

# **Strategic Planning Survey Findings from Students and Alumni**

## **June 13, 2012**

### **Introduction to the Documents**

This is the second set of documents sent from the Center for Applied Research and Rural Studies (CARRS) to the co-chairs of the University's Strategic Planning Team, Claudia Douglass and Barrie Wilkes. The new materials included here focus on findings from students and alumni. Data from faculty and staff only were provided on May 23 under separate cover.

Two documents are attached. The first is a summary, using percentage distributions, of data provided by on-campus faculty (regular and fixed term), off-campus faculty, staff (on-campus and off-campus), students, and alumni to the closed-ended (quantitative) survey questions. In this summary, respondents are divided into groups based on their responses to a question asking individuals to "indicate the categories that describe your CURRENT relationship(s) to CMU." Respondents could choose as many categories as appropriate from among student, alumnus/alumna, faculty member at Mount Pleasant campus, faculty member through off-campus programs, staff member, and member of the greater Mount Pleasant community. Faculty and staff respondents are grouped into categories for the presentation of the quantitative data based on their self-definitions. As a consequence, some faculty and staff members will be included in more than one category (e.g., faculty member at Mount Pleasant campus and through off-campus programs). These faculty/staff data were first transmitted on May 23, but are forwarded again to facilitate comparison to the student and alumni groups.

The data from students come from one of two sources. Students who are SGA members or were graduate student "activists" were invited to complete the closed-access survey (that was available to faculty and staff as well). The lists with contact information on these students was provided by the Strategic Planning Team. In addition, the entire on-campus study body was invited to complete the open-access survey. (See below for a discussion of the two types of surveys.) Note that faculty/staff who indicated that they are also students are not included in the student data presented here.

Alumni data also come from two sources, but the tables summarizing the quantitative information make a distinction between alumni from the closed-access survey and from the open-access survey. The alumni from the closed-access survey are those who are also faculty or staff members at CMU. That is, they checked "alumnus/a" on the open-ended question about their current relationship to CMU in addition to being included in the closed-access survey because of their employee status (faculty or staff). The alumni from the open-access survey are those who respondent "alumnus/a" on the open-access survey.

The second document includes all (verbatim) responses to the open-ended (qualitative) survey questions for students and alumni. In this document, student respondents include those from both the closed- and open-access surveys. Alumni responses are from the open-access survey only, because responses from the alumni answering the closed-ended survey would have been forwarded on May 23 along with those from their faculty or staff colleagues.

### **Survey Methodologies**

#### **Closed-access Survey**

Faculty, staff, and students were invited to complete web surveys through personalized notes delivered to their CMU e-mail addresses. The first invitation to faculty was mailed on April 24

and 25, 2012, and reminders were sent on April 29 and May 11. The invitation note was mailed to staff and students on April 25, with reminders on May 3 and May 13. The data were downloaded on May 21. This survey is a “closed-access survey” because each respondent is uniquely identified with an identification number and password, ensuring that the respondent in question completes the survey and completes it one time only. A sample of individuals with known connections to CMU was entered into the survey system; invitations to participate were available to these individuals only.<sup>1</sup>

The following table provides information on response rates by group. The data on faculty/staff response rates result from the coding of employees into broad groups used by Information Technology, and a decision by CARRS to include any one individual in only one group (for the purposes of sending e-mail messages and survey invitations). The student response rate data are based on the lists of students provided by the Strategic Planning Team.

<b>Group</b>	<b>Size of Population (N)</b>	<b>Size of Sample of Completed Questionnaires (N)</b>	<b>Response Rate (%)</b>
On-campus Faculty (regular and fixed-term)	1088	299	27.5%
Off-campus Faculty	615	134	21.8%
Staff (on-campus and off-campus) <sup>2</sup>	1869	442	23.6%
Students	352	26	7.4%

The response rates for faculty and staff are comparable to what one expects for this type of project, but one must remember that a majority of faculty and staff chose not to answer the survey questions. Further, in interpreting the quantitative data, readers must remember the impact of both measurement error and sampling error. Small differences between one employee group and another and among questions should be discounted. A useful rule of thumb in considering differences between questions and groups is to focus only on those differences of 10 percentage points or higher.

The response rate for students is especially low. In fact, the student sample should not be viewed as a scientific sample of the student body.

### **Open-access Survey**

A decision to develop an open-access web survey was made early on in discussions between the Strategic Planning Team and CARRS to make it possible to secure survey responses from

<sup>1</sup> While individuals have identification numbers, survey responses are confidential. No connections are made between survey responses and information that could identify individuals.

<sup>2</sup> The staff group includes Aramark employees as well as military employees.

individuals with no formal connection to CMU (e.g., Mount Pleasant-area community members) and from individuals whose e-mail addresses are unknown (e.g., CMU alumni who have not shared such information with CMU). The questions on this survey are identical to those found in the closed-access survey. However, for this survey, any individual with access to the survey's URL could complete it. Respondents are not given identification numbers to ensure that the survey is completed one time only, and there is no checking to help to ensure that the individual is, in fact, someone with the connection to CMU reported in the survey responses.<sup>3</sup> Students were made aware of the existence of the open-access survey through a communication to them from Steven Smith, Director of Public Relations. This message was sent to the student Listserv, available to University Communications, on May 14, and includes (to the best of our knowledge) students who were enrolled on campus for the Spring, 2012 semester. Alumni were alerted to the open-access survey and its URL through a posting on the Alumni Facebook page maintained by Byran Griffin, Director of Annual Giving. In addition, Mr. Griffin sent mailings to the young alumni board and to the alumni board in late May. Data from the open-access web survey were downloaded on June 13, 2012.

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<sup>3</sup> Data from the open-access survey are, therefore, anonymous.

## Strategic Planning Survey

**Responses from On-campus Faculty, Off-campus Faculty, and Staff  
to Closed-Ended (Quantitative) Survey Questions  
PERCENTAGE DISTRIBUTIONS  
May, 2012**

<b>Dynamic community of learners</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	4.6	1.2	2.7	1.8	3.2	2.7
2	7.9	0.6	3.7	7.3	3.2	2.7
3	9.2	7.7	12.1	12.8	14.5	9.5
4	20.5	14.9	24.7	27.4	30.6	21.8
5	52.5	73.2	52.8	45.2	45.2	59.9
No Opinion	5.3	2.4	4.0	5.5	3.2	3.4

<b>Dedicated to academic excellence</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	3.0	1.2	0.7	0.9	1.6	1.3
2	2.0	0.6	1.2	4.1	3.2	0.7
3	4.6	3.6	5.9	10.0	3.2	4.0
4	16.6	11.8	19.5	27.1	15.9	14.8
5	71.5	81.7	71.0	56.1	74.6	77.2
No Opinion	2.3	1.2	1.7	1.8	1.6	2.0

<b>Dedicated to high quality research</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	4.3	1.2	1.7	2.3	1.6	2.7
2	5.6	3.0	3.2	5.9	9.5	6.0
3	14.2	13.6	11.7	17.3	14.3	7.4
4	25.2	20.7	35.1	32.3	27.0	32.2
5	46.7	58.0	45.1	37.3	41.3	46.3
No Opinion	4.0	3.6	3.2	5.0	6.3	5.4

<b>Dedicated to creative and scholarly endeavors</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	2.6	1.8	1.0	0.5	1.6	1.3
2	2.0	1.8	2.4	3.7	0.0	0.7
3	10.9	7.8	10.7	17.4	11.1	6.7
4	26.8	22.8	30.7	31.1	28.6	29.5
5	54.3	64.7	53.3	44.7	57.1	58.4
No Opinion	3.3	1.2	1.9	2.7	1.6	3.4

<b>Dedicated to enrich lives and transform our world</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	2.7	1.2	0.7	2.3	3.2	0.7
2	4.0	3.0	2.9	5.0	1.6	2.7
3	13.7	8.9	14.5	14.0	17.5	13.7
4	25.7	22.0	25.1	24.4	28.6	22.6
5	49.7	62.5	54.1	50.7	44.4	57.5
No Opinion	4.3	2.4	2.7	3.6	4.8	2.7

<b>Embrace tradition of excellence in education</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	5.7	1.8	1.5	2.3	1.7	2.8
2	3.7	1.8	2.5	3.3	1.7	0.7
3	12.0	9.6	8.7	13.6	10.0	9.8
4	18.7	21.6	22.8	30.5	28.3	19.6
5	56.5	62.9	60.9	46.5	53.3	63.6
No Opinion	3.3	2.4	3.7	3.8	5.0	3.5

<b>Challenge ourselves to address the intellectual and cultural needs of ever-evolving state (of Michigan)</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	4.0	5.3	1.7	3.2	7.9	4.1
2	5.7	2.4	4.2	7.3	4.8	0.7
3	14.7	10.1	11.5	16.9	15.9	12.8
4	24.4	22.5	28.3	28.3	20.6	23.0
5	46.5	54.4	50.1	38.8	47.6	55.4
No Opinion	4.7	5.3	4.2	5.5	3.2	4.1

<b>Challenge ourselves to address the intellectual and cultural needs of ever-evolving national societies</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	4.6	4.1	1.2	2.7	8.1	4.0
2	5.6	1.8	5.1	8.2	4.8	2.0
3	16.6	12.4	18.3	16.9	25.8	14.8
4	29.1	21.9	31.5	29.2	24.2	25.5
5	38.4	56.2	39.3	37.9	35.5	47.0
No Opinion	5.6	3.6	4.6	5.0	1.6	6.7

<b>Challenge ourselves to address the intellectual and cultural needs of ever-evolving global societies</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Strongly Oppose	5.0	4.1	1.7	1.8	6.3	3.4
2	5.3	1.8	6.9	6.8	7.9	4.1
3	16.2	9.5	19.5	14.9	15.9	11.6
4	27.1	21.9	26.4	27.6	22.2	25.2
5	41.3	58.6	40.5	43.4	46.0	49.7
No Opinion	5.3	4.1	4.9	5.4	1.6	6.1

<b>Priority #1. Student Success Foster the development of the student into a responsible and respectful global citizen.</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Definitely Not	1.6	1.2	1.0	0.9	3.1	0.7
2	1.3	1.8	1.5	1.4	3.1	0.7
3	2.6	3.6	1.0	2.7	0.0	1.3
4	6.2	6.5	4.1	4.1	4.7	7.4
5	11.4	8.3	10.9	11.4	12.5	13.4
6	16.9	17.8	14.3	18.6	12.5	17.4
7 Definitely Yes	59.4	60.4	66.5	59.5	64.1	59.1
8 No opinion/not enough experience to answer	0.6	0.6	0.7	1.4	0.0	0.0

<b>RANK 1 – Student Success</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Develop students' communication, analytical, and creative thinking skills.	67.3	78.3	49.2	33.6	43.3	56.8
Enhance student lives through relevant and responsive academic and co- and extra-curricular experiences with a focus on the value of diverse perspectives and personal responsibility.	11.0	7.8	19.8	22.6	28.3	18.2
Prepare students for post-graduate success as they pursue graduate or professional study, or engage in meaningful employment in their chosen field.	10.7	7.2	19.3	35.0	11.7	16.9
Develop state-of-the-art learning environments and laboratories, forward-focused pedagogy, and innovative technologies to support high-impact teaching strategies.	11.0	6.6	11.7	8.8	16.7	8.1

<b>RANK 2 – Student Success</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Develop students' communication, analytical, and creative thinking skills.	20.1	11.1	25.3	26.1	35.6	24.3
Enhance student lives through relevant and responsive academic and co- and extra-curricular experiences with a focus on the value of diverse perspectives and personal responsibility.	26.3	22.2	23.7	20.9	25.4	24.3
Prepare students for post-graduate success as they pursue graduate or professional study, or engage in meaningful employment in their chosen field.	33.4	38.9	26.3	33.2	30.5	27.8
Develop state-of-the-art learning environments and laboratories, forward-focused pedagogy, and innovative technologies to support high-impact teaching strategies.	20.1	27.8	24.7	19.9	8.5	23.6

<b>RANK 3 – Student Success</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Develop students' communication, analytical, and creative thinking skills.	9.8	5.9	14.7	23.9	15.8	9.6
Enhance student lives through relevant and responsive academic and co-and extra-curricular experiences with a focus on the value of diverse perspectives and personal responsibility.	32.4	34.6	26.1	28.2	17.5	26.5
Prepare students for post-graduate success as they pursue graduate or professional study, or engage in meaningful employment in their chosen field.	33.5	32.7	26.9	19.1	31.6	25.0
Develop state-of-the-art learning environments and laboratories, forward-focused pedagogy, and innovative technologies to support high-impact teaching strategies.	24.4	26.8	32.3	28.7	35.1	39.0

<b>Priority #2. Research and Creative Activity</b> <b>Enhance research and creative activities with a focus on integrating scholarship into our teaching.</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Definitely Not	3.3	0.6	1.0	1.8	3.1	2.7
2	4.2	2.4	1.5	2.3	3.1	0.7
3	5.5	3.5	4.9	3.2	3.1	7.4
4	6.8	8.8	11.7	7.7	20.3	9.4
5	20.5	21.8	23.8	22.6	14.1	24.8
6	19.2	22.9	23.1	23.5	25.0	24.2
7 Definitely Yes	37.5	37.1	27.0	31.7	25.0	23.5
8 No opinion/not enough experience to answer	2.9	2.9	7.1	7.2	6.3	7.4



<b>RANK 1 – Research and Creative Activity</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Identify foci of research and creative activities across the university with potential for national prominence and targeted funding.	13.3	15.6	10.9	10.3	7.1	10.4
Enhance and improve facilities, equipment, and support services for research and creative activities.	41.2	21.4	29.0	25.1	16.1	17.9
Enhance efforts to promote the active involvement of students in research and creative activities.	25.1	30.5	41.5	39.9	44.6	46.3
Support emerging areas of interdisciplinary, global studies, and creative activities that build on the university's strengths.	20.4	32.5	18.7	24.6	32.1	25.4

<b>RANK 2 – Research and Creative Activity</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Identify foci of research and creative activities across the university with potential for national prominence and targeted funding.	16.4	14.2	16.3	18.9	29.6	15.7
Enhance and improve facilities, equipment, and support services for research and creative activities.	21.3	23.0	26.5	23.9	22.2	33.1
Enhance efforts to promote the active involvement of students in research and creative activities.	36.9	33.8	27.3	30.8	25.9	21.3
Support emerging areas of interdisciplinary, global studies, and creative activities that build on the university's strengths.	25.4	29.1	29.9	26.4	22.2	29.9

<b>RANK 3 – Research and Creative Activity</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Identify foci of research and creative activities across the university with potential for national prominence and targeted funding.	18.5	30.5	27.4	31.2	22.2	30.1
Enhance and improve facilities, equipment, and support services for research and creative activities.	28.9	24.8	26.8	26.1	38.9	29.3
Enhance efforts to promote the active involvement of students in research and creative activities.	24.5	24.8	20.0	17.6	16.7	25.2
Support emerging areas of interdisciplinary, global studies, and creative activities that build on the university's strengths.	28.1	19.9	25.8	25.1	22.2	15.4

<b>Priority #3. Quality Faculty and Staff Foster a vibrant, innovative, intellectual community of high quality faculty and staff focused on inclusiveness, diversity, shared governance, and respect.</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Definitely Not	1.3	1.8	1.0	0.4	3.1	0.0
2	0.3	1.2	1.9	0.4	1.6	0.0
3	1.3	3.5	1.7	1.3	1.6	0.7
4	3.3	3.5	4.4	2.7	3.1	2.7
5	4.6	7.6	9.2	11.7	12.5	10.1
6	14.3	21.2	20.6	14.8	10.9	23.5
7 Definitely Yes	73.3	60.6	60.2	67.7	67.2	62.4
8 No opinion/not enough experience to answer	1.6	0.6	1.0	0.9	0.0	0.7

<b>RANK 1 – Quality Faculty and Staff</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.	45.9	38.3	45.2	42.2	52.5	41.1
Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence.	35.5	48.8	43.1	37.0	33.9	47.5
Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.	18.6	13.0	11.6	20.9	13.6	11.3

<b>RANK 2 – Quality Faculty and Staff</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.	32.1	35.1	33.1	31.1	38.6	40.7
Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence.	40.4	37.1	39.5	40.8	47.4	32.6
Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.	27.5	27.8	27.4	28.2	14.0	26.7

<b>RANK 3 – Quality Faculty and Staff</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.	22.2	26.8	21.3	25.4	11.1	17.3
Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence.	23.6	13.4	18.7	23.9	16.7	19.5
Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.	54.2	59.7	60.1	50.7	72.2	63.2

<b>Priority #4. Community Partnerships Develop and strengthen mutually beneficial partnerships between CMU and the local, national and global communities we serve with a focus on collaborating to enhance the region’s economy, cultural attributes, natural environment, and the health and wellness of the local population.</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Definitely Not	2.3	0.6	0.2	0.9	4.7	1.4
2	2.0	1.2	1.2	2.7	0.0	0.7
3	4.2	2.4	1.7	2.3	0.0	0.7
4	13.7	8.3	7.9	10.5	10.9	6.1
5	24.1	17.2	21.6	22.3	17.2	23.8
6	22.1	24.3	27.3	20.5	18.8	27.2
7 Definitely Yes	29.3	42.6	39.1	39.5	48.4	38.1
8 No opinion/not enough experience to answer	2.3	3.6	1.0	1.4	0.0	2.0

<b>RANK 1 – Community Partnership</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Promote unique opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.	43.5	46.4	36.0	43.5	63.2	48.2
Increase awareness of the university's transforming contributions to individuals, communities and the local economy.	17.5	19.6	20.9	22.2	10.5	17.3
Involve students, faculty, staff and local community members in creating and maintaining healthy, vibrant campus environments.	39.0	34.0	43.1	34.3	26.3	34.5

<b>RANK 2 – Community Partnership</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Promote unique opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.	35.3	30.1	32.6	35.6	25.0	32.6
Increase awareness of the university's transforming contributions to individuals, communities and the local economy.	24.1	27.4	30.4	18.3	23.2	25.8
Involve students, faculty, staff and local community members in creating and maintaining healthy, vibrant campus environments.	40.6	42.5	37.0	46.0	51.8	41.7

<b>RANK 3 – Community Partnership</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Promote unique opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.	21.3	25.0	30.5	20.7	10.9	17.7
Increase awareness of the university's transforming contributions to individuals, communities and the local economy.	57.8	53.5	48.5	59.6	65.5	57.7
Involve students, faculty, staff and local community members in creating and maintaining healthy, vibrant campus environments.	20.9	21.5	21.0	19.7	23.6	24.6

<b>Priority #5. Infrastructure and Stewardship Manage university resources and infrastructure to ensure that they align with and support the university's mission and vision.</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
1 Definitely Not	0.7	0.6	0.2	0.0	0.0	0.0
2	2.0	0.6	0.7	0.5	1.6	0.7
3	1.6	0.6	1.0	2.7	0.0	2.0
4	6.8	4.7	5.1	6.3	7.8	6.0
5	16.9	10.7	14.4	17.1	14.1	15.4
6	23.8	21.9	29.0	24.8	21.9	29.5
7 Definitely Yes	44.3	55.0	47.2	44.1	54.7	42.3
8 No opinion/not enough experience to answer	3.9	6.5	2.4	4.5	0.0	4.0

<b>RANK 1 – Infrastructure and Stewardship</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Increase ongoing investments in strategic environmental and sustainable energy optimization efforts, and seek opportunities to share this knowledge and experience.	18.6	14.3	14.2	34.6	25.4	13.0
Strengthen financial and infrastructure strategies that support the university’s academic mission.	49.6	42.2	31.2	36.5	42.4	37.4
Develop and implement a long term plan to manage enrollment and retention.	31.8	43.5	54.6	28.9	32.2	49.6

<b>RANK 2 – Infrastructure and Stewardship</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Increase ongoing investments in strategic environmental and sustainable energy optimization efforts, and seek opportunities to share this knowledge and experience.	27.5	22.3	26.7	29.1	24.6	24.2
Strengthen financial and infrastructure strategies that support the university’s academic mission.	28.3	39.9	42.9	39.3	36.8	38.7
Develop and implement a long term plan to manage enrollment and retention.	44.1	37.8	30.4	31.6	38.6	37.1

<b>RANK 3 – Infrastructure and Stewardship</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Increase ongoing investments in strategic environmental and sustainable energy optimization efforts, and seek opportunities to share this knowledge and experience.	53.7	63.4	58.6	36.5	50.0	62.9
Strengthen financial and infrastructure strategies that support the university’s academic mission.	20.5	17.2	25.3	23.6	21.4	23.4
Develop and implement a long term plan to manage enrollment and retention.	25.8	19.3	16.1	39.9	28.6	13.7

<b>Have you attended one or more of the forums or meetings to discuss strategic planning that have already taken place?</b>	On Campus Faculty (asked of Fixed Tem faculty only)	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Yes	17.0	16.0	32.6	11.3	14.3	24.5
No	83.0	84.0	67.4	88.7	85.7	75.5
N on which % is based	100	163	411	222	63	139

<b>Do you feel that the changes made in the vision/priorities/initiatives that you see in the current draft (presented above in this survey) reflect the input and suggestions that you heard in the forums or meetings you attended?</b>	On Campus Faculty (asked of Fixed Tem faculty only)	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Definitely Yes	--	30.8	23.9	4.0	55.6	--
Yes to some extent	68.8	53.8	57.5	56.0	33.3	79.4
Not really	--	--	--	16.0	11.1	--
Definitely not	--	--	9.7	4.0	0.0	--
Not sure/can’t really say	31.3	15.4	9.0	20.0	0.0	20.6
N on which % is based	16 <sup>4</sup>	26 <sup>5</sup>	134 <sup>6</sup>	25	9	34 <sup>7</sup>

<sup>4</sup> Response options “definitely yes” and “yes to some extent” combined and responses “not really,” “definitely not,” and “not sure/can’t really say” combined owing to small N.

<sup>5</sup> Response options “not really,” “definitely not,” and “not sure/can’t really say” collapsed owing to small N.

<sup>6</sup> Response options “not really” and “definitely not” combined owing to small N.

<sup>7</sup> Response options “definitely yes” and “yes to some extent” combined and responses “not really,” “definitely not,” and “not sure/can’t really say” combined owing to small N.



<b>Please indicate the categories that describe your CURRENT relationship(s) to CMU. Respondents can check multiple items; hence, percentages will not equal 100.</b>	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni Open Access Survey	Alumni Closed Access Survey
Student	2.9	--	12.6	99.1	21.9	18.0
Alumnus/Alumna	12.9	17.1	21.5	6.7	100.0	100.0
Faculty Member at Mount Pleasant Campus	100.0	11.8	3.9	0.9	3.1	26.7
Faculty Member through Off-Campus Programs	6.4	100.0	1.2	0.4	1.6	19.3
Staff Member	5.1	2.9	100.0	4.5	4.7	59.3
<b>TOTAL N</b>	<b>311</b>	<b>170</b>	<b>413</b>	<b>223</b>	<b>64</b>	<b>150</b>

**OPEN ENDED RESPONSES**  
**Alumni from the Open Access Survey and**  
**Students (from the Open and Closed Access Survey)**

**Question MISSVISS**

From your perspective, is some IMPORTANT element of the Vision Statement missing?  
Should an element be removed?

**Alumni from Open Access Survey**

MISSVISS	remove... of learners remove... ever-evolving state, national and add.... of our global society
MISSVISS	I see nothing in this vision statement that distinguishes CMU from any other university. This statement is a very dry statement of the obvious purpose of a university in modern society.
MISSVISS	Cultivating a diverse educational curriculum that endorses the arts as well as the sciences.
MISSVISS	We need to focus on creating professionals. To do so there needs to be additional requirements for graduation, such as, but not limited to: foreign language requirements so that CMU graduates are prepared for a high speed professional environment that are demanding more from their employees, both professionally and academically.
MISSVISS	Unfortunately the vision statement seems bland. There is nothing that grabs you by the heart string and makes you say, wow I want to be a part of this!
MISSVISS	a respect or support for diversity/multiculturalism
MISSVISS	Leadership. Leadership. Leadership. Leadership. Leadership.
MISSVISS	n/a
MISSVISS	Community of educators and learners might be good. I like learners, but feel you need to recognize the teaching aspect as well!
MISSVISS	Remove state and national references.
MISSVISS	Reality. This all sounds like them empty words with no genuine meaning. In practice they can mean almost anything and probably don't mean the things that they're intended to sound like they mean. For example, what is a dynamic community of learners? If a tenured professor has not learned a thing in 20 years will get be replaced?
MISSVISS	It's extremely broad...there really isn't anything missing which means it doesn't allow for any specific focus. What is the vision that the University wants to have stand out and differentiate itself from other places of higher learning in the State of Michigan?
MISSVISS	Challenge ourselves to address the intellectual and cultural needs of ever-evolving local societies (as well as state, national, and global)
MISSVISS	I think the draft vision statement is good. However, I do feel that CMU lacks the research component of other universities. However, if this is a true vision and direction we see CMU heading then it fits and should be pursued.
MISSVISS	Horrible! Just be honest! Cmu is a business that cares about profits. My BA from

	Cmu came with an absurd price tag. Go waste some more money building something irrelevant and make the students pay for it!
MISSVISS	Faculty that are both highly qualified in their field with experience and knowledge.
MISSVISS	The excellence in education line sounds like it invokes only the education program at CMU and you may want to change the phrasing on it. Also, I think that the last line may be simplified by a statement of being an engaged and educated citizen in an increasing globalized society. An additional statement about the setting the foundations for lifelong learning may be a good closing statement.
MISSVISS	Should use the words global and diversity/inclusion - the statement is very wordy and long.
MISSVISS	...our tradition of excellence in education [insert: research, and partnerships]...
MISSVISS	Ethical Leaders
MISSVISS	I think the statement is trying to get at this, but I'd like to see public or civic service more spelled out.
MISSVISS	The vision statement addresses an important element, challenge ourselves to address the intellectual and cultural needs of ever-evolving state, national and global societies. But I think the aspect of transforming students into citizens of our global community is a key part of what higher education should be doing that is missing from the vision.
MISSVISS	CMU has one of the most dynamic public service centers (the CMU Volunteer Center) in the state - truly, in the country. There is a rich history of public service and civic engagement that could and should be a core part of CMU's vision.
MISSVISS	Perhaps something that involves a commitment to serving our community. This could go on to continue the state, national and global communities. I think the service component is important.
MISSVISS	Terminology of the last three statements is problematic - HATE the use of intellectual challenges - what does this mean? I would hate to see CMU veer away from providing resources to solve community problems or challenges - call it social justice, call it social challenges, but not intellectual challenges.

### Students from the Open and Closed Access Survey

MISSVISS	The only element I would include is an ever-evolving student centered program. CMU has several distance learning programs throughout the nation.
MISSVISS	Yes, in my opinion I would like the vision statement to read OHIO instead of Michigan..I like better since we reside in Ohio.
MISSVISS	I think CMU should be dedicated to its students
MISSVISS	CMU does not care about its students and only wants to receive more money for the Board of Trustees. CMU DOES NOT CARE ABOUT ITS STUDENTS! And I tell everyone not to attend CMU because of that fact.
MISSVISS	I do not find it necessary to include how we challenge ourselves to take a new perspective or whatever that said on Michigan's economy, the national economy and societies around the world. I have yet to be challenged in the way here. This is a great University, but I believe it's really stretching the truth by including lines about global awareness.

MISSVISS	The focus of the University's vision should be a COMMITMENT to the academic development of STUDENTS. This needs to be addressed and included as the focal point of the statement.
MISSVISS	The only problem with this vision statement is that I don't actually feel like it aligns with the message that we get from the administration.
MISSVISS	I think more emphasis should be put on the community feeling and atmosphere of Central. That is one of the biggest things that drew me to this university; we watch out for and support each other in everything we do.
MISSVISS	Dedicated to high quality research in other countries
MISSVISS	Need to be less segregated campus thing includes dorms...
MISSVISS	The language of the vision sounds good, especially from the eyes of one of the current TEPD students. o
MISSVISS	The word 'dynamic' is awkward and not precise enough. It refers to action and movement, but in what direction? I suggest the words progressive, innovative, or charismatic. It is also important to keep the elements regarding our service and collaboration with the global society.
MISSVISS	How about asking me how I see the university? What direction I think it should take?
MISSVISS	I really do not place much stock in mission or vision statements.
MISSVISS	Academic community.
MISSVISS	I'm not sure if I like the wording of, challenging ourselves for the cultural part of the statement. I feel it should not be a challenge rather than an expectation of all students to respect and admire cultural differences no matter if it's within the state or at the global level. Also, respect in general should be a vision for all CMU students.
MISSVISS	Most classes at central only focus on Michigan and not other states or even globally. I think that needs to change so people realize what is out there beyond Michigan.
MISSVISS	No
MISSVISS	How about doing your fucking job? Teach the kids what they need and try not rip them off so bad.
MISSVISS	I find it amazing that there is so much funding being from the social sciences, when they are the catalyst for social progress.
MISSVISS	The vision statement should correlate to the actions of the university not just a pseudo-imposed view of what we'd like CMU to be
MISSVISS	betterment of the students
MISSVISS	Cultivate a community that values learning over financial profit.
MISSVISS	Accountability
MISSVISS	I believe that it should include other states instead of just Michigan. We have students on campus that live in other states and might feel distanced from the vision statement.
MISSVISS	Nope everything seems good to me.
MISSVISS	Perhaps you could focus more on what you bring to the students of CMU.
MISSVISS	We embrace our tradition of excellence in education. This clause seems out of place in a vision statement. While embracing traditions and past success is certainly important, it's even more important to build on that tradition of excellence and

	take it to a new level. The way the statement is written currently sounds a bit presumptuous.
MISSVISS	Diversity and commitment to high ethical standards
MISSVISS	The statement mentions addressing cultural needs, but around campus CMU always uses the word diversity. Is there a reason it isn't used here?
MISSVISS	Focus on the students WITHIN Central Michigan University, so they are not overlooked by others (jobs, other Universities) Establish and maintain sense of worth and promote it to students future, present and past.
MISSVISS	no
MISSVISS	I would include something about being concerned for the well-being of students, faculty and staff
MISSVISS	I think it needs to loud academic excellence while recognizing that we are living in evolving global environment
MISSVISS	Should mention something about futures after academia.
MISSVISS	I believe that some statement about integrity is missing from this vision statement. It is the first thing mentioned in the current vision statement, and it is a quality that I think all people are judged on. Integrity is one of the most important things that we can support, and I am unsure as to why it is not in this new vision statement.
MISSVISS	Well, I'm not sure whether the issue I have is necessarily with regard to the vision statement or some other aspect of the university. I have concerns about the academic excellence of learners particularly when I frequently am confronted by students who cannot write a proper sentence, nor can they communicate effectively in writing. If this were an infrequent occurrence then I wouldn't necessarily consider it a widespread problem, unfortunately this does seem to be a serious and continuously worsening issue. Therefore, I am concerned about the statements which indicate the university is focused around academic excellence.....what are the measures to ensure that CMU students actually meet minimum standards of excellence?
MISSVISS	Vision to change what is obviously hypocritical in society
MISSVISS	NA
MISSVISS	The vision statement does not adequately address the importance of the college to maintain Mount Pleasant's population count or the pure force with which the administration can bulldoze faculty and waste millions of dollars at a time. All to rob the average dream for self-betterment either through obligation or conviction but always with a dollar sign.
MISSVISS	Something should be said about promoting diversity.
MISSVISS	For those instructors who are teaching classes, I would like to see teaching skills given a higher priority than research when determining whether they will continue to teach.
MISSVISS	I feel that the medical school opening up is a great addition to our school. It will help to educate a work force for an industry that is understaffed in Michigan as well as in our country as a whole.
MISSVISS	Provide excellent education at an affordable cost to students while maintaining top quality staff
MISSVISS	I like the use of the word 'global' vs the word 'world in #5
MISSVISS	?

MISSVISS	I think it is important to include that we strive to be culturally diverse.
MISSVISS	Academics should always come first. That's what students are here for.
MISSVISS	There ought to be some mention of students in the vision statement because the university exists to serve students. Challenge students to embark on a path of self discovery and critical thought.
MISSVISS	I don't want to see CMU become a research university. Research universities seem to only care about their research and not teaching students in my opinion and I just don't want to see our university transform into that.
MISSVISS	willingness to help students learn and understand the curriculum
MISSVISS	Overall, the statement is so general that it could apply to any higher education institution. What sets CMU apart? How do we enrich lives and provide for intellectual needs of societies?
MISSVISS	Seems like trying to be too much to too many people/things. A narrower focus...
MISSVISS	Global access licensing policies in conjunction with the new TTO to publicly illustrate CMU's global awareness of inadequate access to essential innovations we are afforded here as a University and as a nation.
MISSVISS	I support every one of these visions outlined, however, I have a slight issue with how specifically they are executed. I believe global access licensing policies, in conjunction with the new TTO, could better illustrate CMU's last initiative by addressing inadequate access to essential innovations we are afforded here as a university, & as a nation.
MISSVISS	I think it may be a vision that you strive for having a dynamic culture, but in my time at CMU, I would not have said I got a very dynamic experience, culturally speaking.
MISSVISS	While the Vision Statement is not lacking, the support of it being upheld in our classes at CMU is. Embracing a tradition of excellence in education is something that I feel is lacking in many of our classes. There are professors who are traditional, but not in a positive way that would support the other elements of the Vision Statement.
MISSVISS	Equality to all students Professors who truly care about students' learning
MISSVISS	The vision statement should be stated again.
MISSVISS	Just say ever changing global society. That encompasses state and national.
MISSVISS	I believe the last statement about the state, national...is trying to address a commitment to civic and public service, but I'd like to see that more delineated. The democratic nature of higher education is critical in CMU's history and present.
MISSVISS	Academics should always come first. That's what students are here for.
MISSVISS	There ought to be some mention of students in the vision statement because the university exists to serve students. Challenge students to embark on a path of self discovery and critical thought.
MISSVISS	I don't want to see CMU become a research university. Research universities seem to only care about their research and not teaching students in my opinion and I just don't want to see our university transform into that.
MISSVISS	willingness to help students learn and understand the curriculum

## Question Change1

Are there any changes that you would like to make in the Student Success priority or in the initiatives associated with it?

### Alumni from Open Access Survey

CHANGE1	Bottom line, we want an affordable education that will result in a job in Michigan. Forget the rest of the BS, we don't care anymore!
CHANGE1	Add something about building a lifelong ethic of service.
CHANGE1	I think there should be a clear statement in this initiative that connects students to success through service

### Students from Open and Closed Access Survey

CHANGE1	Development of extracurricular experiences should not be an initiative of the University. This is not a necessary part of the students success priority. This should be handled by students within the University but should not be a focus of the institution's direction that is included alongside academic development.
CHANGE1	I would incorporate a lot of experience into this priority since I feel that experience is the greatest teacher when it comes to being inclusive.
CHANGE1	teaching and learning should come WAY above research
CHANGE1	Make available more information on what career fields/ areas of study that are available/ in high demand to students who may be undecided or to students in specific majors.
CHANGE1	Although state of the art equipment would be nice, CMU should focus more on the labs having adequate supplies before they think on a more grand scale. In many classes I've taken there is not enough materials for the class.
CHANGE1	No
CHANGE1	Learning in a practical sense outside of books and classroom
CHANGE1	lower tuition
CHANGE1	For the Develop students' communication, analytical, and creative thinking skills initiative it could be more specific with the communication, stating written and oral. Many students can speak well but cannot express those same feelings or notions in a written format.
CHANGE1	Make students priority, from several years at this university I do not feel that students are the primary or even secondary priority at CMU. More effort from University, more feedback and positive influence from the student body. Without the student body, what is the purpose of education?
CHANGE1	As I've mentioned in my previous comment....I think that college level students should meet minimum standards in written communications. College level students should be able to construct a grammatically correct sentence and should be able to

	communicate via discussion boards or through reports and presentations by utilizing complete thoughts represented through proper sentence and paragraph structures. Most students I have encountered do not meet minimum writing standards, which I believe as they complete their education and enter their chosen field that their limited ability to communicate in writing would seem to lessen the integrity of all students who attend and graduate from CMU. The acceptance of lesser academic aptitudes will gradually decrease the credibility of the overall CMU education reputation. I would be very disappointed if CMUs reputation were to be diminished I specifically sought out this university because I felt strongly that it held to a higher standard than a University of Phoenix for instance.
CHANGE1	Don't just have students memorize facts or ideas from textbooks and then base their entire grade on how well they do on some exam or test. In the real world, you are able to find the proper definition or procedure if you can't remember at that instant what the right answer is. Instead, test their ability to apply the skills they have studied and let them use whatever resources they need. The ones who understand the concepts and have put the work in will succeed, while the ones who don't will not.
CHANGE1	Too vague. Lacks conviction. Not going to change a thing either. How about lowering tuition or fixing structuring issues in any number of offices?
CHANGE1	Keep seeking faculty and student input in determining how to implement these initiatives.
CHANGE1	Post-graduate success is why students go to college. This includes sticking with industry trends and evaluating curriculum. Also it is important to find placement and internships in areas other than Michigan.
CHANGE1	State of the art facilities for the sake of having them is pointless.
CHANGE1	One focus we should have is on the global world and the differing cultures within it. CMU should focus having its students be less ethnocentric.
CHANGE1	Students should have a strong base of knowledge but should also have specific training in a career field.
CHANGE1	Hard to rank them, they will be synergistic.
CHANGE1	Faculty's code of civility should be reinstated because students believe it is unfair to be held accountable for so much and teachers no longer have a protocol to follow.



## Question Change2

Are there any changes that you would like to make in the Research and Creative Activity priority or in the initiatives associated with it?

### Alumni from Open Access Survey

CHANGE2	Research is great, however, as a university CMU needs to be a leader. There are leading academic research institutions, CMU is not one of them. Instead, more time should be spent on professional development of students to prepare them for the working world following graduation. Spend the money in more speakers, seminars, certification courses, so that when a CMU graduate applies for a job they are the most eligible candidate.
CHANGE2	Your priorities are all messed up. We want jobs, so cut the fucking bull shit!
CHANGE2	In my experience I, the vast majority of academic research has nothing to do with education at all. It is a vehicle to advance the income and careers of professors and rarely anything more than that. Getting g more funding and facilities might well help professors get rich but it won't improve education much. Of course I know this is heresy but it is also true.
CHANGE2	The desire of CMU to focus on nationally recognized research seems to detract from the long standing core focus of preparing undergraduate students for the working world through practical instruction. I'm not sure that it is a good use of limited resources to move into an area that is well served by other institutions like UofM, MSU, etc.
CHANGE2	Recommendations: global access licensing policies and open access publishing policies for university research, and ethical (rather than economic) metrics as the criteria for faculty tenure, promotion, etc (the quality of research versus the amount of grant money they bring in)

### Students from Open and Closed Access Survey

CHANGE2	Definite strong research support in areas other than the hard sciences
CHANGE2	I feel that one of the greatest aspects of the CMU experience is the availability of research and involvement with Ph.D. faculty at a level that students do not get at other universities. As such, I feel that CMU should increase support, funding, and opportunity for research and creative endeavor with faculty. Maybe having undergraduate researchers could be an area that faculty could receive promotions or extra funding for having even?
CHANGE2	Research opportunities should be promoted more in the classroom.
CHANGE2	More priority on student research, it can be difficult finding research opportunities [in particular the sciences].
CHANGE2	No
CHANGE2	no

CHANGE2	The supporting of interdisciplinary and other areas of study is very important. There are many opportunities for students to do research in general areas, such as biology and engineering, but it isn't as prominent with students in other areas.
CHANGE2	Try to get all students involved in some sort of research or study. I have never even heard of research at my time at Central
CHANGE2	Nonsense. None of the choice seem to mean anything.
CHANGE2	CMU should remember that it is a teaching school and not a Research 1 institution.
CHANGE2	Support research within and across departments. For example, between social work and psychology. Promote independent research and directed research courses. Create a subject pool for research participants

### Question Change3

Are there any changes that you would like to make in the Quality Faculty and Staff priority or in the initiatives associated with it?

### Alumni from Open Access Survey

CHANGE3	Make sure the faculty not only have the knowledge but also the experience. Also, some faculty may have both knowledge and experience but do not have the abilities to successful teach and relate to students.
CHANGE3	CMU needs to develop a strong base of instructors that view CMU as their teaching career goal. So many are looking to do research, make a name for themselves, and move onto larger universities that students are often talked down to. This sense that the instructor is better than the student does not foster a learning environment; instead it turns into a boring class that someone needs to complete for graduation. Find good teachers, educate tomorrows leaders and professionals and CMU will grow
CHANGE3	The point of an Educational institution should be education and not all if this tangentially related fluff and politics. Set the politics aside an focus on teaching. If some famous professors with big grant machines are uninterested in this then you are better off without them.
CHANGE3	This one is good, but moving away from tenure will be required to be successful here.
CHANGE3	Striving to promote a climate in which all faculty feel respected; reaching out to faculty to ask for their feedback and to ensure their needs are met (i.e. being proactive instead of waiting for faculty to provide feedback)
CHANGE3	Today, global is local. As the global society is getting smaller by the day, CMU can no longer think of itself as an academic institution focused only in the betterment of Michigan communities (which I have heard some of the students

	and senate members argue on). Recruitment of faculty/ researchers focused on global issues is a must for CMU.
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### Students from Open and Closed Access Survey

CHANGE3	The one thing that is challenging as a student is having professors who I can barely understand, if at all. I understand it's great to be diverse, and those professors whom I've had who I cannot understand are very intelligent and mean well, but it hurts me as a student in math/stats classes when I cannot understand two words being said to me.
CHANGE3	Investing in recruiting, retaining and providing for the needs of high-quality faculty members should be priority number one as a University initiative. The quality and effectiveness of the University is only as good as its faculty.
CHANGE3	Make sure to keep teachers who are actually good at their jobs rather than keeping teachers because of their seniority.
CHANGE3	Personal experience is very important.
CHANGE3	The faculty is the one reason I have not transferred to another university. The minute the wonderful faculty is no longer supported by the University is the minute my money will go elsewhere. Good faculty provides wonderful education.
CHANGE3	Quality of educators should be at the top of list. If quality is lacking this reflects badly on the university. If students are undereducated entering the workforce ill prepared is a bad showing on the university. More work should be done to keep faculty effective should be key.
CHANGE3	No
CHANGE3	How about teachers who do their job and teach well
CHANGE3	Just because someone has a Ph.D. does not make them a good professor. I think newly hired professors should have teaching experience at a different institution. This institution should also give recommendation for that professor.
CHANGE3	no
CHANGE3	Don't force excellent researchers who can't teach into teaching. Make sure that those who teach are prepared to be excellent teachers. I've encountered classes that could have been great but were ruined because a bright researcher, but incompetent teacher was forced into the classroom.
CHANGE3	The faculty at CMU are great, with some sour apples in the bunch, and help whenever possible but seem to be stretched too thin. With the hiring of a new, diverse and inspiring set of faculty there will be new blood in the programs to help move them forward, and open up more time for some professors to help with the student success initiative.
CHANGE3	Better staff, ensuring they are the most qualified and not just a body to fill a position. Staff members should be educated, enthusiastic and concerned with the students and knowledge they are able to receive.
CHANGE3	Get rid of profs. The students don't learn from. The reviews are online and you make us do S.O.S. forms. Professors should only be able to continue teaching if they do it well. Don't just hire people because they have a degree. It does not mean they can teach.

CHANGE3	Institute more rigorous and/or demanding critiques and evaluations of the professors and administrators to determine the quality and effectiveness of each individual.
CHANGE3	Funny how the question gets turned around. Is the elephantine bureaucracy going to get cut? Are waste of funding going to desist?
CHANGE3	Get staff who are willing to captivate students and are enthused about their subject matter.
CHANGE3	Faculty should be included in changes to academic curriculum to maintain standards in the areas they have expertise in.
CHANGE3	As many foreign professors are very knowledgeable and great teachers both of these can be cancelled out if students cannot understand them. A solution would be to hire people who don't have very thick accents or provide English lessons where they can learn to reduce their accents.
CHANGE3	Make sure that ALL professors in EVERY department are not only well-educated & experienced in his or her specified area, but also that they all speak fluent English (preferably have English as a first language) for perfect communication (no translators, no assistants)
CHANGE3	The priority says nothing about faculty being quality educators or leaders or even mentors. Those are the most important roles of faculty! They definitely deserve better wages and benefits and private offices. More diversity is needed at Central, so that part I like.
CHANGE3	I would like to see more student-faculty collaboration as well as a more adept faculty constituency.
CHANGE3	Don't focus so much on finding diverse faculty and staff, but the quality of the faculty and staff.
CHANGE3	Develop a more in-depth rating system for students to rate their professors. SOS is a surface test that is done with little care or effort and is mainly based on how much students liked the professor, rather than the quality of their teaching.
CHANGE3	My advisor, [NAME] is in her first year at CMU. She is universally adored by her students, from the feedback I hear from other students. I signed with her for multiple reasons; among them the fact that her French is better than the other profs that I have been exposed to because she is French. You need to make absolutely certain to RETAIN good profs when you get them. CMU can't compete with Oberlin in terms of recruitment, and Mount Pleasant ... (stupid character limit makes this point)
CHANGE3	needs to be better communication, and something needs to happen to appease the FA - more shared governance? but supporting faculty, helping them become the best teachers/mentors that they can be should also be a priority

## Question Change4

Are there any changes that you would like to make in the Community Partnerships priority or in the initiatives associated with it?

### Alumni from Open Access Survey

CHANGE4	Spend more money in the community to make it a CMU town. Maroon and Gold everywhere; CMU logos everywhere. One thing that large academic institutions have that I have noticed in my travels is the undying loyalty of the campus community. Make CMU the center of Mount Pleasant, instead of Mount Pleasant being the Home of CMU.
CHANGE4	Don't focus so much on metro Detroit. Grand Rapids and West Michigan have many alum who are dedicated to the university. Tap into them!
CHANGE4	With online learning, alumni, and the global economy, it might be good to be more inclusive, meaning, including more than the local community in this priority. The community is more far-reaching, with alumni and with students attending CMU at off-campus and virtual locations.
CHANGE4	Your job as a university is not to play politics or push your views and weight around. Stick to your core mission. The rest of the world can get along without the voice of CMU being consulted.
CHANGE4	Promote student involvement in community activities, corporate partnerships, etc., to ensure they have unique experiences and are in a strong position to begin their careers
CHANGE4	This priority is critical.
CHANGE4	Public service and civic engagement should be explicitly mentioned as part of this priority.
CHANGE4	I would attempt to emphasize community involvement or civic engagement in the priority language rather than the economy first - something that would indicate the university stands prepared to assist those who need the help the most. Good to emphasize local community but also remember the global initiatives are just as vital.

### Students from Open and Closed Access Survey

CHANGE4	no
CHANGE4	Collaborate with community partners to identify areas of partnership that would be of mutual benefit.
CHANGE4	no
CHANGE4	Try to obtain more internships for students at CMU.
CHANGE4	Place priority on meaningful real life student and projects that improve our local, state, and national communities through service learning.
CHANGE4	No mention of global community in the listings.
CHANGE4	Include the participation of administrators and faculty of CMU at local, state, national and global events.

CHANGE4	The state does not have the average citizens' best intention in mind. The state is engaging in numerous shady backhanded deals. Global corporations are out to rob this state of its nature beauty and resources. DOW is 40 miles away. Hydrofracking and Nestle surround us. I will not be party to it.
CHANGE4	Idea: work with local organizations to create internships for students.
CHANGE4	Let's rebuild America, get people to work, support our communities, help our senior citizens.
CHANGE4	Making a statement nationally to be better recognized as a school, not just in Michigan.
CHANGE4	It said nothing about bettering the community. Philanthropy?
CHANGE4	I would personally want to have the local area of mount please feel more welcoming to CMU students, and the culture that universities bring to the area, not necessarily lose the small town feel, but compromise with the Student's want for culture and diversity within the area, along with more social activities and events i.e. a mall, shops and housing close to the university that students want to have.

### Question Change5

Are there any changes that you would like to make in the Infrastructure and Stewardship priority or in the initiatives associated with it?

### Alumni from Open Access Survey

CHANGE5	Be the leader in green campuses. Period. Make the CMU campus the model for other universities.
CHANGE5	Sustainable energy is a sham and an excuse to waste perfectly good money on irrelevant piped dreams. If you can afford expensive electricity then spend that money teaching one more student quantum electrodynamics or that earning a profit is a business necessity. Those things might well result in improved energy systems one day. This stuff never has and never will.
CHANGE5	Funding is a critical addition here that needs to be addressed...the efforts in expanding development and endowments need to e greatly expanded!
CHANGE5	Reach out to students, faculty, and staff to ensure their needs and desires are met, so as to ensure retention of all
CHANGE5	Manage money better. Make sure that it is used in the best interest of the students, instead of the best interest of the Board of Trustees and the President, etc. of CMU. We waste so much money on useless stuff at the school, instead of in places that desperately need it. Our so-called Medical school is a joke and I hope CMU realizes how much wasting money on it has hurt our reputation instead of helping it.

## Students from Open and Closed Access Survey

CHANGE5	CMU just wants to create an image compared to that of U of M or Michigan State, the idea of the medical attachment is WORTHless, and is draining money from areas of campus.
CHANGE5	Placing efforts into developing and maintaining athletic and non-academic infrastructure does nothing for the University's true vision of fostering student's academic development and supporting the research and creative endeavors of faculty.
CHANGE5	I feel as though through funding and creating an academic culture at CMU, the retention rates will increase. By having CMU being a college that is student focused that also has a high level of student involvement, I feel that more students will have CMU be their number one school rather than using it as a transfer school for MSU or U of M.
CHANGE5	Stop spending money on sports focus on academics. le cater to athletes STOP
CHANGE5	Consider that academics come first and athletics/all else should come second
CHANGE5	This is an area that needs improvement! I understand that the med school is a big addition but from my experience it was an unethical addition. While at my time at CMU a change has been obvious in some of the monetary uses of resources of the university have changed, not in a good way. My feel is that too much has been allocated to start a med school and resulted in the weakening on the university overall. Poor Stewardship has been achieved in the 2011-12 academic year I hope to see improvement this fall.
CHANGE5	no
CHANGE5	Focusing on what we have and setting long term goals for new programs. A really good example is the Medical School which was just shoved into the spotlight and money tossed at it without any credibility.
CHANGE5	no
CHANGE5	Some of the areas on campus really could use some repair, such as the tennis courts next to the SAC/Event Center. The nets are falling apart, the courts desperately need resurfacing. The club tennis team uses these courts as well as a great majority of the community surrounding it. Our tuition dollars should be spent on fixing up run down areas of the campus, not adding unnecessary things such as the Event Center and the Gazebo.
CHANGE5	lower tuition
CHANGE5	Provide recycling bins (particularly for paper) in the labs. The lab (Dow 101) in which I worked had no recycling bins.
CHANGE5	Place priority on giving students the best value for tuition dollars and actively seeking programs to provide financial aid and scholarships for students.
CHANGE5	Being that the student success initiative is pretty close to the top, I would suggest, if it is not already done, that any financial initiatives on campus should be sent to be voted on by SGA and then count as one vote towards the votes by administration when considering improvements to campus. If the improvements are for students, students should have a say, even if it is just one vote.

CHANGE5	Maintain some sort of stability in the cost of tuition. Stop cutting funding from successful programs in order to pay for new buildings, administrations' payrolls, etc...Make the students feel like they are more than a number or a pay check. Realize that the professors and faculty are what decides our success as students, and if the students aren't the university's main priority, then the professors and faculty should be.
CHANGE5	Those responsible for making bad decisions do not experience them. There is no accountability. Anywhere. How about not changing the website during finals week or painting the damn hallways.
CHANGE5	strengthen financial strategies is the key point here
CHANGE5	Buildings need to be redone. Air conditioning in the older buildings would be good
CHANGE5	I encourage any acts the University can perform to be more sustainable, including reducing energy, waste & promote recycling more than just having recycling bins in buildings.
CHANGE5	Without enrollment and retention the university cannot succeed.
CHANGE5	Operate less like a business and more like an educational institution. Make Trustees more aware of students' and faculty's opinions regarding university matters. Cut unnecessary expenses. Administrators are way overpaid.

### Question NewPrior

Are there any other Priorities or Initiatives that you think are important that you have not already discussed or included in your earlier comments?

### Alumni from Open Access Survey

NEWPRIOR	I would like to see CMU and all universities move towards reducing GE requirements, and focus more on technology and life-long learning skills to prepare graduates for careers in the 21st century. Students have access to so much information and are exposed to so much more throughout their K-12 education that it is no longer necessary for universities to require them to explore every avenue of academia before focusing on their major field of study.
NEWPRIOR	New academic building for the College of Business to house not only all classrooms, but all faculty offices. I find it very disappointing to know that the Finance & Economics Departments are in a building 100 years old that DO NOT have air conditioning. I work in sales and have 20 academic customers and CMU's College of Business facilities rank near the bottom of all the schools that I visit. As a CoB graduate myself, I find it disturbing that the 2nd or 3rd largest college in the university has sub-standard facilities for students and faculty.



NEWPRIOR	Emphasize what makes CMU unique; strengthen its ties locally before nationally and further, globally. Immediate impact to a society is most enriching typically through a microcosmic level versus a macrocosmic level, and the benefits can be more readily realized and contagious to others within the immediate community.
NEWPRIOR	More diversification in educational requirements: foreign language requirements, more focus on core subjects (math and sciences) in all degrees, professional certifications, more academic programs geared towards working professions (law enforcement w/public administration, fire fighting w/fire science, ect.). These certifications will allow for more job opportunities following graduation. These dual programs offering job certification and conceptual education will make for a highly skilled employee.
NEWPRIOR	Students are exiting the university without knowing how to write. Basic cover letters and resumes are a must! All students should take the IPC class on interviewing.
NEWPRIOR	How about partnerships with corporations and small business owners? What about Executive Education and Leadership Programs? In addition, with the economy being so global, and with emerging markets and virtual collaboration, could a partnership with universities in other countries also be a possibility?
NEWPRIOR	Not that you will ever do it, but ditch tenure, ditch football, ditch the alcoholic party culture, and the politics masquerading as study and keep your eye on providing a good education like it matters. It's the only thing that does.
NEWPRIOR	Greater focus on private funding through development activities, endowments, and corporate sponsorships and investments. Reduce the reliance on Lansing and find alternatives to burdening students, through tuition increases, with revenue opportunities.
NEWPRIOR	Constant outreach to: 1. Current students, faculty, and staff, to ensure retention of the same 2. Corporate partners, to better understand the needs of corporations with respect to their talent needs (to ensure CMU students are equipped to meet said corporations' needs) 3. Alumni, to understand how their experience at CMU has shaped their careers so far and ensure that future alumni are in a stronger position (I would suggest reaching out to 1-, 2-, 5-, 10-, and 25-year alumni)
NEWPRIOR	As a student in the business administration program, I would request that you review the classroom environment, the technology used in teaching, and also recreating a student space for students to meet and work together on projects--similar to the computer lab that was in Grawn until it was removed for a conference center that is mostly locked to students.
NEWPRIOR	Community service/volunteerism

### Students from Open and Closed Access Survey

NEWPRIOR	If given another chance I would not have chosen CMU to attend college, I rather go to Oakland Community College or anywhere else but here.
NEWPRIOR	Prioritize education regarding students' personal health and wellness (examples: sleep, smoking, alcohol, physical activity, finances, stress, time

	management, etc...) in order to instill healthy life-long habits and awareness at an early age.
NEWPRIOR	Promote study abroad and other international programs.
NEWPRIOR	Academics first
NEWPRIOR	One the note of infrastructure management: I think it's not only very important, but very smart (economically, environmentally and socially) to get CMU as green as possible. Use the up and coming wind farm technologies to power as much as we can and reduce our carbon footprint with smarter teaching practices... I'm a huge supporter of PowerPoint's and being able to bring my computer to class versus printing off 20 pgs of notes. Let's jump ahead the other universities and become a legitimate leader in environmentally sound technologies.
NEWPRIOR	Teaching kids, are you all morons? That is your job not all that stupid shit you just said.
NEWPRIOR	Stop shelling out money to sports and to the administration that doesn't need it! Give college kids more money to go to school and drop tuition! Don't be so greedy! I could care less about building a new science building or buying PBS. Fire all of the administration and start over. Teaching comes first then research.
NEWPRIOR	Improve upon what we have.
NEWPRIOR	no
NEWPRIOR	It would be nice if CMU took better care of its graduate students. The health and wellness allowance I receive is nowhere near enough to cover my health costs. If I got pregnant, I'd be footed with a bill of more money than I get from my stipend within a year. As a graduate student I'd really appreciate if there was some co pay towards a health insurance plan for me.
NEWPRIOR	I think that integrity is a very important aspect that is missing from these questions and the vision statement at the beginning of this survey. I think that with the events of the past year, including the blatant perjury in court documents, that some steps toward increasing the integrity of this university should be one of the top priorities.
NEWPRIOR	Invest in the older buildings to remodel and renovate to improve the overall image and the ability for CMU to recruit new administrators, professors and students. (ie: Brooks, Pearce, Anspach, Dow, Moore)
NEWPRIOR	Drop all sports. Slow growth. Refocus every department. Throw out Ross.
NEWPRIOR	CMU needs to focus on developing the experience for student. There needs to be increase training on social issues and how they can effect the future of the students. Additionally, there needs to be progress towards increasing the diversity of the students and faculty for the better. Finally, CMU needs to set standards for the institution and stop accepting students who are below our standards just to increase revenue and offering professors employment just because their compensation plan is lower. The overall quality of CMU needs to increase.
NEWPRIOR	Strive to serve better post 9-11 veterans returning from active duty now that the military is downsizing and veterans are starting to use their benefits. Increase awareness of veteran issues, and train/educate faculty/staff/students on these issues and how to communicate and interact with veterans

NEWPRIOR	Registered Student Organizations need to be better advertised, besides just Main Stage at the beginning of the year. There should be a central place to go to see all of the organizations & who to contact if you want to get involved & meeting times.
NEWPRIOR	Communications should be consistent and timely for both on-campus and off-campus students. A shared vision is important rather than off-campus programs feeling like a separate entity of CMU.
NEWPRIOR	Lowering tuition!
NEWPRIOR	We need to focus on sustainability on our campus and make it a priority for CMU.
NEWPRIOR	DO SOMETHING TO LOWER TUITION!!!
NEWPRIOR	Less departmentalization

### Question Comments

Please use the space below to provide any additional comments or suggestions concerning CMU's strategic planning efforts.

### Alumni from Open Access Survey

COMMENTS	For the love of God, scratch the We Are Maroon campaign as soon as humanly possible; that's how Bugs Bunny pronounced Morons. It's still horrid sans that fact. My goodness, it seems like someone just threw it on a wall and prayed that it would stick. It's embarrassing as an alumnus to be associated with that.
COMMENTS	CMU needs to talk to working graduates and see what today's job market is requiring of college graduates. It has been my experience that a 4 year degree will often open the door, however, an applicant's experience, training and certifications are a huge determining factor in hiring decisions.
COMMENTS	I think it is great that you have designed this survey and are seeking input from former students! Thank you for the opportunity!
COMMENTS	Fire Dan Enos and his coaching staff. I will not be back to campus until that coaching staff is gone!
COMMENTS	Everyone should be involved in this process - and people need to be reached out to. Be sure not to count on others to take that initiative to provide feedback.
COMMENTS	Today, global health and related social justice and human rights issues is an arena CMU has a great potential and responsibility to exhibit major leadership role in. With the new medical school, potential of advancement of the biomedical and biochemistry areas, departments, and establishment of school

	of public service, CMU has a great potential in exhibiting leadership in these fields.
COMMENTS	Would like more updates for alumni. i.e. meeting minutes
COMMENTS	I think it would be beneficial for the vision committee to have a monthly newsletter as the priorities continue to take shape - this would help people to feel that they have been communicated with more regularly about the vision of the institution. Communication is key if everyone is to accept and understand that institutional vision is something that everyone has bought into. This understanding will help all employees to feel that the vision statement is organic and was fostered by all - or at least anyone who took the time to get involved in the process.

### Students from Open and Closed Access Survey

COMMENTS	Invest in academics. This is the purpose and the meaning of the university. Everything related to the University's vision should center around this intent. Initiatives should support the development of this -hiring and maintaining a strong faculty, investing in academic-related equipment and infrastructure, etc. DO NOT direct the University along a path that promotes profit. The University is an INSTITUTION OF HIGHER LEARNING, not a big business.
COMMENTS	Promote study abroad and other international programs.
COMMENTS	CMU is a great school but should definitely weed out the professors who teach blow off classes since we are now paying for our education. CMU has so many great programs it should really do its best to keep from adding to its easy university appearance that some people see.
COMMENTS	Commented as such in a previous area better stewardship is a key. I have seen more than one time that I have questioned the ways funds have used in a way from the reports and information I have seen show funds used in an unsustainable way. Med school, the way tenured faculty have been treated in strike, and intransparency in spending are all reasons that have supported my position that stewardship/leadership needs improvement and paramount to success of students. Please don't allocate funds to start new programs if that means the weakening of any the existing. [this has not been the case cuts have been made in programs to help the burden of expansion which is advantageous to students education as a whole]
COMMENTS	Focus on the grounds as well. New buildings need to stop being built until you can repair older ones and make them accessible.
COMMENTS	Large scale change begins at the level of the individual. In order for this University to achieve its goals, it is important that it produce the best, most well rounded individuals that it possibly can. Once we have a state, nation, or world full of people who can see the big picture and not just their specialized niche, many of our biggest problems will fall away.
COMMENTS	I'm also a student worker in the Information Technology department. I feel I'm getting just as much education, if not more, with this experience. Offering more positions that are actually relevant to the students program is beneficial to the student and the school.

COMMENTS	This was a waste of time.
COMMENTS	The strategic planning effort is effective and is bound to yield good results because of inputs from all stake holders. The effort to engage as many opinions as possible is commendable. This respondent rarely responds to survey requests and taking time to do this is evidence of your proficiency.
COMMENTS	I am a distant learning Doctorate of Health Administration student. This program is excellent ant CMU and kudos to the faculty.
COMMENTS	Put students first, faculty second. Community partnerships, environmental sustainability, quality education, and responsible spending are way more important than administrative politics. Administrators need to follow a servant leadership model rather than doing whatever they want and then lying about it.
COMMENTS	The focus should not be improving facilities necessarily, but improving the quality of the academic and extra-curricular experience, and keeping tuition costs low.
COMMENTS	I appreciate being offered the opportunity to give my input in this matter.
COMMENTS	Those UAEM people have some really remarkable projects. The core of that group already represents one of CMU's most exceptional programs, (dendrimer/PAMAM research,) and the kinds of things they are proposing to do are at the vanguard of the sorts of programs which are going to get international attention. UAEM is not just some other little RSO. It started at MIT and Yale. Two Columbia profs spoke at the conference, etc. When one of them explained what they were proposing, I was as impressed as when I attended that dendrimer conference a few years back. Probably more, to be honest.