chat inquiries in the first three months of operation.



**From March to April, Wolverine Services interactions more than doubled.**



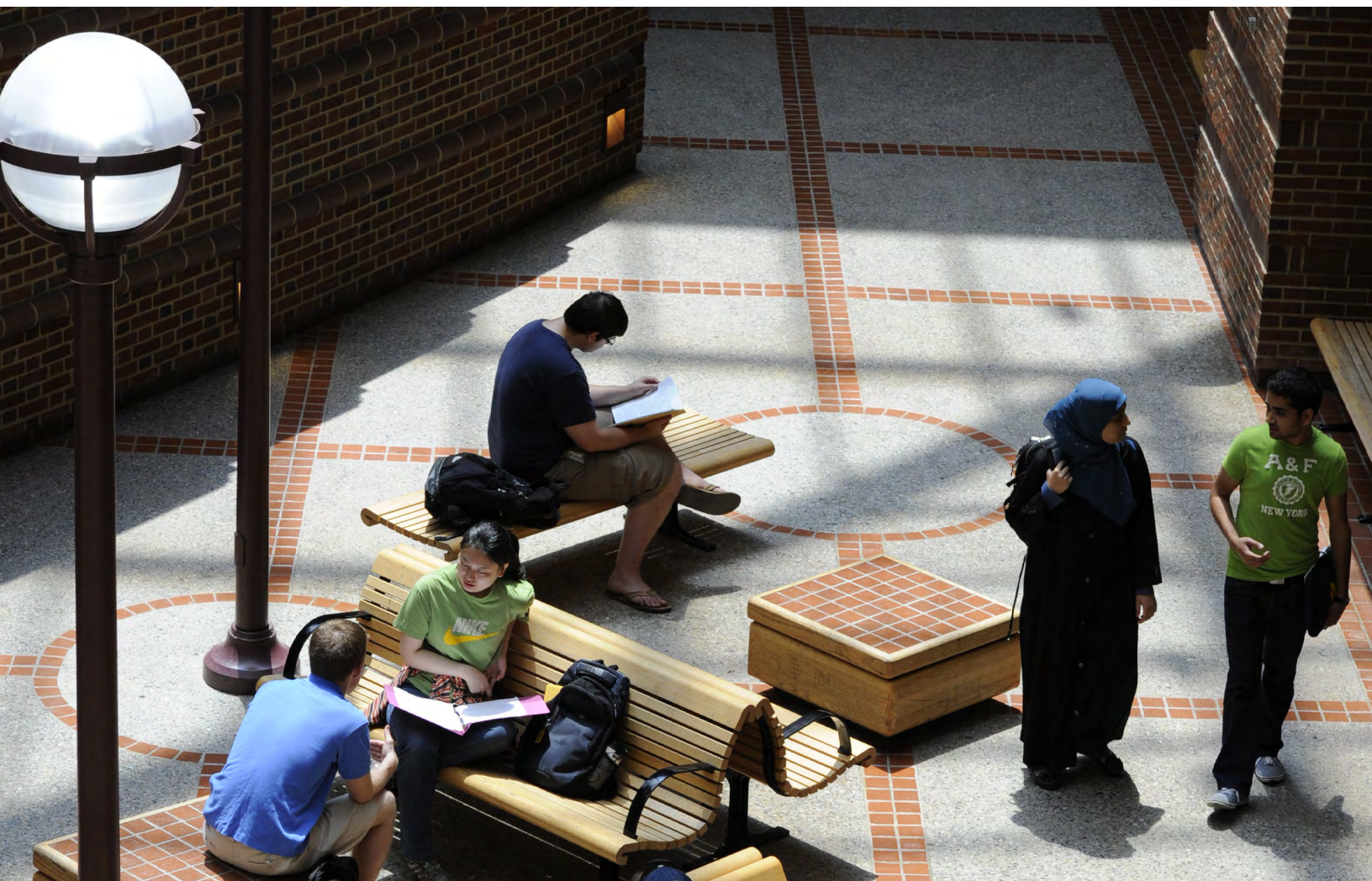
All of this was adopted while Wolverine Services representatives continued to maintain an in-person presence, serving visitors in a safe and socially distanced manner.

Over the course of the 2020 fiscal year,  
Wolverine Services received:

**14,482** phone calls

**13,841** emails

**9,468** in-person visits



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## ***CARES ACT FUNDING HELPS SUPPORT U-M STUDENTS***

In response to the onset of the COVID-19 pandemic early in 2020, the federal government authorized the Coronavirus Aid, Relief, and Economic Security (CARES) Act, a congressional relief package to address the economic fallout from the pandemic.

The CARES Act allocated funds to schools across the country to support students who experienced unforeseen financial difficulties due to the pandemic. This included difficulties such as unexpected travel expenses or costs to purchase new electronic equipment to support online learning.

In total, U-M was awarded just over \$12.6 million in CARES Act funding to be allocated to students. The Office of Financial Aid took the lead on inviting and processing applications for this funding, and was able to distribute almost \$6 million to more than 4,300 students in the first round of funding. The remaining funds will be distributed in later application cycles.

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# Office of Undergraduate Admissions

ADMISSIONS AND CAMPUS PARTNERS  
PIVOT TO MEET ENROLLMENT TARGETS  
FOR FALL 2020

The Office of Undergraduate Admissions (OUA) is a key central touchpoint for students, families, and counselors throughout the college search process, from a student's first inquiry to application guidance, programs for admitted students, and beyond.

In tandem with our campus partners, we look for students who are academically excellent, accomplished in extracurricular endeavors, and broadly diverse. We execute very broad recruiting programs but also focus on top scholars, students from geographically underrepresented areas, underrepresented minority students, students from socioeconomically disadvantaged backgrounds, and first-generation college students.



## OUTREACH

- **A record number of first-year applications**

Expansive outreach to prospective families helped produce a record number of first-year applications for fall 2020. Interest in U-M from students across the state, the nation, and around the world remained strong. We saw growth in our out-of-state and international student applicant pool, but after years of modest increases, we received fewer applications from under-represented minorities.

- **COVID-19 creates uncertainty**

We first started to observe implications from the COVID-19 health crisis in February 2020, when students began to change their campus visit plans. Ultimately, the pandemic led to cancellation of the vast majority of our in-person programs. We recalibrated by quickly producing video and website content and transitioning to virtual events to engage with our admitted students.

In many cases, being virtual allowed us to greatly expand our reach to include students who might not otherwise have been invited to an event. Most programs continued to see very high yield rates, in the 80-90% range. Even though our spring Amazin' Blue Preview and Spring Welcome Day events occurred after the campus lockdown and were virtual, they each yielded at 86%, consistent with previous years.





- **Virtual Next Step Receptions**

Our highest-performing program was the virtual Next Step Receptions for admitted and matriculated in-state students in March. Over Zoom, students spoke with admissions reps, other admits from their area, current U-M students, and financial aid officers. Each attendee received a U-M t-shirt and a folder of information. This year, we yielded a stunning 95% of the 305 virtual participants.

Since the majority of our high school visits were complete by the middle of March, we were able to meet 12,644 in-state students at 569 high schools, and 12,563 out-of-state students at 658 high schools. This is as many or more students and schools as in previous years.

- **Campus Visits**

Knowing how important a visit to campus can be to students' enrollment decisions, we expanded efforts to connect with them at a more individual level. We lost the opportunity to host students and their families on campus, out-of-state financial aid packaging changed, and health, travel, safety, and economic uncertainties resulted from the pandemic. Yet we were still able to successfully meet our overall enrollment targets, bringing in a final count of 6,880 first-year students and



**Being virtual allowed us to greatly expand our reach to include students who might not otherwise have been invited to an event.**

1,304 transfer students. This was an increase of 76 new undergraduates over the previous year, making Michigan unusual among our state public universities.

Upcoming enrollment cycles will offer new challenges, but we are steadfastly pursuing students who could provide diversity and vitality to our educational community. Building strong relationships with students, parents, counselors, and community leaders helps us bring in an outstanding class.





## ***NEW STUDENT PORTAL IS POPULAR WITH STUDENTS, EFFECTIVE FOR STAFF***

High school seniors and prospective transfer students made big use of the new student portal in the **Slate CRM**, called **Enrollment Connect**. Its self-service benefits include the ability for students to upload documents, complete forms, check their residency status and transfer credit, see the status of their application (including Dual applications and Preferred Admission), register for Campus Day, and more. These features provided a greatly enhanced user experience and reduced the workload in the Admissions Call Center.

Admissions staff were able to process applications faster with fewer required documents. Some processes that were previously manual were automated, like application fee waivers. Early Action decisions were successfully managed in the portal without system crashes or slow-downs. Staff are able to troubleshoot application issues with students by seeing a student's portal exactly as they do.

On the data side, we were less dependent on ITS and submitted fewer help desk tickets. More data fields are mapped from the application, and we have more control and flexibility in creating data structures. Data downloads on deadline days were seamless with data loaded on the same day. We saw no disruption or delay in the workflow processes. Data quality and reporting is improved in Slate; queries are now directly fed into communications and campaigns.

### Enrollment Connect by the numbers

✓ **42,000+**  
Early Action and  
talent-based apps  
completed 10 days  
faster than the  
previous year

✓ **20,000+**  
fewer documents  
manually processed

✓ **2,029**  
fewer calls to the  
Call Center from  
Oct. 30 to Nov. 1

✓ **8,500**  
app fee waivers  
automatically  
approved vs. 9,500  
manually the  
previous year







ALUMNI - MEMORIAL - HALL

CATHERINE  
OPIE  
100 NIMES ROAD  
JUNE 11-  
SEPTEMBER 11, 2016

BECKMANN/DÜRER  
WARHOL/GIACOMETTI  
CASSO/HIROSHIGE  
GONZALEZ-TORRES/BING  
MEX/WHISTLER  
NTANA/NEVELSON  
ERCINO/STIEGLITZ  
ON/WALKER TRUITT  
imma  
UNIVERSITY OF MICHIGAN  
MUSEUM OF ART  
E DIEBENKORN  
7 FEBRUARY - 10 APRIL 2016

African Art on view



# Office of New Student Programs

HELPING STUDENTS TRANSITION AND  
FIND SUCCESS AT MICHIGAN

A student's arrival to campus and transition to college life are incredibly important life events. The Office of New Student Programs (ONSP) recognizes that, and offers a wide range of programs and services to create an invaluable student learning experience, starting before students arrive on campus and continuing well after they've made U-M their home. We're committed to excellence, creativity, and continuous improvement in serving students.



## SUPPORTING TRANSITION AND ENGAGEMENT

ONSP programming touches on everything from the basics of how to excel during one's time at U-M, to specifically tailored support tools for a range of different student populations.

- **Welcome to Michigan program**

The 2020 [Welcome to Michigan](#) program shifted to an online model where events, programs, and activities were presented in one of eight key experiential areas. The program was delivered as a Canvas course which enrolled 8,327 new students. Students were presented with 69 different activities or events to engage with, such as an online synchronous student organization fair, a self-guided campus tour, and socially distanced outdoor recreation opportunities.

- **Mentorship**

[Transfer Connections](#) and the [University Mentorship Program](#) are mentoring programs for incoming first-year and transfer students for the fall and winter terms. The program provides an opportunity for students to connect with peer mentors as well as faculty and staff mentors in order to ease the transition into Michigan. This year the programs served hundreds of mentees.

- **Arts at Michigan**

The mission of the [Arts at Michigan](#) program is to integrate the visual, performing, and literary arts into the undergraduate experience at the University of Michigan-Ann Arbor campus. This year, Arts at Michigan offered Artscapade, a large-scale Welcome Week kick-off event we co-host with UMMA; Arts Ambassadors, a peer-to-peer arts engagement program; Art Outta Town, a series of trips to arts experiences beyond

Ann Arbor; As I See It, a series of student arts competitions; and Passport to the Arts, which encourages students to try something new by providing vouchers for free access to arts events.

- **Veteran Support**

The [Veteran and Military Services Program \(VMS\)](#) at U-M is nationally recognized as one of the best programs of its kind in the nation by publications such as *Military Advanced Education*, *Military Times*, *USA Today*, and organizations like Michigan Veterans Affairs Agency. Last year, VMSP worked with more than 800 veteran or military-connected graduates and undergraduates to provide services such as pre-enrollment counseling, university on-boarding, peer mentoring, career building, and programmatic support.







## ***LAPTOP PROGRAM OFFERS INCOMING UNDERGRADUATES ACCESS TO TECHNOLOGY***

In 2015, the U-M College of [Literature, Science, and the Arts](#) started a program to offer loaner laptops to incoming undergraduates who might otherwise not be able to afford one. The program, which originally started as a recruitment and retention effort, worked with the Office of Financial Aid to identify students in need of laptops, extending offers to select groups of students after they were admitted.

This effort proved to be quite successful, growing over the years in scope and visibility and, in the 2020 fiscal year, management of the program was shifted to OEM and ONSP to help handle the increased demand. It became known as the Michigan Undergraduate Laptop Program, and sought to reach eligible incoming LSA students with the offer of a laptop. Furthermore, the laptops were no longer on loan, as students were informed that they could keep the laptop after completing at least one semester of study.

Even with the disruption caused by the pandemic, the beginning of the Michigan Undergraduate Laptop Program under the auspices of OEM and ONSP has been successful. 1,200 offers were made to incoming students identified by the U-M Office of Financial Aid as qualifying for the program, with more than 680 laptops eventually claimed. Delivery of these laptops was also adapted on the fly, as mailing and socially distant pick-ups were established to keep everyone involved in the process safe and healthy.

In the coming years, the program will continue to build out the student communication process, as well as bring other U-M schools and colleges on board to increase the program reach.







# Office of the Registrar

ENSURING THE VALIDITY AND INTEGRITY  
OF ACADEMIC RECORDS

**The Office of the Registrar (RO) touches on countless aspects of a student's experience throughout their time at the University of Michigan, and always seeks to make that experience as beneficial as it can be.**

**In 2020, we achieved this thanks to notable improvements in automated transfer credit for in-state students, with plans to do the same for out-of-state students late in the 2020 calendar year. We also continued to verify academic eligibility for students and support course enrollment and records requests.**

With the arrival of the pandemic, we were forced to innovate in response to the unique and unprecedented challenges facing campus. This included expanding document upload capacity in Wolverine Access, introducing online chat with Wolverine Services, grading changes that allow students to easily reflect the impact of the transition to remote classes, and complimentary e-diplomas for all graduating students.



## **CURRICULUM CHANGES**

COVID-19 also resulted in significant changes to the Academic Calendar, scheduling of students in classrooms factoring in social distancing requirements, and a dramatic shift to remote and hybrid course instruction. Working closely with the academic units across campus, nearly 10,000 class sections were modified in a short period of time to accommodate remote, hybrid and in-person modes of instruction.

## **GRADING CHANGES**

To accommodate the challenges posed by COVID-19 and the transition to remote learning, the RO helped to introduce a new grading format in which the regular A-C grading system was replaced with a P, with students able to request a conversion back to letter grades. Students who earn D or E grades instead received a “No Record Covid (NRC).” Students receiving a NRC could also request that it be converted to a letter grade.



## **TEACHING EVALUATIONS**

Support during the pandemic was not limited to students; the RO also supported U-M faculty with a revamped teaching evaluation system. The RO helped to add new questions to capture student sentiments about the switch to remote classes, and summarized the results into a presentation that was shared with campus leadership.

## **ONLINE STUDENT BUSINESS KEEPS STUDENTS SAFE**

To lessen the need for in-person business during the pandemic, the Registrar's Office helped to expand the opportunities for students to conduct their business online. This helped to keep students and staff safer, while also introducing some new processes that will make the completion of certain student requirements more efficient in the years to come.

The most prominent of these changes was expanded document upload capacity in Wolverine Access. By increasing the number of forms and materials that students could digitally upload, the amount of in-person work for students and staff was drastically decreased. This was particularly helpful with the introduction of CARES Act funding, which could be applied for completely online.







# OEM Support Structures

## STRATEGIC SUPPORT SERVICES

OEM benefits greatly from the guidance and support of numerous administrative support structures:

- **Technology Team**

Technology support for our units and central administration is forecasted, planned, and managed by the tech team. Among its responsibilities has been the major effort to implement the Slate CRM for admissions applications and events, and ongoing management of the new student portal in Slate. Working with colleagues across OEM and the university, members of the team create unique tech solutions for enrollment business processes.

- **Integrated Marketing Communications (IMC)**

Strategic direction, creative counsel, and tactical communications implementation from the IMC team contributes to the university and OEM's enrollment goals. With business objectives in mind, the work is integral to prospective student recruitment and enrollment; financial aid awareness, understanding, and student relationships; new student onboarding and acclimation; student class registration; and more.



# Support

- **Data and Research**

Making data-informed decisions requires identifying the right questions and analyzing a plethora of student data collected by the university. The team provides information to OEM as well as campus partners including the academic units, the Provost's Office, and the President's Office.

- **OEM Operations**

An organization as large and multifaceted as OEM requires expert leadership in the areas of human resources, finance, strategy, and organizational effectiveness.

Human Resources touches every area of the organization, working to ensure team members are properly hired, onboarded, supported, trained, and educated on important issues that impact staff.

Business staff help develop and manage budgets and work closely with U-M Procurement and Accounts Payable, while also assuming building management responsibilities for the Student Activities Building.

Organizational effectiveness and operations staff guide the OEM executive team and OEM Leadership Council members to critically evaluate mission, vision, and goals, and implement effective enrollment management strategies.



## STAFF ADVISORY COUNCIL

The Staff Advisory Council (SAC) represents all units within OEM, and provides a communication and feedback avenue for all staff members. The SAC worked over the course of fiscal year 2020 to engage with OEM team members in both in-person forums and, when circumstances changed due to the pandemic, digital forums. Some of the highlights included:

- **In-person Engagement**

The SAC expanded on the efforts of previous years to offer new opportunities for staff to engage with each other and enjoy campus offerings. This included a tour of the Kelsey Architectural Museum, gifts of OEM apparel for new team members, and organizing the in-person November All Staff Meeting.

- **Shifting Focus to Digital Forums**

Once most of the office transitioned to remote work situations, the SAC followed suit in introducing digital engagement efforts. This was highlighted by the rescheduled, online spring All Staff Meeting; and casual online activities for staff such as informational symposiums on different aspects of OEM operations. Members of the SAC also took their own initiative to promote activities, such as online social hours and digital escape rooms.





### DIVERSITY, EQUITY AND INCLUSION

Year Four of DEI implementation was marked by new levels of agility and responsiveness by the OEM DEI Committee. After a successful programming start to the fiscal year (which featured extensions of successful initiatives such as the OEM Book Club as well as the hosting of nationally renowned DEI speaker Rachel Rosen), the disruption on campus caused by the COVID-19 pandemic forced DEI Committee members to adapt and move activities online. Many of these digital activities have been well received, with post-event feedback and surveys being collected to shape future events.

- **Spectrum Center Workshop**

Led by Spectrum Center Director Will Perry, this workshop focused on LGBTQ identities, covering terminology and thinking critically about societal construction and expectations of gender identity and expression.

- **Accessibility Awareness Workshop**

OEM professional staff had the opportunity to learn about and experience challenges of differently abled individuals, offering the chance to reflect and promote better interactions and experiences for students, families, and others.



**Year Four of DEI implementation was marked by new levels of agility and responsiveness by the OEM DEI Committee.**

- **Reading/Podcast Review and Discussion**

*Reading of Dr. King’s “Letter from a Birmingham Jail,” the article “People Can Only Bear So Much Injustice Before Lashing Out,” and listening to the podcast titled “Death Of George Floyd: A Long History Of Racism And Policing In America.”*

The activity provided OEM staff a space and opportunity to examine the effects of racism in America through the lens of the recent tragedy that sparked a national response.

- **Teach-Out and Debrief: LGBTQ Pride—From Origins to Evolution**

*Participation in the Spectrum Center and the Center for Academic Innovation’s Teach-Out during Pride Month, followed by debrief discussion.*

The Zoom discussions dove deeper into the complexities of Pride as an event and as a feeling for individuals within the Lesbian, Gay, Bisexual, Transgender, and Queer communities, shedding light on different understandings and meanings of Pride as it relates to space, community, and representation within LGBTQ communities.





### **STUDENT ADVISORY BOARD**

Now in its fourth year of existence, the OEM Student Advisory Board is comprised of students from across campus who have an interest in enrollment management practices. This board serves in an advisory capacity to OEM by providing programmatic feedback, as well as their perspective on how to best tailor student communications and engagement efforts. Finally, they serve as advocates, representing their campus peers and voicing student concerns.

### **HIGHER EDUCATION APPLIED RESEARCH**

Higher Education Applied Research (HEAR) is an interdisciplinary speaker series that brings together higher education scholars, administrators, and practitioners to examine issues related to college access, diversity, and success. Co-managed by the OEM data, analytics and research director in partnership with the Rackham Graduate School and the School of Education, the primary goal of HEAR is to connect higher education scholars and practitioners within the U-M community to share applied research in core functional areas. Three HEAR sessions in 2019-2020 tackled many important issues in higher education, including mental health, undocumented students, and food insecurity. The workshops brought together faculty, students, and administrators across many units at U-M to discuss these important higher education topics. We were able to promote dialogue and discussion among individuals who may not otherwise have an opportunity to connect on a large and decentralized campus.







Lydia Pinkham

# Student and Staff Success Stories

LYDIA PINKHAM

**While Lydia Pinkham's journey to Ann Arbor may be uncommon, the story of how she found success on campus is resoundingly familiar.**

Before coming to the University of Michigan, Pinkham served in the United States Coast Guard as a Petty Officer Machinery Technician Second Class. She was stationed in Seattle, Virginia, and Florida, and deployed for missions to places like the Bering Sea and the Central Pacific along Central and South America.

After ending her military service, Pinkham transferred to U-M in the winter of 2018, having completed prerequisites through other institutions while on active duty. Ultimately, she decided on U-M thanks to the appeal of its academic programs and military services programs, as well as a desire to be closer to her family.

Despite U-M's academic strengths and prominent presence of student groups such as the Veterans and Military Services program (VMS), Peer Advisors for Veteran Education (PAVE), and the U-M chapter of Student Veterans of America (SVAUM), Pinkham's start on campus was not as smooth as she'd hoped.



“My first semester at U-M was hectic and a big adjustment, and I wasn’t too involved with the PAVE or SVAUM communities,” Pinkham said. “And to be honest, my grades were struggling and I was in a stressful living situation, and didn’t spend too much time on campus.”

About a year into her time at U-M, she attended an SVAUM meeting and everything changed. “Suddenly, I had friends on campus, ones who were closer to my own age and would understand the acronyms I used all the time, and who understood some of the experiences I’d had before coming to U-M.”

Her work with VMS and the PAVE program also paid dividends that she looked to pass on to the next generation of student veterans on campus.

“My PAVE advisor also helped me adjust; he would ask how I was doing, helped me find the right buildings on campus, and provided general support whenever I needed it,” Pinkham said. “Because of my experience with him as a PAVE advisor, I applied to be an advisor as well, and I’ve been serving in that position for three semesters now.”

Pinkham will be graduating in December 2020 with a degree in Earth and Environmental Sciences (Geology concentration), as well as a minor in Biological Anthropology. Her advice to veterans who will



**“About a year into my time here at U-M, I finally attended an SVAUM meeting, and everything changed.”**

**LYDIA PINKHAM**

come to campus after she departs is simple: “Get involved.”

“There are so many resources here for veterans that aren’t regularly used, and only by students asking questions and current students continuing with outreach will those resources be made known,” Pinkham said. “PAVE and SVAUM are great tools for veterans, and we’re lucky to be at a university that has so many people wanting us to succeed.”

# **Student and Staff Success Stories**

AMANDA EWING

**Amanda Grace Ewing has spent much of her career collaborating with community-driven arts organizations, using theater and other artistic outlets to educate and support audiences.**

“I aim to participate in and create work that uses art as a catalyst for conversations that are vital for our community,” Ewing said.





**Amanda Ewing**

In her role as director of the U-M Educational Theatre Company (UMetc), she is able to do just this. Ewing and UMetc produce educational theatre to teach students, staff, and faculty about issues they might encounter in our campus community.

“As a theater troupe invested in furthering our community values of diversity, equity, and inclusion, UMetc prioritizes opportunities that intentionally work to make U-M a welcoming place for everyone,” she said.

With an ever-expanding portfolio of engagements around campus, UMetc employs a company of over 50 undergraduate student drama facilitators, where they cultivate a community that cares.

Ewing puts her talents to work with numerous OEM groups and staff members, and this has included leading workshops on bystander intervention and working with Antonio Junior-Robins of the OEM Office of Financial Aid to host a seminar series on white fragility.

“I thrive in collaborative environments, which I think is why I love facilitation so much,” Ewing said. “Like theater, there is no facilitation without audience participation. The moment that happens — when people are sharing, vulnerable, and honest — that’s magic.”



**“I aim to participate in and create work that uses art as a catalyst for conversations that are vital for our community.”**

**AMANDA EWING**



Ewing and UMetc also collaborate across campus in various ways:

- Partner with U-M Student Life and the First Year Experience, as UMetc Program Specialist Mari Longmire coordinates the use of animation, voice overs, and storytelling to adapt the undergraduate Change it Up workshop for Canvas due to the challenges brought on by COVID-19.
- Colloaborated with the Office of Student Conflict Resolution's (OSCR) Arbiter training, where UMetc uses theatre and improvisation to allow Arbiters to practice how they would ask questions, make decisions, and consider conflict resolution.
- Work with the U-M Program on Intergroup Relations (IGR), where UMetc student drama facilitators and professional staff attend facilitator training to lead IGR peer facilitators in activities to practice facilitating common detours in dialogues about race.



**U-M Educational Theatre Company**







# Student and Staff Success Stories

PEGGY STAPLE GUEVARA

**Peggy Staple Guevara** first came to the University of Michigan in 1983, traveling from Santa Cruz, California to join the U-M Registrar's Office.

**"I started working in the RO with the Transcript Department making \$9,283 a year and thought it was a fortune,"** Guevara said. **"My first real job."**

For the next 30-plus years, Guevara worked her way up through the ranks of the RO, serving in roles with a wide range of different student-facing specialties. This included time spent as a co-supervisor of the RO's Division of Student Services when it was first formed, as well as a move to the Office of Tuition and Fees, where she currently works as



**"We really have become streamlined and efficient, able to serve our students even during these challenging times where in-person service is difficult."**

**PEGGY STAPLE  
GUEVARA**

the assistant registrar. In her current role, Guevara works to ensure that students are charged the correct tuition and fees, while also handling the maintenance of the tuition structure of the university.

“When I first began at the university our office had one shared dial-up computer,” Guevara said. “The idea of each person having a computer at their own desk was positively futuristic!”

In her time at U-M, Guevara has witnessed a lot of change. This is most notable in the area of streamlining student service, which she notes has been invaluable as the campus responds to the pandemic.

“It’s interesting to reflect back and see how far we’ve come in terms of providing service to the university community and prospective students,” Guevara said. “We really have become streamlined and efficient, able to serve our students even during these challenging times where in-person service is difficult.”

“I can’t imagine what it would have been like had this happened 30 years ago.”



**Peggy Staple Guevara**



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