

Contents

List of tables.....	xv
List of figures.....	xvi
List of appendices.....	xvii
Acknowledgments.....	xviii
Subcommittees.....	xix
Preface.....	1
Overview of the 2003–05 self-study process.....	1
Special emphasis of the 2003–05 self-study.....	3
The self-study report.....	4
Format.....	4
Organization.....	4
Self-study outcomes.....	4
CHAPTER 1: INTRODUCTION	7
Brief history.....	11
Organizational structure and governance.....	12
Accreditation of CMU.....	15
CHAPTER 2: A DECADE OF GROWTH AND TRANSITION	17
Overview of the most significant changes.....	19
Organizational developments.....	19
New and upgraded facilities.....	19
Academic changes.....	20
Increased research and scholarship.....	20
Financial developments.....	20
Responses to concerns of the most recent accreditation review: 1995-96.....	20
CMU at present.....	25
CHAPTER 3: CRITERION 1	27
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.	
CORE COMPONENT 1A.....	29
The organization’s mission documents are clear and articulate publicly the organization’s commitments.....	
Evidence that CMU satisfies this core component.....	29
CMU has adopted a comprehensive set of mission documents.....	29
CMU regularly evaluates and, when appropriate, revises its mission documents.....	31
Updating the mission statement.....	31
Updating the vision statement.....	32
Updating the institutional priorities and <i>CMU 2010</i>	32
CMU’s mission documents state a strong commitment to high academic standards.....	34
CMU’s mission documents state goals for the learning to be achieved by its students.....	34
The constituencies that CMU intends to serve are identified in the mission documents.....	35
Students.....	35
Faculty and staff.....	36
External constituencies.....	36
CMU’s mission statements are publicly and widely distributed.....	36
Evaluation of core component 1A.....	37

CORE COMPONENT 1B	37
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.	
Evidence that CMU satisfies this core component	37
CMU’s mission documents strongly reflect a commitment to educating students to live and work in a multicultural world.....	37
CMU recognizes inherent challenges and opportunities related to diversity	38
CMU has an official plan to enhance diversity	39
CMU has undertaken initiatives to promote diversity.....	39
Organizational structure	40
Recruiting efforts	40
Outreach to communities and regions external to the Mt. Pleasant campus.....	42
Diversity-focused education and training	43
CMU assesses its progress toward its diversity goals.....	43
CMU uses its special relationship with the Saginaw Chippewa Indian Tribe to promote awareness of Native American culture	46
Evaluation of core component 1B.....	46
CORE COMPONENT 1C	47
Understanding of and support for the mission pervade the organization.	
Evidence that CMU satisfies this core component	47
The university community was extensively involved in developing the mission documents	47
The university’s mission guides the president’s strategic planning	48
Unit planning is mission-driven	48
The university’s mission documents guided CMU’s response to its budget difficulties	49
The campus community is aware of and generally supportive of the university mission	50
Evaluation of core component 1C.....	50
CORE COMPONENT 1D	51
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.	
Evidence that CMU satisfies this core component	51
Policies and practices of the Board of Trustees document its focus on CMU’s mission	51
The board enables CMU’s chief administrative personnel to exercise effective leadership.....	52
Responsibilities and decision-making are distributed appropriately	52
The distribution of responsibilities for governance and decision-making has been formally described.....	52
Most authority for financial decision-making rests with affected units	54
The president is primarily responsible for external affairs	54
CMU hires individuals qualified to carry out their responsibilities	54
Faculty	54
Administrators and staff.....	55
Communication structures enable CMU’s administration to maintain awareness of campus concerns	55
Faculty hold both authority over and responsibility for CMU’s curriculum	56
CMU assesses the effectiveness of its structures and processes	56
Evaluation of core component 1D	57

CORE COMPONENT 1E57

The organization upholds and protects its integrity.

- Evidence that CMU satisfies this core component 58
 - The Board of Trustees ensures that CMU operates legally, responsibly, and with fiscal integrity .. 58
 - CMU abides by applicable laws and regulations..... 59
 - CMU maintains clear and fair policies regarding the rights and responsibilities of each of its internal constituencies..... 60
 - CMU deals fairly with its external constituents 61
 - CMU takes complaints seriously and responds in a timely manner to settle grievances 62
 - CMU presents itself accurately and honestly to the public 63
 - CMU practices openness in its activities 63
 - The integrity of CMU’s mission and vision is demonstrated through university actions 64
- Evaluation of core component 1E.....64
- Summary of findings65
 - Strengths65
 - Concerns65

CHAPTER 4: CRITERION 2 **69**

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

- Mission elements71
 - CMU’s planning process72
 - CMU’s budgeting process72
- CORE COMPONENT 2A73
- The organization realistically prepares for a future shaped by multiple societal and economic trends.

 - Evidence that CMU satisfies this core component74
 - CMU accommodates emerging trends in its planning 74
 - Planning for global awareness and diversity 74
 - Planning for expanded modes of instructional delivery..... 75
 - Planning for future technology needs 76
 - Planning for changing student expectations 76
 - Planning for increased scholarship and research 77
 - CMU prepares for the future by assessing its existing capacity..... 77
 - CMU maintains and upgrades its physical resources through planning..... 78
 - CMU is proactive in energy conservation and management 80
 - CMU is building a campus information handling system suited to the needs of the future. 80
 - Evaluation of core component 2A81

- CORE COMPONENT 2B81
- The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

 - Evidence that CMU satisfies this core component82
 - CMU is financially sound 82
 - CMU manages its resources to maintain its academic mission 83
 - Financial resources..... 83
 - Competing budgetary demands 84
 - Human resources 85
 - Physical resources 88

CMU has made concerted efforts to increase its revenue base and identify new sources of funds. 88

- Endowment 88
- Development. 89
- Grants 89
- Government relations efforts. 89

Evaluation of core component 2B 90

CORE COMPONENT 2C 90

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence that CMU satisfies this core component 91

- CMU has processes for collecting, analyzing & using information 91

 - Institutional data analysis 91
 - Academic program assessments. 91
 - Enrollment management 92
 - Faculty information 92
 - Space utilization 92
 - Teacher education programs 93

- CMU conducts reviews of its operations and units 93
- CMU uses the data it collects to improve the institution 94

 - SAP implementation 95
 - Staff evaluation and development 95
 - Faculty evaluation and development 96
 - Research initiatives 96
 - Off-campus programs reorganization. 96
 - Library 97
 - Special needs. 97
 - Academic programs 98

Evaluation of core component 2C 98

CORE COMPONENT 2D 98

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Evidence that CMU satisfies this core component 99

- Planning at CMU is based on its mission documents 99
- Planning processes involve internal constituents and, where appropriate, external constituents 99

Evaluation of core component 2D 101

Summary of findings 101

- Strengths 101
- Concerns 102

CHAPTER 5: CRITERION 3 **103**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Mission elements 105

CORE COMPONENT 3A 105

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Evidence that CMU satisfies this core component 106

Student learning outcomes have been established	106
Course learning objectives	106
Program learning outcomes.....	107
Evaluation of academic program quality is comprehensive and ongoing and begins with established learning outcomes	108
Course assessment.....	108
Program assessment	109
Program review.....	109
Licensing and certification testing.....	112
Specialized accreditation.....	112
Supplementary review of off-campus programs	114
Teacher education programs.....	114
Departmental evaluation efforts.....	114
CMU provides significant financial support for assessment activities.....	115
Assessment results are made available to appropriate constituencies	115
CMU reviews the effectiveness of its assessment program.....	116
CMU is aware of the challenges caused by its complex academic program structure	117
Evaluation of core component 3A	119
CORE COMPONENT 3B	120
The organization values and supports effective teaching.	
Evidence that CMU satisfies this core component	120
Faculty determine the curricula for all CMU academic programs.....	120
CMU classrooms are staffed by faculty with expertise in teaching and their disciplines	120
CMU recognizes its challenges in maintaining high quality teaching.....	121
Role overload.....	121
Student enrollment increases	122
CMU offers professional development to support effective teaching.....	123
Faculty Center for Innovative Teaching (FaCIT)	123
The Multicultural Education Center.....	124
Other workshops and resources	124
Individualized consultation	125
Funding support for faculty professional development.....	125
CMU offers technical and library support services that support effective teaching.....	126
Mediated technology support for improved pedagogies	126
Library support services	126
CMU is open to innovative practices that enhance learning	127
Web-based learning	127
Technology as a driver of innovative teaching.....	127
Experiential learning.....	128
Research and creative activity	128
CMU regularly evaluates teaching	130
CMU recognizes teaching excellence	131
Budget decisions show that teaching and learning is CMU's highest priority	131
Evaluation of core component 3B	132

CORE COMPONENT 3C	133
The organization creates effective learning environments.	
Evidence that CMU satisfies this core component	134
CMU focuses on academic standards in order to improve learning.....	134
CMU has programs that enhance the core academic experience.....	136
Library services	136
Research and creative activity	136
First-Year Experience Course (FYE)	136
Study abroad	137
Internships	137
Leadership Institute.....	137
CMU works to have a diverse campus community	138
CMU provides services to support student achievement	138
Advising services	138
Supplemental instruction	139
Tutoring services.....	139
Courses to improve academic skills	139
ProfEd orientation for distance learning students	139
Writing Center	139
CMU tailors learning environments to meet the needs and interests of students	140
Honors Program	140
Residential colleges	140
Nontraditional students.....	141
At-risk students.....	141
International students	141
Students from underrepresented groups	141
Student athletes	142
Gay/lesbian students.....	142
Special needs students.....	142
Students' learning styles	143
Assessment results are used to improve curriculum, pedagogy, instructional resources, and student services	143
Graduation rates substantiate the effectiveness of CMU's learning environments	144
Evaluation of core component 3C	145
CORE COMPONENT 3D	145
The organization's learning resources support student learning and effective teaching.	
Evidence that CMU satisfies this core component	146
Students have access to resources that enhance learning	146
Academic buildings.....	146
Equipment	147
State-of-the-art library	147
Off-Campus Library Services (OCLS)	148
Instructional technology	148
Blackboard course management package	149
Support for off-campus students	150

CMU provides support for its learning resources	150
Technology training for faculty and students.....	150
Staff for technology-intensive areas	151
Rapid trouble-shooting assistance.....	151
Staff for experiential learning opportunities	151
Partnerships have been developed to enhance learning opportunities	152
CMU assesses the use and effectiveness of its resources in supporting and enhancing learning and teaching.....	152
Evaluation of core component 3D	154
Summary of findings	155
Strengths	155
Concerns	155

CHAPTER 6: CRITERION 4 **157**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Mission elements	159
CORE COMPONENT 4A	160
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	
Evidence that CMU satisfies this core component	161
CMU values and promotes a life of learning for its students, faculty and staff.....	161
Special events and programming.....	161
Co-curricular experiences	162
CMU offers professional development opportunities to its faculty and staff.....	164
Faculty	164
Staff	165
CMU's faculty and students are active in scholarship and creating knowledge through basic and applied research.....	166
Students.....	166
Faculty	166
CMU provides the support needed for scholarly activity.....	168
Support for sponsored research	168
Internal funding to support scholarly activity	171
Research centers.....	171
Support for collaborative research.....	172
Other support for scholarly activity	173
CMU recognizes the scholarly and creative achievements of students and faculty.....	174
CMU supports freedom of inquiry	175
Evaluation of core component 4A.....	175
CORE COMPONENT 4B	176
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	
CMU's general education program.....	176
Evidence that CMU satisfies this core component	178
CMU's general education program has features that help foster its goals.....	178
CMU has faculty-based governance and review of general education.....	179

CMU assesses student learning within the general education program	182
Assessments of course learning objectives	182
Assessments of mathematics competency	182
Assessments of writing competency	182
Assessments of public speaking competency	184
University program assessments	184
Plans for future assessments	185
CMU recognizes a need to address present shortcomings in its general education program	186
Evaluation of core component 4B	187
CORE COMPONENT 4C	187
The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	
Evidence that CMU satisfies this core component	188
CMU uses review processes to maintain currency and quality in its academic programs	188
CMU gathers external feedback on the quality of its academic programs	188
CMU prepares students with knowledge and skills for successful careers	190
Undergraduate programs	190
Graduate programs	191
CMU prepares students for independent learning in programs of applied practice	192
CMU prepares its students for a diverse and global environment	193
Evaluation of core component 4C	195
CORE COMPONENT 4D	196
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.	
Evidence that CMU satisfies this core component	196
CMU requires academic integrity of its students	196
CMU has policies, procedures, and training related to ethical conduct of scholarly work	197
CMU strives to integrate issues of professional and ethical behavior into the curriculum	199
CMU ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly	200
Evaluation of core component 4D	201
Summary of findings	201
Strengths	201
Concerns	202

CHAPTER 7: CRITERION 5 **205**

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Mission elements	207
CORE COMPONENT 5A	208
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.	
Evidence that CMU satisfies this core component	209
CMU conducts periodic environmental scanning to understand the changing needs of its constituencies	209
ProfEd	210
Charter schools	211
Public Broadcasting	212
Athletics	212
Evaluation of core component 5A	213

CORE COMPONENT 5B	213
The organization has the capacity and the commitment to engage with its identified constituencies and communities.	
Evidence that CMU satisfies this core component	214
CMU has made an institutional commitment to service	214
CMU has the capacity to engage the external constituents it has committed to serve	214
Physical facilities	214
Financial resources	215
Human resources	215
Faculty and staff expertise creates valuable opportunities for service	216
Combining service with curriculum allows CMU to meet multiple needs.....	217
Internships	217
Service learning	218
CMU provides cultural and educational opportunities for the citizens of northern and central Michigan	219
Campus and local events.....	219
Park Library	219
Public Broadcasting.....	219
Services for specific groups.....	219
There is a commitment to service by the CMU community itself	220
Evaluation of core component 5B.....	220
CORE COMPONENT 5C	221
The organization demonstrates its responsiveness to those constituencies that depend on it for service.	
Evidence that CMU satisfies this core component	221
CMU has collaborative arrangements with other institutions of higher learning	221
CMU has established collaborations involving K-12 school systems.....	222
CMU partners with the Saginaw Chippewa Indian Tribe	224
CMU has collaborations with community organizations.....	224
CMU is responsive to the needs of those seeking continuing education opportunities	224
CMU faculty and staff provide service as members of national, regional and local boards.....	225
The president maintains open channels of communication.....	226
Evaluation of core component 5C.....	227
CORE COMPONENT 5D	227
Internal and external constituencies value the services the organization provides.	
Evidence that CMU satisfies this core component	227
Use and attendance data show that CMU’s services are valued	228
CMU receives recognition from external organizations	229
CMU receives positive feedback on its service programs and volunteer activities.....	229
Monetary contributions from constituencies show services are valued.....	230
CMU received constructive feedback from community leaders	231
Evaluation of core component 5D	231
Summary of findings.....	232
Strengths	232
Concerns	233
CHAPTER 8: SPECIAL EMPHASIS	235
Eligibility for a special emphasis self-study	238
Final definition of the special emphasis	238
The Special Emphasis Subcommittee’s work.....	239
The context of the special emphasis topic.....	240

Question 1	243
What are appropriate and realistic indicators of national prominence for CMU?	
1.1 The stakeholders and how a change in emphasis might affect them	243
1.2 Possible indicators of national prominence	244
1.2.1 Using external comparisons	244
1.2.2 The risks of pursuing a limited notion of national prominence	245
1.2.3 Using multiple indicators of national prominence	246
1.3 Deciding on the criteria to be used	247
1.4 The temptation to try to do too much	248
1.5 Section summary	250
Question 2 and Question 4	251
How do we maintain our historical emphasis on quality undergraduate education as we seek national prominence both for teaching and for research and other creative activity?	
How do we maintain a shared commitment to undergraduate programs and promote substantive faculty involvement with students at all levels as more focus is placed on research and other creative activity?	
2.1 Present faculty workload	251
2.2 Increasing the size of the faculty	252
2.3 Differentiation in workloads	252
2.4 Integrating teaching and research	253
2.5 Other potential ways to increase time for research	254
2.5.1 Increasing class size	254
2.5.2 Raising academic standards	254
2.5.3 Reducing time committed to student interaction	254
2.5.4 Decreasing expectations for administrative and service work	255
2.6 Section summary	256
Question 3	256
How do we ensure support for our small set of doctoral programs and assure that these represent appropriate areas of focus for CMU given its faculty, resource base and markets for potential students?	
3.1 Supporting doctoral education at CMU	258
3.1.1 Teaching loads	258
3.1.2 Staffing doctoral programs	259
3.1.3 Student recruitment	260
3.1.4 Operating budgets	261
3.1.5 Space	261
3.1.6 Support for the program	262
3.2 Determining appropriate areas of focus	263
3.2.1 The market for doctoral students	263
3.2.2 The market for graduates	263
3.2.3 Market effects on program operation	264
3.3 Resource base	264
3.4 Section summary	265
Question 4	266
This question was considered together with question 2	
Question 5	266
Are infrastructure changes needed to accomplish the transition to increased scholarship and national prominence? If so, what are they and how are they best accomplished?	
5.1 Research expectations and departmental bylaws	266
5.2 Existing support for research activities	267

5.2.1 Internal funding opportunities	267
5.2.2 Recognition and incentives for research	268
5.2.3 Support for regulated research	269
5.2.4 Cooperative research opportunities	269
5.3 Structures that encourage scholarship	270
5.3.1 New faculty	270
5.3.2 Mid-career faculty	271
5.3.3 Late-career faculty	272
5.3.4 Faculty with special requirements	273
5.4 Best practices to enhance faculty scholarship	275
Question 6	276
What are the barriers and challenges, as well as the opportunities, related to achieving increased scholarship and national prominence, and what are reasonable expectations for faculty or for departments? In addressing this question, the self-study will in	
6.1 Opportunities	277
6.1.1 The opportunity to define ourselves	277
6.1.2 The opportunity to use budget allocations to increase scholarly activity	278
6.1.3 The opportunity to better utilize the strengths of the faculty and staff	278
6.1.4 The opportunity to excel in scholarship in its widest sense	279
6.1.5 The opportunity to attract higher quality students and faculty and increased funding	279
6.2 Challenges	280
6.2.1 The challenge of working with limited resources	280
6.2.2 The challenge of managing the internal competition for resources	280
6.2.3 The challenge of defining faculty work responsibilities	281
6.2.4 The challenge of defining the criteria for rewarding faculty	283
6.2.5 The need for effective public relations efforts	285
6.2.6 The need for good communication	285
6.3 Reasonable expectations for faculty members and departments	286
6.4 Section summary	286
Question 7	286
If changes are desired, how do we encourage timely decision making within our strong shared governance structure?	
7.1 Need for open communication among stakeholders	287
7.2 Need for mutual trust among stakeholders	288
7.3 Overcoming resistance to change	288
7.4 A case study	288
7.5 Section summary	290
CHAPTER 9: SUMMARY OF FINDINGS	297
Strengths	299
Challenges	305
CMU's future	307
Future-oriented	307
Learning-focused	307
Connected	307
Distinctive	308
Our request for re-accreditation	308
Index	309