



**HIGHER LEARNING COMMISSION  
2020 ASSURANCE ARGUMENT**



# **Central Michigan University**

## **Introduction**

Central Michigan University (CMU) is in Mount Pleasant, a city with a population of about 26,000. Established in 1892 as a normal school, CMU is among the nation's 135 largest public universities, with more than 15,000 students on its Mount Pleasant campus and nearly 5,000 more students enrolled exclusively online and at over 40 locations across North America. CMU offers more than 200 academic programs at the undergraduate, master's, specialist, and doctoral levels. It is recognized by the Carnegie Foundation as an R2: Doctoral University – Higher Research Activity. In addition, CMU has established the nation's 137th College of Medicine to address a growing shortage of primary care physicians in Michigan.

A unique aspect of the university is the strong historic and cooperative relationship between the Saginaw Chippewa Indian Tribe and CMU. This relationship encourages collaborative efforts to improve and enhance the quality of life of citizens of the entire region. This has fostered educational initiatives (from archeological digs to collaborative efforts to combat opioid abuse), cultural events and speakers, and extensive Native American educational resources for the campus and tribal communities. This mutual relationship is also evident in the Saginaw Chippewa Tribal Council's continued support of the nickname "Chippewas," which the university uses as a sign of pride, honor, and respect for the tribe's rich heritage. Chief Ronald Ekdahl's participation in commencement events and the participation of tribal members in support of our football team's efforts demonstrate this support. CMU is a university where students, faculty, staff, and alumni learn to pursue excellence, live with compassion, and be leaders.

Several challenges have arisen over the last few years, including a decline in student numbers, administrative change at the highest levels, and the budgetary challenges in a state with divided state government. While these same challenges are found at many state universities, we are proud of the manner in which CMU has risen to confront our future. Our Board of Trustees has been very careful in guiding through their selection of a new president, Dr. Robert O. Davies, during the last year of tenure by previous president, Dr. George E. Ross. This meant that there was only a one-month period where former Provost/Executive Vice President (Provost) Dr. Michael A. Gealt needed to serve as the interim president. Similarly, when Provost Gealt announced his retirement effective June 30, 2019, new Provost Dr. Mary Schutten was ready to assume the position on July 1, 2019. Smooth transitions are, we believe, essential to the continued success of CMU.

Several other changes have occurred at the senior level with minor changes in position descriptions in order to clarify outcomes and to build on prior success. In 2018 we added a Vice President and Chief Diversity Officer and a successful search was concluded for a new Vice President for Advancement. To clarify our marketing in what has become a much more competitive academic world, university communications has expanded its scope and the university hired its first Vice President for University Communications and Chief Marketing Officer. Within the Academic Division, efficiencies were made by combining the roles of the Vice Provost/Academic Development and the Vice Provost/Academic Effectiveness into a Senior Vice Provost/Academic Affairs position. Currently the Division of Enrollment and Student Services, which is critical for student recruitment and retention, will become two areas with searches for a Vice President for Student Recruitment and Retention, concluded in February with the new Vice President starting June 1<sup>st</sup>, and another for a Vice President for Student Affairs soon occurring.

Along with the new titles for Vice Presidents comes a new "envisioning" process initiated by President Davies to prepare CMU for 2030. Specifically, the process will look at our opportunities in the following strategic pathways:

- Enhancing CMU's academic quality and environment with renewed commitment to rigor, relevance and excellence in curricular and co-curricular activities;
- Establishing CMU as an equitable and inclusive marketplace of ideas and actions;
- Building relationships with partners to foster innovation, economic development, and cultural enrichment throughout Michigan;
- Addressing college students' changing needs; and,
- Redefining and expanding CMU's business model.

While change is a constant, our focus on success of our students, our community and our state also remain constant. Efforts are growing to achieve success, including the recently announced expansion of CMU Research Corporation to Midland, Michigan, development of a pediatrics department for the College of Medicine with physicians from University Pediatricians (located in the Detroit, Michigan region), and the recent Board approval of a new engineering degree in Environmental Engineering. We believe our future is as bright as our past has been.

## **Sources**

*There are no sources.*

## Criterion 1. Mission



The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Core Components

1.A The institution's mission is broadly understood within the institution and guides its operations.

1.B The mission is articulated publicly.

1.C The institution understands the relationship between its mission and the diversity of society.

1.D The institution's mission demonstrates commitment to the public good.

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# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Argument

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Central Michigan University (CMU) is in Mount Pleasant, a city with a population of about 26,000. Established in 1892 as a normal school, CMU is among the nation's 135 largest public universities, with more than 15,000 students on its Mount Pleasant campus and nearly 5,000 more students enrolled exclusively online and at over 40 locations across North America. CMU offers more than 200 academic programs at the undergraduate, master's, specialist, and doctoral levels. It is recognized by the Carnegie Foundation as an R2: Doctoral University – Higher Research Activity. In addition, CMU has established the nation's 137th College of Medicine to address a growing shortage of primary care physicians in Michigan.

The university is governed by an eight-member Board of Trustees appointed by the governor with the consent of the Michigan Senate and with authority granted through the state constitution. The board governs the business and affairs of the university and sets university policy. The board is autonomous in its decision-making, although it is bound by the fiscal constraints of the state funding process. The President is the chief executive officer of the university as well as an ex officio member of the Board of Trustees. CMU's operating budget for FY2019-2020 is \$462 million, of which 54% comes from tuition and fees, 19% from state appropriations, 16% from residence and auxiliaries, and the remainder from other revenue. CMU is a financially strong institution, as is reflected in its recent HLC Institutional Update.

The Saginaw Chippewa Indian Tribe and CMU have a strong historic and cooperative relationship that encourages collaborative efforts to improve and enhance the quality of life of citizens of the region. This has fostered educational initiatives, cultural events and speakers, and extensive Native American educational resources for the campus and tribal communities. This mutual relationship is also evident in the Saginaw Chippewa Tribal Council's continued support of CMU's nickname "Chippewas," which the university uses as a sign of pride, honor, and respect for the tribe's rich heritage.

CMU is a university where students, faculty, staff, and alumni learn to pursue excellence, live with compassion, and be leaders.

**1.A.1.** CMU's Mission, Vision, and Core Values were developed through a process of shared governance and endorsed by the Academic Senate and Board of Trustees (BOT). The Academic Senate voted to accept the



vision statement and strategic priorities on September 18, 2012 and the BOT approved the final draft on December 6, 2012. The vision statement and strategic priorities are the drivers of the CMU Strategic Plan 2015-2019 and the update “Advancing Excellence: CMU’s Strategic Plan, 2017-2022”, approved by the BOT on June 29, 2017. This update focuses on three imperatives: Nurturing Student Success, Fostering Scholarly Activity, and Strengthening Partnerships in Michigan and Beyond. This update was led by a Strategic Planning Team co-chaired by then Provost/Executive Vice President Michael Gealt and then Chair of the Academic Senate, Melinda Kreth and was charged by then President, George Ross. The team reached across the university and community for input from faculty, staff, students, senior leadership, staff union leadership, alumni, BOT, the Academic Senate, the Academic Senate Executive Board, the Council of Chairs, community members, and business leaders. CMU President Davies, appointed in September 2018, announced in Summer 2019 a new strategic envisioning of CMU’s future, a process that will build upon the university’s strategic plan, Advancing Excellence. The envisioning process began in the 2019-20 academic year and has an overarching goal of envisioning CMU in 2030.

**1.A.2. Academic Programs.** CMU offers over 200 programs at the undergraduate and graduate levels, including 20 doctoral programs through its colleges of the Arts and Media, Business Administration, Education and Human Services, Graduate Studies, Health Professions, Liberal Arts and Social Sciences, Medicine, and Science and Engineering. Programs are offered face- to-face in Mount Pleasant and at over 40 locations throughout North America, including several U.S. military locations through our Global Campus unit. The CMU Global Campus delivers twelve bachelor’s degrees, fourteen master’s degrees, the Specialist in Education, three doctoral degrees, and several undergraduate and graduate certificates.

New programs are designed and proposed at the department or interdisciplinary council level and receive approval by the college dean to ensure adequate resources. Proposals are then forwarded to the Academic Planning Council (APC) for discussion. The application process for new programs includes an explanation of demand, evaluation of competitive programs, identification of a potential student population, demonstration of employability of graduates, and full budget before making a recommendation to the Provost/Executive Vice President.

New programs offered by CMU help to meet the needs of the local, state, and regional economies. In recent years there has been an emphasis on meeting Michigan’s need for quality healthcare, through the addition of the College of Medicine and the offering of the MD degree, an online Bachelor of Science in Nursing, a Master of Health Administration, an on the ground and online Master of Public Health, a Master of Arts in Counseling: Clinical Mental Health Counseling Concentration, and the establishment of a cohort of Doctor of Physical Therapy students located in the Upper Peninsula of Michigan taking coursework synchronously with students in Mount Pleasant.

Capitalizing on CMU’s Biological Station location in Lake Michigan, CMU’s Institute for Great Lakes Research engages undergraduate and master’s students from all sciences in applied research, and benefits area residents and businesses. A newly created PhD in Environmental and Ecosystem Sciences will produce high-caliber researchers to oversee interdisciplinary research projects for the Great Lakes region. To meet Michigan’s educational needs, CMU has enhanced offerings including the Doctor of Education Technology.

As a “community committed to the pursuit of knowledge, wisdom, discovery and creativity,” CMU places high value on research and creative endeavors. Many programs engage students and faculty in cooperative research, and student scholarship is supported across campus by awards such as the President’s Award for Outstanding Research and Creative Activity. Students in most disciplines present their scholarship and creativity at the annual Student Research and Creative Endeavors Exhibition, at Posters at the Capitol in Lansing, in performances in one of the venues in the College of the Arts and Media, or in university galleries.

CMU's student-centered education is evidenced by the awards given internally for faculty excellence as well as the awards faculty win statewide. In addition, the university supports faculty in their teaching through the Office of Curriculum and Instructional Support, a new unit established in 2018, incorporating over 30 staff dedicated to supporting faculty in the development, design, delivery, and demonstration of learning in all CMU's academic offerings.

CMU fosters students' personal and intellectual growth through several co-curricular and extra-curricular activities such as Speak Up, Speak Out, where students participate in panels to discuss current areas of national attention. In addition, by the time freshmen start their first semester at CMU, over half have attended Leadership Safari and/or IMPACT, where students form friendships, start the networking process, build leadership skills, and engage in volunteerism. The university has a very active volunteer program and the third-largest alternative break program in the USA.

*Student Support Services.* In direct alignment with its stated mission, CMU complements its academic programming with comprehensive student support services that promote successful matriculation and timely graduation. While the nature of the services differs for residential and non-residential students, they are all designed to develop students academically, socially, physically, emotionally, and culturally.

In September 2019, the university created two new divisions to replace the Division of Enrollment and Student Services previously created in 2011. As is the case at many colleges and universities nationwide, declining enrollment continues to be a chief concern for CMU. As the university addresses enrollment, it is also enhancing practices to better serve current and incoming freshman, transfer, nontraditional and international students to position students to achieve success. To best meet these specialized needs, the university created a Vice President for Student Recruitment and Retention and a Vice President for Student Affairs to lead and focus on these respective efforts. Both positions will report directly to the President and serve on the President's Cabinet.

This reorganization will allow for a greater focus on student recruitment, financial aid leveraging and graduation progress as well as continuing to provide students with vital support services inside and outside the classroom through the Office of Student Success, service units and success centers in the residence halls and academic colleges.

The College of Medicine oversees University Health Services, a year-round clinic with healthcare services and educational programs. The Division of Student Affairs is responsible for operating the Veterans' Resource Center, which offers educational benefit assistance and transition support for returning service members. These academic support services are also offered to students at our satellite locations and to those in online programs. The University Health Services are available to all students who present at the main campus location.

*Enrollment Profile.* CMU is increasing its diversity, maintaining a consistent academic profile, and implementing programs to improve graduation and retention rates. CMU engages in strategic enrollment management designed to incorporate all student services areas within a single, centralized planning initiative. In the spirit of shared governance, an Enrollment Management Committee and a Recruitment Strategy Task Force composed of representatives from across campus, were established. These bodies utilize pertinent data sources to make recommendations on recruitment, admission standards, and student success programs.

The enrollment profile of CMU students for Fall 2019 broadly reflects the communities it serves. Undergraduate students number 14,672, graduate students 4,759, minority students 4,240, and international students 676. CMU admits students who we believe will be successful based upon their SAT scores and high

school GPA. The academic profile of the Fall 2019 entering class was a mean SAT score of 1096 and mean high school GPA of 3.40.

CMU enrolls students from 82 of Michigan's 83 counties and 47 states on its Mount Pleasant campus. The distributed sites are often located in metropolitan areas or on military installations and have a very diverse student population by all measures of diversity. Our international students are from over 60 countries, with the greatest numbers being from Saudi Arabia, China, Canada, and India. An English Language Institute provides instruction in English as a second language and supports the international population as they adjust to a new academic culture.

**1.A.3.** CMU's Mission and Vision are the guiding principles for all planning and budgeting. The university employs a Responsibility Centered Management (RCM) budgeting process that places college budget decisions primarily in the hands of the college deans. CMU believes the deans are in the best position to make key decisions that fall within their areas of responsibility; thus, tuition dollars and state appropriations are allocated to the colleges. The central administration and service center funding is dependent on an "operational assessment" process.

Budget documents from each of the divisions are reviewed by the Vice President of Finance and Administrative Services and a committee composed of the Provost/Executive Vice President, Senior Vice Provost for Academic Administration, the Executive Assistant to the President, and the Executive Directors of Financial Planning and Budgets and Academic Planning & Analysis. This group also reviews projections for the following five years. In the case of new initiatives, requests are submitted to the President's Cabinet that may, in turn, be forwarded to the CMU Budget Priorities Committee, a joint presidential-Academic Senate body, for review and recommendation.

## Sources

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- Academic Planning Council
- Academic Senate Minutes of September 18, 2012
- Advancing Excellence CMU's Strategic Plan, 2017-2022
- Board of Trustees Minutes of December 6, 2012
- Budget Priorities Committee Charge
- CMU Strategic Plan 2015-2019
- English Language Institute
- Enrollment Profile
- Faculty Awards
- Global Campus
- Global Campus - delivered Degrees and Programs
- Global Campus Locations
- HLC Institutional Update
- Institute for Great Lakes Research
- International Student Enrollment Fall 2018
- Leadership Safari
- Mission, Vision, Core Values
- New Program Request Form
- President's Cabinet
- RCM Budget Model
- Speak Up Speak Out 2015 to 2018 Calendar



- Strategic Enrollment Management Plan 2018-2022
- Strategic Envisioning
- Strategic Planning Team
- The Central Michigan University Chippewas
- University Health Services
- Veterans' Resource Center

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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**1.B.1.** The CMU Mission statement expresses the university's main purpose and reason for existence. The Core Values are widely held principles that guide and motivate the institution and its members. The Vision statement is aspirational and drives the institution into the future. All of these documents are prominently displayed on the institutional website and are easily searchable on the CMU website. Institutional priorities set the strategic direction for CMU, and discussions related to strategic planning including our new Strategic Envisioning process are inclusive and public.

**1.B.2.** The CMU Mission statement is appropriately reviewed and revised. The most recent version was adopted by the BOT in December 2010 and replaced the 2002 version. A careful review of the wording reveals the institution's areas of emphasis and commitment to student success.

The CMU Mission statement drives the Strategic Plan, which identifies three institutional imperatives and directs the investment of resources. All units align their goals with these imperatives:

- Nurturing Student Success
- Fostering Scholarly Activity
- Strengthening Partnerships.

The Mission statement clearly identifies educating students as the university's top priority. CMU's focus on personal and intellectual growth prepares students to be productive members in a global environment, as reflected through enriched academic programs, scholarship and residence hall programs, residence hall living/learning environments, dedicated support programs such as Pathways, and college and university-based success centers.

The value of faculty-student interactions in scholarship is clear in the Mission statement and is evidenced in the publication *Advancing Excellence: CMU's Strategic Plan, 2017-2022*. Faculty mentorship of undergraduate and graduate research is expected in all departments and is the unique combination of teaching and scholarship. Students join faculty on research teams, where they may gain co-authorship on publications. Faculty who are active researchers bring the richness of relevant and current applied experiences to the classroom, enhancing the basic content and generating student interest and discussion. Opportunities extend to College of Medicine students to work with faculty on clinical or foundational research projects.

Additionally, students in the fine and applied arts have opportunities to perform next to faculty or assist with productions and performances in both on- and off-campus venues. CMU has a radio station, television station, and newspaper that are operated entirely by students.

As an integral part of the Mount Pleasant community, CMU facilitates opportunities for students, faculty, and administrators to collaborate with area partners to strengthen programs and services. Students serve as interns in local businesses, volunteers in community programs, leaders on boards and commissions, assistants in various camp programs, and employees for local businesses.

**1.B.3.** CMU serves the campus community, the immediate Mount Pleasant community, and regional, state, national, and international constituents. The effort to foster internationalization and globalization is echoed across the campus by growth in study abroad programs and emphasis on the enrollment and integration of international students. The emphasis in the Mission statement on productive employment and global citizenship also points to our public purposes, serving the taxpayers of Michigan and the citizens of the region and the world. Our Community Engagement is further elaborated in 1.D.

The scope of our programs and services are perhaps best seen in the strategic priorities that emerge from our Vision, Mission, and Core Values: student success (knowledge and skills for productive careers, citizenship, and fulfilling lives); research and creative activity that contributes to the strength of the state and the world; a diverse, intellectually rich community of faculty and staff; community engagement; and sustainable stewardship of resources.

As a public university, CMU's fundamental purpose is to provide quality education to the students who enroll in its programs wherever and however they are delivered. CMU has grown beyond its roots as a normal school, primarily serving a residential, undergraduate population. Its focus has broadened to include excellence in targeted areas of graduate education and in key areas of research and scholarship. As with many universities, CMU's student population is growing in its interest in online and hybrid instruction. Off-campus programs continue to serve primarily a population of working adults both online and face-to-face at over 40 metropolitan locations and military installations across North America.

The university's student-centered focus for personal and intellectual growth can be seen in a range of co-curricular and extracurricular opportunities. This report mentions a few of these: a strong culture of volunteer service through our Volunteer Center; Leadership Safari and other leadership programs; study abroad; living and learning communities in residential colleges; and the many registered student organizations that draw students into communities around shared interests. The mission of the Enrollment and Student Services (ESS) Division was to deliver quality services and co-curricular activities that enhance the student experience and promote student engagement. This goal will continue to be achieved by the new Divisions of Student Affairs and of Student Recruitment and Retention. Co-curricular experiences are defined as intentionally designed programs, activities, and involvements that are directly tied to CMU's mission, vision, and strategic plan. By choosing meaningful co-curricular experiences through CMU's Gold Path program, students can learn more about their values, purpose, and leadership development.

Meaningful co-curricular experiences are offered throughout several departments and institutional programs centered on fostering personal and intellectual growth. For example, the Sarah R. Opperman Leadership Institute provides students and members of the community with opportunities to continually enhance their leadership skills. The Financial Wellness Collaborative inspires confidence through student-centered financial education using resources that contribute to positive educational experiences and informed financial decisions, leading to graduation and a lifetime of financial well-being.

The Mary Ellen Brandell Volunteer Center's mission is to provide students the opportunity to serve their community, enhance their educational experience, and develop into caring citizens. During the 2018-2019 academic year alone, the nationally recognized Mary Ellen Brandell Volunteer Center facilitated 778 students participating in 61 Alternative Breaks visiting 53 partner community organizations nationwide and providing over 37,000 hours of education, service, and reflection.

The Office of Residence Life is committed to providing residents a comfortable, educational, diverse, and caring community where academic success, personal growth, and social responsibility are valued. As a result of living on campus, students will become empowered citizens who responsibly impact their communities.

The Office of Student Activities & Involvement offers co-curricular opportunities for students to engage with their fellow CMU students and share experiences and ideas on cultural, recreational, professional, and social topics through CMU's nearly 400 student organizations.

Individual departments and units extend CMU's mission to specifically address needs within the region, the state, and academic disciplines. Section 1.D.3 outlines various research and community outreach initiatives that highlight our core values of inclusiveness and social responsibility. Student Disability Services assists in the creation and maintenance of a community environment where services are integrated throughout the university and students with disabilities have an equal opportunity to fully participate. The Office of Civil Rights and Institutional Equity (OCRIE) develops, encourages, and promotes a positive campus environment that enhances the underlying principles as well as the stated policies of affirmative action, diversity, and equal access.

## Sources

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- Advancing Excellence CMU's Strategic Plan, 2017-2022
- CMU Strategic Plan 2015-2019
- Division of Student Affairs Organizational Chart
- Division of Student Recruitment and Retention Organizational Chart
- Financial Wellness Collaborative
- Gold Path
- Mary Ellen Brandell Volunteer Center
- Office of Residence Life
- Office of Student Activities & Involvement
- Sarah R. Opperman Leadership Institute

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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**1.C.1.** The CMU core value of *inclusiveness* contains diversity in its definition and commits the university to “conducting the activities of the university in a way that embraces shared governance, inspires tolerance, and welcomes diversity into our community.” This value is Strategy 1 of Imperative II: Fostering Scholarly Activity, one of three imperatives in *Advancing Excellence: CMU's Strategic Plan, 2017-2022*: “Recruit and retain talented, diverse faculty, undergraduate and graduate students, and staff.”

Although achieving diversity requires the collaborative efforts of individuals throughout the university, in May of 2018, CMU hired a new Vice President and Chief Diversity Officer (VP/CDO) to serve a leading role in promoting a culture that values and supports diversity, equity, and inclusion. In addition to the enhanced Office of Institutional Diversity, Equity, and Inclusion (OIDEI), the VP/CDO oversees the Office of Diversity Education and the efforts of these offices are complemented by the University Council on Diversity, Equity, and Inclusion with representatives appointed from across the institution, and the Academic Senate Multicultural and Diversity Education Committee (MDEC). The Council has launched over sixty unit-based DEI initiatives, and MDEC has led the way in discussing DEI activities as part of the department bylaws process for tenure and promotion across the institution.

The Non-discrimination Policy adopted by the BOT in 1965 and last updated in 2018 explicitly states the university's commitment to diversity, equity, and inclusion and prohibits unlawful acts of discrimination or harassment within the university community, and it goes beyond the statute to also prohibit discrimination or harassment based on many additional characteristics. Complaints are reported to and investigated by OCRIE, whose Assistant Vice President is also the Title IX Coordinator for the university. Procedures and processes for investigation are included in the CMU Equal Opportunity and Affirmative Action Protocols, and a comprehensive Sexual Misconduct Policy, updated in early 2019.

CMU encourages exposure to diverse cultures through required courses in the general education's University Program; increased emphasis on study abroad programs; and new majors, minors, and several certificates offered in each of the undergraduate and graduate colleges. A new requirement on social disparities began for all undergraduates in the fall of 2019 to add to the race and ethnicity requirement that has been in place for twenty-five years. Beginning in July 2019, all staff employees are expected to document their growth and efforts in DEI in their annual performance reviews.

In addition, CMU actively recruits students of diverse backgrounds through planned efforts in other states and in the metropolitan areas of Michigan. Pipeline programs including GEAR UP and Upward Bound bring students to campus throughout their middle and high school years.

Although the CMU Mount Pleasant student body and surrounding community is slowly growing in diversity, it is still challenging to attract individuals from groups not well represented locally. The international enrollment, number of students with disabilities, and the proximity of the Saginaw Chippewa Indian Tribe help to offset that

challenge. University administrators meet regularly with city leaders and the tribal council, and university faculty, staff, and students participate in local government. CMU's VP/CDO has been working with the local police and other agencies and collaborating with other major employers in the region on these efforts. CMU's effort to make its own campus more comfortable for all individuals is ongoing.

**1.C.2.** Institutional diversity, equity, and inclusion activities and policies are coordinated by OIDEI and include recent efforts to enact a more inclusive names policy, support for students from the foster system, and for undocumented students. A pair of new annual Faculty Diversity and Inclusion Fellowships bring additional projects, collaboration, and insight to the VP/CDO in addition to new full-time professional hires in diversity data and internal diversity communication.

The OID sponsors diversity training and workshops to offices and departments on a broad variety of issues. Several programs illustrate the link between academic and diversity activities.

In addition, the "Conversations That Matter" program offers opportunities twice a semester for meaningful facilitated conversations among students, faculty, staff, and community members on controversial topics.

## Sources

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- Academic and Diversity Activities
- Advancing Excellence CMU's Strategic Plan, 2017-2022
- Diversity Training and Workshops
- Inclusive Names Policy
- Multicultural and Diversity Education Committee (MDEC)
- Nondiscrimination Policy



## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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**1.D.1.** The university's commitment to the public purpose of higher education is articulated in the mission statement and is deeply embedded throughout the university's programs and operations. While the primary focus of the university is student learning, it is also the university's responsibility to improve the local community, the region, the nation, and the world. Both students and faculty engage in research that benefits all of these groups. CMU's Institute for Great Lakes Research conducts deep-water research throughout the Great Lakes region and is actively engaged in joint projects with the federal Resilient Lands and Water Initiative. It was cited in the Blue Economy Report as being fundamental to the growth of Michigan as the world's freshwater and water innovation capital.

In addition, through the support of research and creative endeavors, CMU advances economic, cultural, and social development. Economic growth is promoted through the CMU Research Corporation (CMURC), a nonprofit business incubator and accelerator, which provides mentoring, space, and programming to enhance business growth. Originally located in the Mount Pleasant SmartZone, and designed to attract and stimulate high-tech businesses that require a synergistic relationship with a research-intensive university, it now also has offices in Bay City, Saginaw, and soon, Midland, Michigan. The College of Business Administration annually sponsors the student-focused New Venture Competition, which awards start-up capital to winning entrepreneurs. CMU is an active member of the Great Lakes Bay Regional Alliance, and CMU is contributing to regional development through the College of Medicine and its community impact with area hospitals, research institutes, and area businesses. Examples of community service noted in section 1.D.3 below reflect an understanding that in its educational role the institution serves the public, not solely the institution, fulfilling our public obligation.

**1.D.2.** CMU is an autonomous, public university in Michigan without private investors or a parent organization. As a nonprofit entity, any financial returns that CMU generates are reinvested into initiatives supporting our mission of teaching, research, and public service. This is demonstrated by increased spending on student scholarships, investment in research facilities, additional hiring of research-intensive faculty, and added funding for community partnerships.

**1.D.3.** CMU is committed to engagement with external constituencies and communities of interest and responds to their needs. This commitment is highlighted in Imperative III: Strengthening Partnerships in Michigan and Beyond in *"Advancing Excellence: CMU's Strategic Plan, 2017-2022"*: "CMU values community partnerships. We will emphasize partnerships with alumni, communities, corporations, government agencies and nonprofit organizations that lead to mutual growth and enhancement, starting with those in Michigan and going beyond to our country and the world".

CMU administrators, faculty, and staff engage all constituencies, from local to international, on an intentional and regular schedule. CMU faculty and students often fill seats on the city, county, and township commissions. The Associate Vice President for Facilities Management and the CMU Police often engage the city, Saginaw Chippewa Indian Tribe, and Union Township officials and managers in joint projects. Administrators, faculty, and staff serve on the governing boards of several regional businesses, environmental organizations, and non-profits providing direction for opportunities to engage in joint research and community development. Through academic service learning, faculty partner with external constituencies to provide experiential education in which students participate in meaningful service activities that meet identified community needs and are integrated with course student learning outcomes.

See how CMU has responded to the needs of our constituencies in ways that are consistent with its mission.

## Sources

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- Advancing Excellence CMU's Strategic Plan, 2017-2022
- Blue Economy Report
- Center for Applied Research Studies (CARRS)
- Center for Children, Families and Communities
- Civic Engagement and Public Service Division
- CMU Research Corporation
- College of Medicine
- College of Medicine Community Impact
- Community Service
- Institute for Great Lakes Research
- Needs of Constituencies
- Saginaw Chippewa Indian Tribe

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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The most recent iteration of Central Michigan University's mission and core values was developed through a process of shared governance and endorsed by the Academic Senate and the Board of Trustees (BOT) in 2010. The vision and strategic priorities were developed through a similar process and endorsed by the Academic Senate and BOT in 2012. Together they are the guiding principles for all planning and budgeting.

The vision statement and strategic priorities approved in 2012 are the essential drivers of the CMU Strategic Plan 2015-2019 and the updated plan *Advancing Excellence: CMU's Strategic Plan, 2017-2022* approved by the BOT on June 29, 2017. As previously outlined, this update focuses on three imperatives: Nurturing Student Success, Fostering Scholarly Activity, and Strengthening Partnerships in Michigan and Beyond. CMU President Davies, appointed in September 2018, announced in Summer 2019 a new strategic envisioning of CMU's future, a process that will build upon the university's strategic plan, *Advancing Excellence*. The envisioning process began during this 2019-20 academic year and has a goal of envisioning CMU in 2030.

CMU's programs, values, and policies illustrate the link between its academic activities and the institution's role in the region, state, nation and, indeed, the entire world. Over the past decade, the diversity of the student body, as well as the faculty and staff, has increased. Part of that diversity is due to the increase in international students and increased recruitment from Michigan major metropolitan centers. The Office of Institutional Diversity, Equity, and Inclusion serves a leading role in promoting an institutional culture that values and supports diversity, and CMU and the Mount Pleasant community continue to improve services to the increasingly diverse population.

CMU demonstrates its commitment to the public good and the needs of external constituencies through programming and services related to economic and professional development, healthcare, child services, and environmental stewardship. For example, CMU graduates improve accessibility to quality healthcare and provide valued services to the residents of northern Michigan. The impact of cutting-edge research on freshwater systems, environmental sustainability, and natural resources reaches well beyond the Great Lakes region. The CMU Research Corporation offers space and consulting services to accelerate the development of new ventures. The relationship between CMU and our constituents is synergistic as they provide internship sites for our students and often become their employers after graduation.

### Sources

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*There are no sources.*

## Criterion 2.

### Integrity: Ethical and Responsible Conduct



The institution acts with integrity; its conduct is ethical and responsible.

#### Core Components

2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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Central Michigan University (CMU) takes seriously its responsibility to abide by the laws and regulations of the state of Michigan, the federal government, and other governing and regulatory bodies. The Office of General Counsel maintains the Board of Trustees (BOT) Bylaws; the Board Policy Manual; and Administrative Policies, Procedures and Guidelines. The Office of General Counsel advises university officials on the law's effect on university policy and business decisions, receives and reviews contracts, provides consultation on academic and administrative matters that have legal implications, and handles all litigation and administrative agency proceedings involving the university.

Additional offices and resources that ensure the highest standards of integrity at CMU include the Office of Internal Audit, the Office of Research Compliance, the Office of Civil Rights and Institutional Equity (OCRIE), Health Insurance Portability and Accountability Act (HIPAA) Privacy Office, and the Office of Student Disability Services. Internal Audit was established in 1963 to assist the BOT in fulfilling its responsibility for continuing oversight of the management of the university. Internal Audit is an important tool in the maintenance of the integrity, efficiency, and effectiveness of financial and other management control systems. CMU has contracted with an independent third party to provide employees an anonymous and confidential mechanism for reporting activities that may include financial misconduct via the CMU Ethics Hotline. The Office of Research Compliance supports several boards/committees that provide oversight of research and that ensure faculty and other researchers observe the highest standards of professional conduct in all scholarly, research, and creative activities. There are various mechanisms to report a research concern, and all cases of research misconduct or noncompliance are thoroughly investigated. The HIPAA Privacy Office was created as a separate entity in 2018 as a result of a reorganization of responsibility for HIPAA policies.

The Office of Civil Rights and Institutional Equity (OCRIE) supervises the maintenance of reports and records of employee and student concerns related to discrimination, provides and develops related educational programs and materials, offers guidance and advice to all community members on the university's non-discrimination and affirmative action policies and procedures, assists departments with recruitment and retention activities, and receives, investigates, and resolves complaints of discrimination from students, employees, and others. The office of Student Disability Services provides students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs, and activities.

CMU conducts its business openly and transparently by posting information on the public website and by complying with the requirement of the Michigan Constitution that formal sessions of the BOT be open to the public. CMU operates with integrity in its financial, academic, personnel, and auxiliary functions, as evidenced

by the policies that follow. Should a breach in ethical conduct occur, CMU acts quickly and fairly to remedy the problem and establishes policies and/or procedures to prevent subsequent occurrences.

*Integrity in Financial Functions* The university has received unqualified (clean) external audit opinions of its financial statements in each of the past ten years. CMU has not had any findings or questioned costs or material weaknesses in the processing of financial aid for more than fifteen years, except for two minor findings since CMU's comprehensive evaluation in 2015 which were readily corrected: one in FY2016 and one in FY2018. All financial records are available to the public through the CMU website.

In addition, the university has a functioning Fraud Reporting Policy, approved by the BOT in 2004, to which all employees are expected to adhere. As mentioned earlier, CMU Ethics Hotline provides a confidential means for employees to report suspected financial misconduct.

*Integrity in Academic Functions.* The Office of Student Affairs publishes the policies on Academic Integrity and the Code of Student Rights, Responsibilities and Disciplinary Procedures. In addition, the Liaison Committee on Medical Education (LCME) requires the College of Medicine (CMED) to have an Office of Student Affairs that develops and enforces policies on grade grievances, student conduct, and disciplinary procedures. Additional information on academic and research integrity are detailed in Core Component 2.E.3.

*Integrity in Personnel Functions.* The university has personnel policies and procedures that guide its interactions with faculty, staff, and student employees. These policies are readily accessible to all employees and are implemented fairly and consistently by Faculty Personnel Services (Policies), Human Resources (Policies), and Student Employment Services.

In addition, the university complies with established fair and ethical employment policies and processes for its faculty and staff members, as evidenced by its adherence to collective bargaining agreements, with nine represented employee groups, and policies outlined in employee handbooks for two non-unionized employee groups. CMED faculty are not a part of the faculty union; however, they have their own Medical Faculty Employment Handbook.

The safety of faculty, staff, students, and visitors is protected by the policies and services of the offices of Risk Management and Environmental Health and Safety. These offices strive to ensure that CMU is a safe place to work, learn, and visit. CMU has developed a comprehensive set of policies to ensure safe workplace practices, including emergency and safety management and ensuring a healthy campus.

*Integrity in Auxiliary Functions.* Auxiliary functions include Intercollegiate Athletics, Public Broadcasting, University Recreation, and Residences and Auxiliary Services. As with all university units, breaches of integrity are dealt with according to internal policies. Two units also report to external agencies:

- Athletics at CMU competes in Division I (FBS for football). The institution complies with all NCAA, Mid-American Conference, and institutional rules and policies. In its history, CMU has never had a major violation of NCAA rules. CMU self-reports the occasional minor violation to the NCAA through its Athletic Compliance Office.
- CMU's Public Broadcasting provides an annual financial report to the Corporation for Public Broadcasting.

*Fair and Ethical Policies and Processes for the BOT, Administration, Faculty, and Staff.* The BOT makes all decisions, according to its Bylaws, in public, formal sessions for which the agendas are posted online in advance of each meeting. Committee meetings, except for the Audit Committee, are also open to the public. BOT meeting agendas and minutes for the past six years are available on the Board of Trustees' website.



Minutes for all meetings since 1964 are available online through the CMU Online Digital Object Repository in the Clarke Historical Library. Agendas for meetings prior to six years ago are readily available from the Secretary to the BOT.

CMU has available online a manual of policies, practices, and regulations that have been approved by the BOT, which guides its operations. The BOT, administration, faculty, and staff employees are subject to the Board policies. Administrators are subject to the Administrative Policy manual as well as applicable human resources policies including the Senior Officer and Professional & Administrative Handbooks.

One of the policies promulgated by the BOT is the university's Nondiscrimination Policy, which prohibits unlawful acts of discrimination or harassment within the university community and goes beyond statute to also prohibit discrimination or harassment based on several additional characteristics. Complaints are reported to and investigated by OCRIE, whose Assistant Vice President is also the Title IX Coordinator for the university. Procedures and processes for investigation are included in the CMU Equal Opportunity and Affirmative Action Protocol, adopted in 1999 and a comprehensive Sexual Misconduct Policy, adopted in early 2015, and updated in early 2019, in accordance with the federal Violence Against Women Reauthorization Act and the Campus Sexual Violence Elimination Act. Additionally, CMU provides comprehensive educational programs to its students and employees on CMU nondiscrimination policies, including required educational programs on CMU's Sexual Misconduct Policy for all newly matriculating students. The BOT also receives quarterly compliance reports regarding complaint investigations and recently established a Substantial Events Policy to ensure timely reporting and engagement with the BOT on substantial incidents on campus, including incidents of sexual misconduct involving employees. In 2018 the Michigan Legislature enacted reporting processes for Title IX violations to the state following review by the university administration and BOT.

## Sources

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- Academic Integrity Policy
- Administrative Policies, Procedures and Guidelines
- Athletic Compliance
- Board of Trustees Agendas and Minutes
- Board of Trustees Bylaws
- Board Policy Manual Table of Contents
- CMED Office of Student Affairs
- Code of Student Rights, Responsibilities and Disciplinary Procedures
- Environmental Health and Safety
- Ethics Hotline
- Faculty Personnel Services
- Faculty Personnel Services Policies
- Fraud and Fraudulent Activities Policy
- Human Resource Policies
- Human Resources
- Internal Audit
- Medical Faculty Employment Handbook
- Non-discrimination Policy
- Office of Civil Rights and Institutional Equity
- Represented Groups Contracts and Handbooks
- Research Compliance
- Risk Management

- Schedule of Findings FY2016
- Schedule of Findings FY2018
- Student Disability Services
- Student Employment Services

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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The institution presents itself clearly and completely to its students and to the public primarily through its main website ([www.cmich.edu](http://www.cmich.edu)). In addition, information that is particularly relevant to prospective students is available at a website called [go.cmich.edu](http://go.cmich.edu). The “go” site contains, for example, information about academic programs, the requirements for application, helpful checklists, and cost information about tuition and financial aid.

*Academic Information.* In addition to the “go” site, information about academic programs is available in the academic bulletins, which list all academic program requirements, scholarships and financial aid, tuition and fees, calendar, grading, admissions, refund policies, and other requirements. Current and past bulletins are available online. The academic bulletins also contain listings of university faculty and staff, the year of hire, and credentials. College and department websites present program requirements and criteria for admission, retention, and dismissal. Department websites include detailed information on faculty and staff.

*Costs to Students.* CMU provides consumer information to current students, prospective students and their families, and the general public, both electronically and in print, in the academic bulletins. The Office of Scholarships and Financial Aid website includes notifications and information required to be published under Title IV. The National Center for Education Statistics (College Scorecard) website includes, but is not limited to, retention rates, graduation/completion for the student body by gender and ethnicity, receipt of Pell grants, cost of attendance, academic programs and completion numbers, composition of faculty (full time/part time), accrediting agencies, loan default rates, and crime statistics. Similarly, the following information is available on the College Navigator website: six-year graduation rate, cost of attendance, loan default rate, median borrowing, and employment.

1. The main CMU web page clearly presents a description of university leadership. Links to the Office of the President, Office of the Provost, and other divisions provide additional detail and direction.

As required by the Michigan Legislature, CMU has a “Transparency Reporting” icon (Michigan map) on the lower right hand corner of its main website home page, which takes readers to links to information about financial control—such as annual operating budgets, personnel expenditures, and audits and financial reports—as well as other types of control, including campus security policies and crime statistics.

*Safety.* The Campus Safety Information and Resources section on the CMU Police web page connects to the university’s most recent Clery Act documentation which includes the Annual Security/Fire Safety Report, which incorporates among other information crime statistics reporting in compliance with the Student Right to Know and Campus Security Act of 1990 (Clery Act). In addition to being available online, this annual security report is available in hard copy at the CMU Police Department, Office of Student Conduct, Office of Residence Life, CMU Welcome Center, Ticket Central, and the Admissions Office.

*Accreditation.* The university provides information about the relationship with all regional and specialized accrediting bodies on the Academic Affairs web pages and in the academic bulletins. CMU was first accredited in 1915 by the North Central Association of Colleges and Schools (NCA) as Central State Teachers College and

has been continually accredited since, except for 1922-23. The current accrediting body is known as the Higher Learning Commission and is recognized by the United States Department of Education.

Many CMU programs are accredited by one or more specialized accrediting organizations. All accredited programs report their accreditation status on their website and in the academic bulletins. If the program leads to licensure or certification, results of those tests are presented on the program website. The most recent action letter and comprehensive evaluation report for each specialized accrediting agency are linked to the Table of Specialized Accreditation.

## Sources

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- Annual Security/Fire Safety Report
- College Navigator - Central Michigan University
- HLC Statement of Accreditation Status
- Main CMU Webpage
- Office of Scholarships and Financial Aid
- Office of the President
- Office of the Provost
- Specialized Accreditation Table
- Transparency Reporting
- US Dept of Ed College Scorecard - CMU

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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**2.C.1.** The business and affairs of the university are governed by the Board of Trustees (BOT) in accordance with its bylaws. These Bylaws were last updated June 29, 2017. The BOT has all powers afforded it by the Constitution of the State of Michigan, Act 48 of Michigan Public Acts of 1963 (second extra session; MCL 390.551 et seq), and any other legislation conferring powers upon the BOT.

The constitutional number of trustees of the university is eight. They are appointed by the governor of the state of Michigan with the advice and consent of the Michigan senate for eight-year terms as set forth by law. In addition, the President of the university is an ex officio, non-voting member of the BOT. In all its deliberations, the BOT collectively, and its members individually, act in the best interest of the university and its students.

**2.C.2. The BOT receives training to aid in its functionality.** The university is a member of the Association of Governing Boards (AGB), the leading national association for higher education governing boards and their members. Each year, several trustees attend workshops and sessions at the National Conference on Trusteeship. Trustees also receive *Trusteeship* magazine and other AGB publications, and information to assist them in staying current about the issues facing institutional governing boards. In addition, there have been several annual meetings of the members of Boards from all 15 public universities in Michigan. These have generally been organized by the Michigan Governor. The last was held Oct. 8, 2018.

Each new Board member receives an orientation from each of the major divisions of the university. In addition, at all Board meetings occurring during the Academic Year, the Board members meet with faculty and students. During the Trustees-Faculty Liaison and Trustees-Student Liaison Committees, they receive information about issues that are important to these internal constituencies. In addition, most committee meetings and the general session are public. Two public comment periods are available at every BOT meeting: one for items appearing on the agenda of that particular meeting and one for items that do not appear on the meeting agenda. Contact information for BOT members is published on the institution's website, adding to their accessibility to receive opinions and comment from internal and external constituencies.

**2.C.3.** The BOT retains constitutional autonomy under the Michigan Constitution, preserving its independence from undue external influence. Upon appointment and confirmation, trustees take an Oath of Public Office swearing to uphold the Constitution of the United States and of the State of Michigan and to faithfully discharge the duties of their office.

Board Bylaws Article X, Section 4, states, “Board members shall avoid participating in decision-making processes involving conflict or apparent conflict of interest. Board members shall not vote on any issue involving conflict of interest and may participate in the discussion on such matters only at the request of other members of the Board.”

In addition, the BOT has approved a university Conflict of Interest Policy, which is applicable to all employees and trustees. It states in part, “All employees (faculty/staff) and members of the Board of Trustees of CMU serve a public interest role and must conduct all affairs of the University in a manner consistent with this concept. Decisions made in the course of employment or as an official or representative of the University are to promote the best interests of the University. This policy is designed to foster high ethical standards of performance by ensuring that actual or apparent conflict of interest situations are avoided.” Annual conflict of interest questionnaires are completed by each trustee and senior officer.

BOT meeting minutes reflect occasions when individual trustees have recused themselves from votes on items for which they believe there exists a real or perceived conflict of interest.

**2.C.4.** According to BOT Bylaws Article IV, Section 1, administrative officers of the university shall carry out Board policy and attend to the general administration of the university. Section 2 of this article specifies that the President shall be the chief executive officer of the university.

Bylaws Article V defines the responsibilities of the BOT and the authority that the BOT reserves to itself. Bylaws Article VI defines the authority delegated to the President, including “authority over all matters not specifically reserved to the Board.” One of the primary responsibilities of the BOT is to hire and evaluate the President. Every three years, the BOT performs a comprehensive evaluation of the President, which involves seeking input from multiple constituents.

At its meeting of April 27, 1964, the BOT approved a constitution for the CMU Academic Senate, thereby approving the creation of a legislative body in the university in which representatives of the faculty, students, and academic leadership can deliberate the determination of academic policies authorized by this constitution, subject to the approval of the university President and the BOT. The current constitution was originally approved by the Board in 1970 and has most recently been amended and approved on April 29, 2016.

## Sources

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- Academic Senate Constitution
- Board of Trustees Bylaws
- Conflict of Interest Policy
- Examples of Trustee Recusal
- Michigan Constitution



## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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The university explicitly encourages the free flow of ideas and recognizes that the intellectual growth of its students requires them to be exposed to vigorous debate and differing points of view on a variety of issues. The Academic Senate, at its meeting of February 8, 2005, endorsed the principles of academic freedom and urged the university to adopt the statement of principles put forth by the American Association of University Professors (AAUP). The university adopted those general principles and established an official policy on Academic Freedom, affirming its commitment to academic freedom and free speech and to upholding such freedoms in the face of external actions or decisions that might threaten such freedoms. Within the Board Policy are two statements on freedom of expression for all employees: a) under Political Activity of Staff Members “Employees are afforded constitutional rights and privileges of free speech, association, thought, and action, and are expected to abide by the responsibilities attendant to the exercise of these rights” and b) under the Non-Discrimination Policy the University “is committed to protecting the constitutional and statutory civil rights of persons connected with the university.”

The Code of Student Rights, Responsibilities and Disciplinary Procedures speaks directly to freedom of expression of students: “Free inquiry and free expression are essential attributes of a community of scholars. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus generally, and in the community at large.” The Code explicitly states that students have the right to editorial freedom in student publications. *Central Michigan Life*, the student-run newspaper, receives monetary support from the university but is editorially independent. It is frank and at times critical in its opinions about university operations. Beyond its policies, CMU, and many of its hundreds of student organizations, actively engages in the “marketplace of ideas” by hosting many different speakers, symposiums, community forums, and debates throughout campus with extensive diversity of viewpoints.

The agreement between the CMU Faculty Association and the university speaks to freedom to teach and conduct research without arbitrary interference in the context of tenure.

### Sources

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- Academic Freedom
- CMU CMUFA Agreement 2019-2024
- Code of Student Rights, Responsibilities and Disciplinary Procedures

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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**2.E.1.** The Office of Research Compliance within the Office of Research and Graduate Studies oversees the conduct of all research involving human and animal research subjects and biohazards such as recombinant DNA. This office is directed by a scientist with credentials in research and research compliance. The oversight committees—Institutional Review Board, Institutional Animal Care and Use Committee, and the Institutional Biosafety Committee—are staffed by experienced coordinators and chaired by senior faculty members. Policies and standard operating procedures are accessible online. Process-improvement projects and training programs for committee members and staff have been implemented, and efficiency and effectiveness are assessed by various metrics. All persons involved in research involving human subjects, animals, or biohazards must demonstrate satisfactory understanding of the relevant ethical and regulatory principles by passing online courses available through the Collaborative Institutional Training Initiative (CITI).

The Office of Laboratory and Field Safety (OLFS) within the Office of Research and Graduate Studies oversees the laboratory safety program (chemical, biological, radiological, and laser), the occupational health and safety program for the vivaria, the academic shop safety program, and the field safety program. This office is directed by a scientist with Certified Industrial Hygienist credentials. The oversight committees - Lab Safety Committee, Radiation Safety Committee, and the Laser Safety Committee - include a mixed membership of senior faculty, junior faculty, and staff. An extensive website presents standard operating procedures, safety information, and training opportunities. Laboratory, field, and academic shop workers must complete various safety trainings before performing work. These trainings are available in a combination of classroom and online options. In combination with Risk Management/Environmental Health and Safety, OLFS offers blood borne pathogen, CPR/AED, fire safety, hazard communication, lab safety, lockout/tagout, personal protective equipment, fire extinguisher, radiation awareness, radiation safety-bone densitometer, radiation safety-XRD, and respirator training.

**2.E.2.** The Policy on Responsible Use of Computing applies to students, and students are familiarized with it during freshman orientation, computer abuse is addressed in the Code of Student Rights, Responsibilities and Disciplinary Procedures. The university Policy on Academic Integrity, which applies specifically to students, contains several sections that deal with information resources. The CMU Libraries Electronic Resource Policy references the special features of material in electronic format, and several resources explain the concept of plagiarism and how to avoid it. Students are directed in the appropriate use of resources and disciplinary procedures for creating and disseminating knowledge in their academic coursework, including required competency courses and their foundational courses or research methods courses in the majors.

**2.E.3. *Academic Integrity.*** The Policy on Academic Integrity applies to undergraduate, graduate, and medical students. Policies dealing with academic integrity relevant to specific groups within the CMU community are posted on websites and are contained in various publications. Student athletes and athletic staff are bound by

additional provisions of the NCAA that deal with issues of academic integrity. Students participating in the CMU Honors Program are subject to the Honors Program Academic Honesty Statement.

*Violations of Academic Integrity by Students.* All academic integrity allegations are handled first within a department/college. The instructor might then involve the Office of Student Conduct, who might then also discuss disciplinary issues with the student. The number of cases of academic dishonesty referred to the Office of Student Conduct has been increasing over the past five years (twenty-one in 2014-2015, forty-six in 2015-2016, sixty-nine in 2016-2017, eighty-seven in 2017-2018 and ninety-three in 2018-2019). It is unclear whether faculty and students are reporting and addressing more cases or if there has been a potential decline in academic integrity among students (either of which will require additional education for students on ethical research). Most of those cases resulted in disciplinary action.

The process for dealing with violations of the Honors Program is described in the Honors Faculty Handbook.

*Violations of Academic Integrity by Graduate Students.* Prior to 2015-2016, violations of the Policy on Academic Integrity committed by graduate students were adjudicated by instructors and the College of Graduate Studies, as described in Student Hearing Procedures. Beginning in 2016-17, cases of Academic Integrity (undergraduate and graduate) have been adjudicated by the Office of Student Conduct and are included in the above statistics.

*Violations of Human Research Policy.* The policy dealing with noncompliance in research involving human subjects is embedded within the Standard Operating Procedures for the Human Research Protection Program.

*Violations of HIPAA policies.* The Health Insurance Portability and Accountability Act (HIPAA) Privacy Office was created in 2018 to oversee compliance with the federal and state HIPAA regulations for the confidentiality, integrity, and accessibility to protected health information (PHI). This newly formed department is directed by the HIPAA Privacy Officer with credentials in Health Information Management (through the American Health Information Management Association [AHIMA] and HIPAA certification [from the American Institute of Health Compliance]). The Office of Information Technology has also named a HIPAA Security Officer with technical knowledge to secure electronic protected health information (ePHI).

A HIPAA gap analysis conducted in 2017 led CMU to restructure our program governance, including reviewing and updating HIPAA policies, redefining units within the HIPAA hybrid entity, implementing new HIPAA training, and development of a HIPAA Executive Steering Committee (chaired by the Provost/Executive Vice President) and HIPAA Council to support compliance and practice.

Students who do clinical education within the CMU hybrid entity healthcare clinics, as well as faculty and staff, are bound by our policies. Violations are directed to the appropriate authorized official to enforce appropriate sanctions as described in HIPAA Policy #12-10.

*Violations of Animal Research Policy.* Concerns about the treatment of animals used in research may be reported anonymously to the Office of Research Compliance, and investigative reports are sent to the chair of the Institutional Animal Care and Use Committee (IACUC), who makes an initial determination of seriousness. The IACUC makes the final determination. If the research is supported by federal funds, then the appropriate agency is notified by letter. In the past year, no concerns were reported; and therefore, no reports were submitted.

*Violations of Recombinant Nucleic Acid Policy, and Violations involving other Potentially Biohazardous Research.* Non-compliance with NIH Guidelines, CDC BMBL Guidelines, The Federal Select Agent Program and the United States Government Policy for Oversight of Dual

Use Research of Concern are addressed in the Institutional Biosafety Program Policy (CMU Policy 3-47, approved August 28, 2017) and the subordinate Institutional Biosafety Program Policy on Noncompliance (approved October 9, 2018).

*Violations of Export Control Policy.* Guidelines and procedures covering Export Control became policy effective December 17, 2019. CMU is committed to export control and requires pre-approval of any staff or faculty members who travel internationally on behalf of CMU.

*Research Misconduct by Faculty.* The Vice President for Research and Dean of Graduate Studies, in collaboration with the Executive Director of Faculty Personnel Services, is responsible for investigating allegations of research misconduct involving faculty members. On average, fewer than five cases per academic year are alleged. Of those, every case is addressed through the inquiry stage of the policy, with an average of three out of five being advanced to a formal investigation. Generally speaking, cases referred to the formal investigatory process are resolved through corrective procedures, whether it is training related to correct procedures, counseling on future expectations, or discipline related to purposeful misconduct or gross negligence.

## Sources

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- Academic Integrity Policy
- Code of Student Rights, Responsibilities and Disciplinary Procedures
- Collaborative Institutional Training Initiative (CITI)
- Computer Abuse
- Electronic Resource Policy
- Example Safety SOPs
- Export Control Policy
- HIPAA Policy #12-10
- Honors Faculty Handbook
- IACUC Policies and Procedures
- Institutional Biosafety Program Policy
- Institutional Biosafety Program Policy on Noncompliance
- IRB Standard Operating Procedures
- Laboratory and Field Safety
- Office of Research Compliance
- Responsible Use of Computing

## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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CMU's Board of Trustees (BOT) governs the business and affairs of the university in the best interest of the institution and its students. The BOT retains autonomy under the Michigan Constitution, preserving its independence from undue influence. The BOT adheres to bylaws that guide their actions and define their authority. The university is a member of the Association of Governing Boards (AGB), the leading national association for higher education governing boards and their members. Each year, several trustees attend workshops and sessions at the National Conference on Trusteeship. Trustees also receive *Trusteeship* magazine and other AGB publications, and information to assist them in staying current about the issues facing institutional governing boards. The CMU President is hired and evaluated by the BOT and is given authority over all matters not specifically reserved to the BOT.

CMU conducts its business openly and transparently by posting information on the public website ([www.cmich.edu](http://www.cmich.edu)) and by complying with the requirement of the Michigan Constitution that formal sessions of the BOT be open to the public. The BOT and the Michigan Legislature have put into place new regulations and policies on Title IX reporting. CMU operates with integrity in its financial, academic, personnel, and auxiliary functions. Should a breach in ethical conduct occur, CMU acts quickly and fairly to remedy the problem and establishes policies and/or procedures to prevent subsequent occurrences.

The institution presents itself clearly and completely to its students and to the public primarily through its main website ([www.cmich.edu](http://www.cmich.edu)). In addition, information that is particularly relevant to prospective students is available at a website called [go.cmich.edu](http://go.cmich.edu). The "go" site contains, for example, information about academic programs, the requirements for application, helpful checklists, and cost information about tuition and financial aid.

The integrity of research and scholarly practice at CMU is upheld through institutional oversight and policies. The Office of the Vice President for Research and Dean of Graduate Studies oversees research conduct and enforces policies that ensure safe and ethical practice among researchers. Allegations of noncompliance of research involving human or nonhuman subjects are investigated by the Institutional Review Board or the Institutional Animal Care and Use Committee, respectively. CMU's Policy on Academic Integrity and electronic resource policies ensure that information resources are used responsibly by students. Violations of the Policy on Academic Integrity are handled among course instructors and various offices and units depending on whether the violation occurred at the undergraduate, graduate, or faculty level.

### Sources

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*There are no sources.*

**Criterion 3.**  
**Teaching and Learning:**  
**Quality, Resources, and Support**



The institution provides high quality education, wherever and however its offerings are delivered.

**Core Components**

3.A The institution's degree programs are appropriate to higher education.

3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.C The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.D The institution provides support for student learning and effective teaching.

3.E The institution fulfills the claims it makes for an enriched educational environment.

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## 3 - Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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**3.A.1. Course Approval Process.** The currency, rigor, and appropriateness of course level and course sequence of academic programs are reviewed as part of the course approval process as described in the Curriculum Authority Document (CAD). The approval process for new courses and course modifications includes the submission of a Master Course Syllabus/Syllabi (MCS) and a Course-Related Proposal Form. Each MCS follows a standard format that describes the course, prerequisites, co-requisites, recommended courses and/or experiences, rationale for course level, materials and other requirements, typical instructional formats, course objectives, an outline of topics, and typical methods for student evaluation to ensure the academic rigor of the course.

The MCS must include the rationale for the course level that explains why the course is numbered as it is rather than at a higher or lower level. The rationale also states whether the course is an introduction to a content area, assumes past knowledge, or expects upper level thought processes. The student learning outcomes, prerequisites/co-requisites, and methods of evaluation must be consistent with the course level. The curricular review bodies discuss the rationale for course level to ensure consistency across courses and programs.

The MCS are filed in the Academic Senate office and are available online. At least once every seven years the home department or interdisciplinary council must review, update, and process each MCS through the curricular process for review and approval. These scheduled revisions of MCS, together with revisions motivated by disciplinary and programmatic changes, respond to the reality that knowledge within and across disciplines continually changes.

*Program Approval Process.* All new programs and program modifications require approval as described in the CAD. The review and approval of most program modifications occurs at the college curriculum committee level. Program modifications that affect more than one college or that change degree requirements, number of credit hours on a degree program or certificate, or program title require review and approval of the appropriate Senate Review Committee (SRC). Deletion of a degree or program and changes to the general education program require full Academic Senate review and approval.

The proposal of a new degree or program receives the most rigorous review. All new programs must receive approval by the department or interdisciplinary council, and college before being recommended by the college dean to the Academic Planning Council (APC). The APC discusses whether the program supports the mission and goals of Central Michigan University (CMU), the market for graduates, student interest and ability to attract quality students, evidence of quality faculty, and the extent to which financial resources needed to support the program are available. Following a positive recommendation by the APC, the Provost/Executive Vice President (Provost) then reviews the materials and makes a recommendation to proceed with the proposal, revise it, or discontinue the process. If approved by the Provost, the new program proposal proceeds to the appropriate SRC. An approved assessment plan must accompany the proposal. The Assessment Council conducts a thorough review of the student learning outcomes and assessment strategies of the new program to ensure that the expectation of student learning matches the program level and that the proposed measures are adequate to acquire appropriate data on student learning.

Once the SRC reviews and approves the program, the proposal is submitted to the Academic Senate for full review, discussion, and approval. The Board of Trustees (BOT) must approve all new degrees. The Michigan Association of State Universities (MASU), through its Academic Affairs Officers Committee, reviews all proposed new academic programs, programs with significant modifications, and deleted programs. All new programs approved by MASU are reported to the state legislature each May. Appropriate HLC action is accomplished for all new doctoral degrees.

*Program Review.* All majors, stand-alone minors, stand-alone certificates, graduate degrees and concentrations, the General Education program, and the Honors Protocol are evaluated through a program review process that occurs once every seven years. The primary purpose of program review is to assess the educational quality of academic programs, with a secondary purpose to make recommendations regarding program expansion, reduction, consolidation, or deletion. The requirement to involve external reviewers, who are recognized leaders in the discipline, ensures that information and perceptions shared with deans and the Provost include perspectives from outside the institution. In addition, the review includes a comparison of similar programs nationwide as evidence that CMU is offering programs that are competitive and relevant. The assessment of program quality indicators is detailed in 4.A.4.

*Specialized Program Accreditation.* Every academic college at CMU has at least one accredited program with many having multiple programs accredited. A self-study of the program, faculty productivity, student quality, and resources provides evidence that program content is current, and that department qualifications and resources support student preparation. The process to seek initial specialized accreditation or reaccreditation includes approval by the dean and the APC. All self-study documents are reviewed by the appropriate dean and the Provost's Office before being submitted to the accrediting agency. The site reviewers meet with university administration to discuss their findings and recommendations. Many programs, especially those with specialized accreditation, prepare students for certification or licensure. Pass rates on these normed examinations is additional evidence that CMU requires levels of performance appropriate for the degree awarded.

**3.A.2.** Program learning goals guide assessment for all degree and certificate programs and are articulated in the MCS and the assessment documentation. The learning goals are reviewed and discussed when the program is proposed, during program review, and in the review of the program assessment plan. All learning goals must be measurable.

The rationale for course level is described in the MCS and is discussed by the curriculum committees. Although there are no hard and fast rules, 100 and 200-level courses are considered foundational and in most instances are open to students from all majors. The 300 and 400-level courses build upon prior knowledge and require the application, analysis, evaluation, and synthesis of concepts.



It is inherently difficult to draw firm boundaries between advanced undergraduate and introductory graduate courses. Therefore, both graduate and undergraduate students are allowed to enroll in courses numbered in the 500s; however, the expectations for graduate and undergraduate students are different and the MCS must clearly reflect different requirements for these two groups of students.

**3.A.3. Consistency of Program Quality.** Regular faculty review and control the curriculum, regardless of the location or format of program delivery. Programs offering courses both on-campus and at CMU's satellite locations must include students from all locations in the program assessment. The Academic Senate has specific Councils and Committees responsible for monitoring programs offered only at satellite locations or online and for carrying out all program assessments.

*Consistency of Learning Goals.* The content for all sections of a course, whether it is delivered on campus, at a satellite location, or online, is governed by the MCS and must conform to the student learning outcomes, mode of evaluation, and overall structure of content. All faculty teaching at satellite locations or online courses are approved by the academic department to ensure appropriate levels of training, experience, and credentialing.

In addition, CMU sets standards to maintain a consistent look-and-feel across all locations. In the summer/fall of 2018, a Higher Learning Commission peer reviewer's *Multi-Location Visit Report* concluded that the pattern of operations, including instructional oversight, academic services, assessment of student performance, student services, facilities, and marketing and recruitment information, were adequate at all nine satellite locations visited and no further review or monitoring was necessary.

## Sources

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- Academic Planning Council
- CAD Flowchart New Degree.pdf
- CAD Flowchart Program Modification.pdf
- Certification Examination Results and Postings
- Curriculum Authority Document (CAD)
- Example 500-level MCS
- Master Course Syllabus Review and Guidelines
- Multi-Location Visit Report 2018
- Program Review Schedule 2017-2022
- Revised Process for Program Review
- Specialized Accreditation Table

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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**3.B.1. *Appropriate to the Mission.*** CMU's general education program is one mechanism that ensures all undergraduate students receive a broad education. The core characteristics of our general education program—coherence, representativeness, and completeness—promote CMU's mission- to “foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.”

A revised general education program was approved by the Academic Senate on May 4, 2010 and implemented beginning Fall 2014. This process is described in detail in the *Final Report to the Academic Senate of the Steering Committee for Studying General Education at CMU*. The approved changes reflect high-impact educational practices consistent with the *LEAP Essential Learning Outcomes* established by the Association of American Colleges and Universities (AAC&U).

The revised general education program has two major components: the University Program (UP) and the competencies. To fulfill UP requirements, students select one course from each of nine subgroups for a total of 27 credits. The courses in the subgroups represent four broad areas: Humanities, Natural Sciences, Social Sciences, and Studies in Discrimination, Culture, and Diversity. In addition to exposing students to a broad knowledge base through the UP, the general education program also fosters the development of a common set of academic skills through competency requirements targeting writing (fulfilled by the completion of Freshman Composition, Intermediate Composition, and four additional writing-intensive (WI) courses), oral communication (fulfilled by an oral English competency course), mathematics (fulfilled by a qualifying mathematics course), and quantitative reasoning (fulfilled by a qualifying quantitative reasoning (QR) course). Composition, mathematics, and oral English competencies must be completed before reaching 56 credit hours. WI and QR competencies may be completed at any time. Proficiency standards require a course grade of C or better in all competency courses and maintenance of an overall 2.0 GPA in all UP courses. Transfer students who enter under the Michigan Transfer Agreement must complete only six of the twelve writing-intensive credits at CMU.

*Appropriate to Educational Offerings and Degree Levels.* UP and competency courses are consistent with the rest of the university curriculum and are embedded throughout the curriculum as regular course offerings. However, to be included in the UP, courses must receive approval from the General Education Committee and Academic Senate. UP and competency courses undergo the same curricular-review process as other undergraduate courses (see section 3.A.1), to ensure that program content is appropriate to the educational offerings and degree levels of the institution.

According to the *General Education Program: A Basic Documents Set*, the intent of the UP Groups I (Humanities), II (Social Sciences), and III (Natural Sciences) is to provide a representative example of each area's relevant techniques and methods for analyzing and understanding the world. Each course "must be a complete statement in and of itself." Therefore, UP courses in Groups I, II, and III may not have specific course prerequisites. Group IV courses (Discrimination, Culture and Diversity), which focus on sociocultural issues rather than methodologies, may have prerequisites.

**3.B.2. Purposes, Content, and Learning Outcomes of General Education.** The general education program requirements and student learning outcomes are clearly articulated in the *Undergraduate Bulletin* and on the General Education website. Each MCS must specify how course content and activities promote the requisite general education learning outcomes. Incoming freshmen meet with advisors who inform them about general education requirements.

The General Education Director coordinates with faculty and curriculum committees to oversee the general education program.

*Philosophy and Framework of General Education.* CMU's general education program is grounded in a philosophy developed by the institution and adopted from an established framework described in *The University Program: A Basic Documents Set*. The foundation for course inclusion includes coherence, representativeness, and completeness. Since any course in the UP may be the only course a student takes in that discipline, it is suggested that each course emphasize the following elements:

1. those techniques common to its discipline, and to the extent possible, those techniques common to its subgroup;
2. the value premises commonly recognized as arising from the various issues, theories, and methodologies within the coverage of the course; and
3. the limits of any single discipline's approach to the subject at hand.

As part of the Fall 2014 program revision process, the General Education Committee solicited courses for inclusion in the new UP and required that all courses in the old program be resubmitted for approval to ensure that content met the revised student learning outcomes.

*General Education Imparts Broad Knowledge, Skills, and Attitudes.* Despite the implementation of a new general education curriculum in Fall 2014, the overarching goals of that curriculum remain unchanged: to produce educated persons who "demonstrate an understanding of the basic forces, ideas, and values that shape the world. They are aware of the structure of organized human knowledge—the arts and humanities, natural and social science. They can organize and access a broad knowledge base relevant to the modern world.... They are skilled in working with others, including those of diverse ethnic and cultural backgrounds, and in thinking reflectively about themselves as individuals and as members of society. Graduates value rational inquiry, honesty in scholarship, and life-long learning" (*Undergraduate Bulletin* 2019-2020, p. 128).

The extent to which CMU's curriculum fosters these outcomes is the focus of ongoing assessment of the general education program. Historically, assessment of the competencies and the UP has been carried out on a

regular basis using data from indirect measures such as the National Survey of Student Engagement (NSSE), the CMU Graduating Student Exit Survey (GSES), the CMU Undergraduate Alumni Outcomes Report, the Alumni Employment Survey (revised and now called the First Destination Survey), and the Collegiate Learning Assessment (CLA) as well as student grades in competency courses and faculty scores on the Student Opinion Survey. In Spring 2015, the director and the General Education Committee, in consultation with the director of Curriculum and Assessment, piloted assessment of several subgroups of the UP using direct measures (e.g., scoring of student work against rubrics based upon already-established student learning outcomes for the UP and competencies). Based on the findings of the pilot study, direct assessment of all subgroups and competencies began in Fall 2015 and continues to be conducted annually.

Assessment reports for 2016-2018 summarize overall findings regarding the University program and Quantitative Reasoning components. These assessment results suggest the need for ongoing revisions to the general education learning outcomes, which will be reflected in the 2020 revised General Education Assessment Plan. Assessment results have led to meaningful changes in the general education program and its outcomes, a continuous process of improving alignment between our outcomes, our assessments, and our student achievements.

Areas identified for improvement in a 2005 study of writing competency led to substantive changes to writing requirements, including the current WI requirements. A follow-up study of the writing competency is currently underway, this time including direct measures of student writing as well as a campus-wide survey of Writing Intensive courses. The 2018-2020 assessment report will cover the writing competency and WI courses. Assessment results also drove the creation of the current (2014-present) general education program. For example, NSSE results from 2006, 2009, and 2012 revealed the need for a more rigorous quantitative-reasoning requirement, resulting in the creation of the QR designation and the addition of a QR course to the general education requirements. Results from the NSSE, CLA, and the composition program's large-scale assessment indicated, among other things, that many students had insufficient experience writing and revising lengthy papers and had difficulty developing and supporting their ideas with credible evidence. These findings motivated the creation of the Writing Intensive (WI) designation and the requirement that students complete four WI courses.

Transfer students are required to complete all general education requirements. The transfer of general education credits is governed by several agreements or options: the MACRAO/MTA Agreement (specifically designed for transfer of community college credits), the University Program Transfer Block Option, or—if neither of these options can be used—the transfer of coursework on a course-by-course basis. Transfer students who cannot fulfill general education requirements in any of these ways are required to complete all CMU requirements after enrollment. While there is no “coordinating board” working with public universities in Michigan to facilitate transfer credit, the Michigan Association of State Universities (MASU) and the Michigan Community College Association (MCCA) continually work on developing processes to aid success by Michigan students.

**3.B.3. *Students Collect, Analyze, and Communicate Information.*** The competencies reflect CMU’s commitment to fostering the analytical skills needed to select information, organize it, and communicate effectively. For example, two of the four learning goals for assignments in Writing Intensive (WI) courses in the UP are to “select, analyze, and evaluate information/data from sources” and to “draw valid conclusions from information.” To be designated as a non-UP WI course, assignments and feedback must require students to 1) analyze, evaluate, and develop arguable and/or researchable theses, 2) use writing to engage in the inquiry methods appropriate to a discipline or profession, 3) use the discourse conventions of a discipline or profession, and 4) produce finished products that communicate effectively within disciplinary contexts. All undergraduate students are required to complete one QR course involving “the application of mathematics and quantitative reasoning in applied contexts”. While the current QR Student Learning Outcomes (SLO) is to “use number

sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems” the General Education director intends to develop a new SLO set that mirrors those for WI.

*Students Master Modes of Inquiry or Creative Work.* The UP is designed so that courses in the subgroups expose students to the techniques common to the subgroups. Majors build on this foundation with experiences appropriate to the discipline that synthesize learning, including research capstone courses, classes, clinical or internship experiences, and recitals or exhibitions. The form this takes varies from discipline to discipline.

As described in the *Graduate Studies Bulletin*, every master’s degree requires submission of evidence of scholarship, creative or artistic ability beyond the completion of coursework. Students may choose from two plans: (1) Plan A requires a thesis (6-9 credits), and an oral defense of the thesis; and (2) Plan B requires no thesis, but must include significant evidence of scholarship, such as research, independent studies, internships, or practica or creative or artistic ability. In addition, a comprehensive examination over the field of specialization may be required under either the Plan A or Plan B. Specialist degrees require a completed thesis or field study, and doctoral degrees require a dissertation, including oral defense, or, in the case of some applied programs, a doctoral project.

*Students Develop Skills Adaptable to Changing Environments.* All undergraduate students complete the general education program in addition to degree requirements and an area of specialization. The fundamentals of the general education program provide transferable knowledge, skills, and attitudes to prepare students for meaningful and successful lives. Upper-level undergraduate courses and all graduate courses develop higher-order cognitive skills including application, analysis, evaluation, and creation. These skills and behaviors provide CMU graduates with the essential ability to adapt to changing environments.

**3.B.4.** CMU’s commitment to recognizing human and cultural diversity is evidenced by the recent updates of our general education program in which category IVA was developed; creation of a Cultural and Global Studies program offering a major, minor, and array of certificates; a greater focus on study abroad including participation in the ACE Internationalization Laboratory; efforts to increase the numbers of international and culturally, ethnically, and nationally diverse students on our main campus; appointment of a Vice President and Chief Diversity Officer in 2018; and many initiatives offering services and programming related to cultural awareness and internationalization.

*University Program.* UP Group IV: Studies in Discrimination, Culture and Diversity “focuses on forms of discrimination (IV-A: Studies in Discrimination), the exploration of cultures and societies outside of the United States (IV-B: Studies in Cultures Outside of the Anglo-American Tradition) and the history and continuing effects of racism for groups within the United States (IV-C: Studies in Racism and Cultural Diversity in the United States)”. Group IV-A is a new addition to the general education program, implemented Fall 2019. It speaks to CMU’s commitment to recognizing human and cultural diversity that the addition of IV-A makes the study of discrimination, culture, and diversity the largest single subgroup within the University Program. Further, by permitting students to substitute relevant coursework involving interaction with one or more of the major groups that experience discrimination (for Group IV-A and IV-C) and coursework completed outside the U.S. (for Group IV-B), CMU affirms a commitment to helping students establish themselves as conscientious members of a global society.

*Cultural and Global Studies Program.* CMU also offers a Cultural and Global Studies major, a minor, and a series of certificate programs, which are housed in the School of Public Service and Global Citizenship in the College of Liberal Arts and Social Sciences. CMU students who major or minor in Cultural and Global Studies must choose to study a culture/region of the world in depth as part of their degree. These programs complement numerous existing majors focusing on diversity or international issues and those requiring diversity-oriented courses.

*Study Abroad Focus.* CMU continues to prioritize international experiential education for its students. Participation in education abroad has increased 40% since 2010 and 15.7% since 2014-15 (819 students went abroad in AY18-19). Increased coordination with the Deans and academic units ensures that study abroad is an integral part of the students' educational experience, and that participation in overseas programs contributes to a student's timely graduation. Faculty support this priority by offering faculty-led seminars abroad and contributing to curriculum integration efforts to ensure that study abroad courses count toward major and degree requirements. Moreover, faculty are encouraged to create international short courses that fulfill general education requirements, particularly the IV-B: Studies in Cultures Outside of the Anglo-American Tradition requirement. With a current focus on emphasizing immersive experiences abroad for students, participation in semester-long programs increased by 34% and participation in internships abroad increased by 70% over the past year. We continue to increase access to study abroad among diverse students, with a 26% increase of minority students and 11% increase of first-generation college students in the last academic year. The Office of Global Engagement manages a scholarship fund of more than \$160,000 to assist students who participate in study abroad programs of at least two weeks' duration, and promotes external scholarships such as the Gilman Award, to increase access to students regardless of their financial standing. The Honors Program has increased the percentage of graduating seniors completing a CMU-sponsored, credit-earning international course or program from 63.7% in 2013-14 to 79% in 2018-2019. In addition, an analysis of the impact of study abroad on student performance indicated that students who study abroad graduate almost one year earlier and with a cumulative GPA of .25 points higher than a matched group of non-study abroad students.

The university maintains affiliation agreements with foreign institutions and international education organizations to facilitate students studying abroad and faculty-led short-term programs abroad. CMU also has nearly two dozen exchange programs with international universities such as the University of Strathclyde, the University of Groningen, and Nanyang Technological University. These partnerships provide mobility opportunities for students and faculty, and in some cases have facilitated development of dual degrees and joint grant proposals.

*Student Attitudes Toward Diversity.* In November 2019, 179 regular and fixed-term faculty members were identified as either Hispanic/Latino or a racial minority out of a total of 953 individual faculty. The CMU student body continues to diversify rapidly on many dimensions, continuing to raise the need for increased skills at being able to interact effectively across social difference. For this reason, CMU increased the faculty staffing and capacity of its Intergroup Dialogue academic and co-curricular program in the fall of 2019 and established the Institute for Transformative Dialogue. We have also added to pre-enrollment orientation in May and June for new students, a theatre element called "CMU State of Mind" that illustrates the many ways that students from a variety of backgrounds find their sense of belonging and purpose and join the broad CMU community. This is in addition to a letter on values and the previously mentioned online awareness program and additional general education course requirement. In this way, we ensure that all students are exposed to these important skills and have a variety of context to practice them throughout their academic career.

In 2016, CMU engaged the Barthwell Group to conduct a campus-wide climate assessment with attention to race, ethnicity, gender, sexuality, socioeconomic status, veteran status, ability, and international status. From that work, a Task Force on Diversity and Inclusion worked throughout 2017 and developed the structure and plan that created the new President's Cabinet position of VP/CDO in addition to the implementation of several structural and policy recommendations. We were also pleased to participate in the national Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) which sampled our students who entered in the fall of 2015 at three points in comparison with 200 universities and was completed in 2019. The findings demonstrated not only that students at CMU were more openminded towards many different populations (gay, lesbian, and bisexual people, transgender people, people of a different race, and people from a different country) than students at similar Carnegie Classification institutions as well as all students sampled nationally, and that

they grow in their openness, awareness, and interactions during their time at CMU. The new Diversity Data Analyst has disaggregated ten years of student senior surveys to look at disparities of experience across race and gender as well as ten years of employee surveys, in order to make data-informed action plans. This individual worked on equity overviews of the faculty, staff, and student experiences and produced reports that led to action in several areas. This is an iterative process of institutional transformation that extends through the representatives on the University Diversity, Equity, and Inclusion Council of faculty, staff, and students. A new web site provides links to many of these studies and data.

*Cultural Awareness and Internationalization Initiatives.* There are several offices and committees at CMU that promote diversity in education and internationalization on campus. As described in Criterion 1.C, the Office for Institutional Diversity, Equity, and Inclusion (OIDEI) sponsors major events that draw the community. The Office for Diversity Education (ODE) promotes diversity and cultural competency in curricular and co-curricular initiatives throughout the university. The ODE also collaborates with Multicultural Academic Student Services, Native American Programs, and the Office of Lesbian, Gay, Bisexual, Transgender and Queer Services to provide programming and services to the campus community.

In addition, the Multicultural and Diversity Education Committee, a standing committee of the Academic Senate, promotes diversity, and social justice as a platform for embracing diverse issues, and the engagement of diverse perspectives in curriculum matters at CMU. Current initiatives include collaborating with the OIDEI on a study of diversity-related courses currently offered at CMU, and the awarding of the Robert Newby Award for excellence in student research on diversity issues. To augment these efforts, the Office of Curriculum and Instructional Support (CIS) collaborates with ODE to partner on various diversity and internationalization initiatives.

Several student organizations also provide exposure to diverse perspectives and cultures as they host events that welcome all students. Examples of these student groups are the CMU Annual Pow Wow Committee, Asian Cultural Organization, Organization of Black Unity, the Empowered Latino Union, the International Student Organization, and Sophisticated Women of Color, among many others.

**3.B.5.** Imperative 2 and the corresponding initiatives of CMU's Strategic Plan strive to promote exceptional faculty and student research and creative activity through incentives, infrastructure, and support services. Plans for continued development build on an existing foundation of active partnerships between the institution, the faculty, and students that support scholarship and creative work.

*Faculty Scholarship and Creative Work.* For tenured/tenure-track faculty, scholarship/creative endeavors is one of three criteria for reappointment, tenure, promotion, and professor salary adjustments. Fixed-term faculty must maintain scholarship/creative endeavors to satisfy any applicable accreditation standards. More specific standards and guidelines are established in the bylaws of individual departments, in the Graduate Education Policy, and, for medical school faculty, in the CMU College of Medicine Faculty Appointment Manual.

Faculty receive support for their scholarship and creative work in a number of different ways. The Faculty Research and Creative Endeavors Committee (FRCE) provides funding on a competitive basis through research grants and creative and scholarly support grants. Fixed-term faculty who are employed at least one-half time in the current academic year are also eligible for financial support for their scholarly and creative endeavors through FRCE and routinely receive such support. Further, the Office of Research and Graduate Studies (ORGS) administers the funds for proposal matches, research incentive grants, and the Vice President's discretionary fund. ORGS also provides grant specialists to help faculty find and apply for external grants.

CMU sponsors the President's and Provost's Awards for Outstanding Research and Creative Activity. The President's Award recognizes senior, tenured faculty members for their contributions to research and academic

inquiry. Non-tenured faculty receive special recognition for their outstanding scholarly and creative achievements via the Provost's Award.

Trends in scholarship/creative endeavors are tracked through annual reports submitted by individual faculty members to their chair and dean, and through statistics from ORGS that detail external grant and contract awards, along with patent, copyright, trademark, and licensing applications. CMU experienced a 74% increase of funded research over the past four (4) years. Highlights from these data sources include the following:

- During the 2018–2019 academic year, the ORGS assisted 7 faculty who submitted 4 invention disclosures. Those projects are in various stages of review for patent and commercial value.
- In addition, ORGS facilitated the submission of 295 proposals by faculty and staff seeking external grant and contract funding totaling \$47,610,211. These proposals resulted in 164 awards for funding totaling \$18,148,036.

*Student Research and Creative Activity.* In the 2019 NSSE survey, 25% of CMU students reported involvement in research with a faculty member outside of course or program requirements. Many more students engage in research as part of their required program receiving course credit and therefore are not reflected in this number. The increasing number of students participating in research signifies faculty recognition of the value of providing discovery-based learning environments. Significant student research at the undergraduate and graduate levels occurs.

## Sources

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- CMU CMUFA Agreement Article 14
- CMU Generation Study Abroad
- CMUs Strategic Plan
- CMUs Strategic Plan-Imperative 2
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- Example Study Abroad Affiliation Agreements
- Final Report of the Academic Senate Studying Gen Ed 2006
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- General Education Basic Document Set
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- Honors Program Study Abroad
- Mission, Vision, Core Values
- MTA and MACRAO Agreements
- Multicultural Diversity and Education Council Charge and Membership
- NSSE Report (2019)
- Office for Institutional Diversity, Equity, and Inclusion (OIDEI)
- Office of Global Engagement
- Office of Research and Graduate Studies (ORGS)
- OID/OED Major Events
- Presidents Provosts Research Award



- Quantitative Reasoning Proposals
- Robert Newby Award
- Student Research Indicators
- Study Abroad Data
- Study Abroad Scholarships
- Writing Intensive Proposals

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

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**3.C.1.** CMU has sufficient numbers and continuity of faculty members to support all teaching and non-teaching roles. Currently, 909 FTE faculty supports 17,883 FTE students, for a student-to-faculty ratio of 20:1. CMU attracts and retains quality faculty. According to Human Resources' Staff/Faculty Population Report, regular faculty members average fourteen years of service, fixed-term faculty members average seven years, medical faculty average three years, and part-time temporary (adjunct) faculty average seven years.

CMU faculty engage in service that includes advising, supervising student research, sponsoring student clubs, curriculum development, and program assessment. According to the NSSE data, nearly all seniors report talking about career plans with a faculty member or advisor. A majority of senior students discussed ideas from readings, worked on a research project, or engaged in other committee work outside of class with a faculty member. The *Central Michigan University and Central Michigan University Faculty Association 2019-2024 Agreement (CMU/CMUFA Agreement)* recognizes service as one of the three pillars in the tenure and promotion process.

CMU adheres to the HLC Guideline for determining qualified faculty. Details regarding faculty credentials are presented in the following section.

**3.C.2. *Tenure-Track and Tenured Faculty.*** According to the *CMU/CMUFA Agreement*, an instructor must have an earned terminal degree or equivalent for appointment to the tenure track. Once the Provost/Executive Vice President approves a tenure-track search, schools and departments determine the credentials and experience required for individual positions by following procedures described in their bylaws. After screening applicants, interview choices are forwarded for approval by the dean and Faculty Personnel Services (FPS), who verifies qualifications against position announcements. Upon recommendation of the department and dean, FPS reviews final candidates and approves hiring on behalf of the Provost/Executive Vice President. All regular faculty must submit official academic transcripts and credentials at the time of their initial hire for review by FPS.

***Fixed-Term Faculty.*** Fixed-term faculty members and teaching post-doctoral fellows are appointed by the dean of the appropriate college after receiving a recommendation from the department chair and with the concurrence

of the Provost/Executive Vice President or designee. Part-time temporary faculty members teaching at off-campus locations or online are reviewed for individual course approvals by the academic department chair or review committee. In accordance with the *CMU/CMUFA Agreement*, Article 26, approvals are granted for one-time-only, one-year, or three-year periods.

In compliance with CMU's Teaching Faculty Qualifications Policy and Procedures, all instructors are highly qualified and credentialed in their field of study, and all hold qualifications in the specific subspecialty or something very close to it; for example, an instructor of Arabic holds a master's in TESOL and is a native speaker. In areas where the master's degree is the terminal degree, faculty have earned the terminal degree and at least 10 years of relevant and current experience. As described below, all faculty supervising research at any level possess the doctorate and are research active. FPS in conjunction with the faculty unions, will be developing a policy and procedure for determining the minimal experience and method of evaluation for implementing tested experience as a basis for hiring faculty.

*Teaching Assistants.* All graduate teaching assistants (GTAs) receive appropriate orientation and training. In addition, GTAs meet regularly with a faculty member to review progress of their students and to address problems. No graduate student teaches undergraduates without both professional development and supervision. Except for laboratory sections, UP courses are taught by persons of faculty rank or, in a few instances, by doctoral students who have been admitted to candidacy.

*Honors Program Faculty.* Nearly 200 CMU faculty serve as approved honors program faculty. Honors faculty are innovative teachers, have a strong interest in mentoring honors students, and are willing to engage honors students in undergraduate research. The criteria and approval process for honors program faculty are specified in the Honors Faculty Member Policy, as approved by the Academic Senate, with honors non-teaching status and honors faculty status awarded after application review by the director of the honors program and representatives from the Honors Council.

*Graduate Faculty.* To be eligible to perform the basic functions detailed in the Graduate Education Policy, faculty must have at least associate membership in the graduate faculty, which is a three-year appointment requiring a minimum of a master's degree plus five years of qualifying current professional experience. Faculty members who have full membership are additionally eligible to supervise research assistants and chair thesis/dissertation committees. Faculty members with full membership are tenured/tenure-track faculty with earned doctoral or appropriate terminal degrees. Graduate faculty status is recommended by the relevant department and approved by the Vice President for Research and Dean of Graduate Studies.

*CMU College of Medicine Faculty.* The College of Medicine (CMED) has an academic credentialing function within the Faculty & Staff Affairs office to ensure that faculty hired by CMED have undergone verification of credentials, including appropriate criminal background checks, verification of academic degrees, and professional licensure/certification/registration (national practitioner databank verification, federal programs exclusion list verification, DEA license, etc., if applicable). The CMU College of Medicine Faculty Appointment Manual details the qualifications for appointment as a clinical scholar, research scholar, educator scholar, or community educator.

**3.C.3. Tenure-Track and Tenured Faculty.** Ongoing evaluation of faculty teaching is built into CMU policy. Evaluation is scheduled regularly for reappointment of non-tenured faculty and is provided according to a schedule of eligibility for tenure and promotion decisions. Because CMU does not give annual merit increases to base salary, faculty members holding the highest rank of professor are also evaluated each time they apply for a base-salary increase. The *CMU/CMUFA Agreement*, Article 14 gives authority to individual department bylaws in establishing the specifics in the evaluation of teaching effectiveness.

*Fixed-Term Faculty.* Evaluation procedures of fixed-term faculty are defined in the *CMU/UTF Bargaining Agreement*. Fixed-term faculty members are evaluated each time they apply for reappointment, most commonly annually or bi-annually. The agreement establishes three and four-year contracts, with the requirement of both midpoint and reappointment evaluations. Depending on departmental procedures, an evaluation in accordance with heightened standards may be conducted when the faculty member is eligible for promotion from Lecturer I to Lecturer II and to Lecturer III.

*Teaching Assistants.* Evaluation procedures for GTAs are defined in the *CMU/GSU Agreement*, Article 12. Faculty supervisors of teaching assistants submit formal written performance evaluations at least once a year based on information specified in the *CMU/GSU Agreement*.

*Part-time Temporary (Adjunct) Faculty.* Part-time temporary (adjunct) faculty teaching at satellite locations or online are evaluated each time their course approval status is due for renewal. Evaluation procedures are established by the academic department and include evidence of teaching effectiveness. Part-time temporary (adjunct) faculty must seek re-approval at least every three years according to the *CMU/CMUFA Agreement*, Article 26.

*End-of-Course Survey.* On campus, the end-of-course survey is the Student Opinion Survey (SOS). The Office of Academic Planning and Analysis distributes SOS forms, analyzes the data, and makes summary reports available to faculty and personnel decision-makers through a user-friendly SOS Support website. The Office of Curriculum and Instructional Support facilitates the collection of similar student evaluative data with the End-of-Course Survey, an instrument that includes the same eight questions contained in the on-campus SOS form in addition to others that are specific to satellite location and online operations.

Most departments include end-of-course survey results among the documentation of teaching effectiveness. The *CMU/UTF Bargaining Agreement* states that any evaluation of a fixed-term faculty member must be based on student evaluations and written comments of each course taught, grade distribution data, and other evidence of teaching effectiveness (such as course materials, and optional classroom observations as determined by departmental and college policy). The *CMU/GSU Agreement* states that, where applicable, evaluation of graduate student teaching will include information from student evaluations, along with optional supplementary information, such as findings from classroom observations. Part-time temporary faculty teaching at satellite locations or online automatically have end-of-course surveys sent to students at the end of each course.

Specialized student surveys are required by some professional accreditation agencies including the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and LCME. Although the College of Medicine faculty are not members of either the Faculty Association or the Union of Teaching Faculty, their teaching effectiveness is evaluated at the end of each course. Those evaluations are reviewed by their discipline chair as well as the Associate Dean for Faculty Affairs and Faculty Development. The process for performance evaluations for all College of Medicine faculty are defined in the *CMU College of Medicine Faculty Appointment Manual*. CMED faculty, including both basic scientists and clinicians, receive teaching support from the CMED Associate Dean of Faculty Affairs and Faculty Development and the Director of Faculty Development, who both provide an array of services including one-on-one consultations, just-in-time training, teaching observations, workshops, and webinars (College of Medicine Faculty Development Resources)

**3.C.4. Professional Development and Disciplinary Engagement.** CMU funds continued professional development in the disciplines through programs offered by the ORGS. The Faculty Research and Creative Endeavors program distributes publication and exhibition cost grants and premier display grants. Individual colleges and departments allocate annual funding to support travel to professional meetings and to defray publication costs.

*Start-up Packages for New Hires.* To attract and retain the best faculty, CMU has dramatically increased its start-up packages for new faculty. The details for start-up packages vary by individual and discipline, but all include research support ranging up to \$450,000 for bench sciences to provide equipment, supplies, summer stipend, and personnel support for the first two or three years in an effort for faculty to establish their laboratories and be competitive for external funding. In addition, most colleges provide a reduced teaching load for the first two years and a reduction in the expectation for service. Funding to attend grant-writing workshops, professional meetings, and conferences is provided by the department, colleges, and ORGS.

*Sabbaticals.* In accordance with the *CMU/CMUFA Agreement*, tenured faculty are allowed one-semester sabbatical leaves at full pay after every six years of service or 2-semester leaves at 50% of salary. Requests are made for projects to improve teaching, engage in research or other creative activities, perform service to the profession, or other professional development activities. In the past five years, 256 faculty have taken sabbaticals; 92% of these were one-semester leaves.

*College-supported Initiatives.* Individual colleges/schools/departments also support teaching-improvement and recognition initiatives. In addition, most colleges offer annual research and teaching grants to faculty to support further development in individual research, interdisciplinary programs, or innovative pedagogy.

*Office for Curriculum and Instructional Support:* The Office of Curriculum and Instructional Support (CIS) champions engaging learning across the university by supporting the development and delivery of curriculum purposefully designed to support student success and the demonstration of achievement. CIS offers all CMU faculty interested in evidence-based teaching and learning workshops and webinars, customized departmental sessions, individual consultations, classroom visits, consultation on formative assessment and curricular design, and course content design services. All new faculty members are introduced to CIS and its services during the two days of teaching and learning workshops that are part of New Faculty Orientation followed by yearlong program designed to support the success of new faculty. As the diversity of the student body increases, CIS has partnered with other university units (e.g., Office of Institutional Diversity, Equity, and Inclusion and Enrollment and Student Services) to develop and offer teaching workshops dedicated to enhancing faculty understanding of the student population.

*College of Medicine (CMED).* CMED faculty, including both basic scientists and clinicians, receive teaching support from the CMED Associate Dean for Faculty Affairs and Faculty Development and the Director of Faculty Development, who both provide an array of services including one-on-one consultations, just-in-time training, teaching observations, workshops, and webinars.

**3.C.5. Accessibility.** All instructors are required to be accessible to students and can be reached at email addresses available through an online directory. For on-campus classes, all faculty, including fixed-term and teaching assistants, are required to hold office hours for face-to-face consultations. These practices result in high ratings from students regarding instructor accessibility, with mean responses on the student opinion survey for this item of 3.32 for large classes (over 60 students) and 3.36 for intermediate-size classes (41 to 60 students) on a 4-point scale.

For online classes, instructors are required to acknowledge receipt of student inquiries within 24 hours and to provide complete response or resolution within 48 hours, seven days a week. The end-of-course student opinion survey form contains a question regarding the accessibility of the instructor and, for the 2018-2019 academic year, the mean score for this item was 3.35 for online courses and 3.69 for courses offered face-to-face format.

*Faculty Advisors.* Most departments have faculty specifically assigned to offer various types of advising (e.g., by program, by career area, or for graduate education). Some departments and colleges offer group advising sessions for students to consult with faculty advisors. All advisors for pre-professional programs are versed in

admission requirements, typical course sequences, and suitable elective courses for the field's professional schools. Interdisciplinary programs have advisors who are versed in the many career tracks available to students pursuing those majors.

In 2018 CMU adopted a student case management philosophy, customer relationship management technology, and a proactive academic advising model requiring students meet with professional and faculty advisors twice during their first year and annually from sophomore year to graduation. Significant investments in personnel, technology, and facilities for advising are underway in 2019-2020.

**3.C.6. Academic Advising.** All advisors hired through CMU's Academic Advising and Assistance Office have an earned bachelor's or master's degree and have appropriate experience in higher education to advise university-level students. New advisors train intensively for one month, after which time they attend weekly and monthly training meetings to help improve skills and stay current on policy, technology, and curricular changes. Academic advisors are members of the National Academic Advising Association and Michigan Academic Advising Association. CMU supports continuous growth and improved practice and development with on-the-job training, annual performance reviews, and active engagement with national organizations.

Each college has a center for student services or student success that offers early advising for students and directs them to appropriate faculty advisors. Each is staffed with advisors who are available to assist students with selection of a major and degree requirements, course planning, academic success, career help, development of a four-year plan, and other concerns. The college advisor acts as a liaison between university-level academic advisors and program-level faculty advisors. Success coaches are full-time professional staff who are trained to assist students during their first year through ongoing, developmental advising. Staff receive ongoing training as described above and communicate regularly with faculty to stay abreast of program changes and to ensure consistent messaging to students. In addition to the college-level advisor support resources, the Honors, and Pathways programs also offer academic advising services with professional advisors that have additional training for work with the targeted students in each program.

*Success Coaching.* Success coaches receive extensive training focusing on soft skills, best practices in advising and student development, cognitive development, retention strategies, and current issues facing higher education. At the beginning of each academic year, success coaches participate in a coaching institute to provide a framework for first-time meetings with students, building a relationship, asking informative questions, and helping motivate students through obstacles. Through ongoing trainings including bi-weekly book club, weekly success coach meetings, and monthly staff meetings, success coaches discuss best practices and scholarly topics.

Both academic advisors and success coaches participate in professional development opportunities provided by Campus Nexus Engage. These opportunities allow advisors to better use the Degree Progress audit software and predictive analytics to reach at-risk students. Attending monthly all-campus advisor meetings also allows coaches and pre-major advisors to remain current with curricular and academic changes.

*Support Staff Training.* Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified with formal education and training. All financial aid counselors have a minimum of a bachelor's degree, attend at least one conference each year, and have the opportunity to view numerous webinar training sessions that are offered by the National Association of Financial Aid. Additionally, the Office of Scholarships and Financial Aid conducts regular all-staff meetings on a bi-weekly basis to ensure that staff are aware of the current issues related to the delivery of student financial aid.

Academic tutors and supplemental instruction (SI) staff must be recommended by a faculty member, have a cumulative GPA of 3.0 or better, and have earned at least an A- (tutors) or B+ (SI) in the class. They receive group and one-on-one training including FERPA, communication and tutoring strategies, and program policies.

*Co-curricular staff training.* CMU excels in the area of co-curricular activities, such as Leadership Safari, Sarah R. Opperman Leadership Institute, Multicultural Academic Student Services, and student volunteer services. The leaders of each of the areas are engaged in providing activities that support student success. Staff members, including student staff, providing student support in co-curricular activities are appropriately qualified, trained, and supported in their professional development.

Hiring professional staff responsible for co-curricular opportunities follows the outlines provided by CMU's Human Resources staff. This includes components of the university's leadership standards. Co-curricular staff expectations are the same for all staff levels. Departments within Enrollment and Student Services (ESS) maintain membership for professional staff in nationally recognized student affairs organization. Co-curricular staff are encouraged to participate in the national meetings, conventions, and trainings held by their professional organizations.

The ESS Division also provides professional development opportunities for all staff, graduate assistants, and colleagues across campus focused on skill development and student success. For the past three years, the ESS has offered approximately nine professional development trainings per year (approximately one per month during the academic year) on topics including but not limited to: student development theory, creating inclusive campus environments, meeting the needs of diverse students, learning outcomes, program and service assessment, and becoming a scholar practitioner. Presenters include some of the leading scholars in their field.

The ESS Division hosts an annual Leadership Conference for student affairs staff and has evolved into a highly anticipated development event. Nearly 600 attendees participated in the most recent conference. The full-day event includes sessions related to student development, critical race theories, leadership and mentorship, and various keynote speakers.

## Sources

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- Academic Advising Training Program
- CMU CMUFA Agreement, 2019-2024, Article 14
- CMU CMUFA Agreement, 2019-2024, Article 26
- CMU College of Medicine Faculty Appointment Manual
- CMU GSU Agreement
- CMU Staff Faculty Population Report November 2019
- CMU UTF Bargaining Agreement
- End of Course Assessments
- Faculty Hiring Guidelines & Recruiting Process
- Faculty Personnel Services
- Graduate Assistant Training
- Graduate Education Policy
- Honors Faculty Member Policy
- New Faculty Orientation
- Office of Academic Planning and Analysis
- Office of Curriculum and Instructional Support
- SOS Intermediate Classes Mean 2018-2019

- SOS Large Classes Mean 2018-2019
- SOS Support Center
- Teaching Faculty Qualifications Policy and Procedures



## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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**3.D.1.** CMU provides student support services and regularly reviews enrollment trends and student survey feedback to understand and respond to student needs. At present, the university provides full-range support services, including general and college-based academic advising described in 3.D.3 and support to ensure academic success discussed in 3.D.2.

*Counseling Center.* The Counseling Center provides free and confidential personal counseling services for currently enrolled CMU students for concerns that may negatively impact one's academic success, interpersonal relationships, health, or safety. Types of services offered include individual and group counseling, drop-in workshops, campus outreach programming, consultation and training for faculty and staff, mental health screening, and referral assistance for concerns beyond our scope of practice. Also available to students, faculty, staff, and alumni is Therapist Assistance Online (TAO), an online behavioral health platform providing information and coping skills 24/7. During the academic year counselors are on call after hours to assist faculty, staff and CMU Police with urgent/emergency student mental health concerns.

*University Health Services (UHS).* The staff consists of board-certified physicians, physician assistants, and nurse practitioners who are fully qualified to provide primary care services. There is a laboratory on site. X-ray and other diagnostic imaging services are available through an agreement with a local radiology clinic. UHS is dedicated to educating students to make healthy decisions and become informed health care consumers as well as active partners in their treatment plan.

*CMU Police.* The CMU Police Department works in partnership with the entire university community to maintain a safe, secure, and orderly living and learning environment. It offers a diverse group of highly trained, sworn police officers who are certified by the State of Michigan.

*Student Disability Services (SDS).* CMU is committed to promoting an accessible campus environment for students with disabilities, working with students and others to identify reasonable accommodations that remove barriers to access, providing students with disabilities an equal opportunity to fully participate in university services, programs, and activities. SDS partners with students, faculty, and staff to promote individual student's independence, academic success, and career goals.

*Veterans' Resource Center (VRC).* The VRC serves CMU students who are veterans, spouses, dependents or military students. VRC staff help each student navigate through CMU, build academic and social networks, and receive assistance with their educational benefits, including those applicable to spouses and dependents. Veterans enrolled at the Mount Pleasant campus are provided peer-to-peer mentoring services.

*Financial Aid and Loan Counseling.* The Office of Scholarships and Financial Aid, in conjunction with the federal and state governments and private and civic organizations, offers a variety of scholarship, grant, loan, and employment opportunities to assist students in financing their education. Loan counseling and referral to Student Employment Services are only two of many services provided to students.

*Career Services.* The Career Development Center facilitates discussion and strategic decision-making for CMU students and alumni through self-awareness, exploring career options, and empowering action to promote life-long success. Services include resume critiques, mock interviews, assessments, registration for internships, and many career events.

*Global Engagement (OGE).* The OGE serves as the central administrative office that promotes and facilitates CMU's global activities, including study abroad, international student and scholar services, internationally focused programming and outreach, coordinating international agreements and partnerships, and overall campus internationalization efforts. The OGE coordinates closely with academic units to develop and deliver study abroad programs that enhance CMU's educational offerings. The OGE assists international students, scholars, and faculty in understanding immigration regulations and maintaining valid legal status in the U.S. and is responsible for maintaining university compliance with federal reporting regulations for international students and scholars. Moreover, the OGE works with campus partners to develop support systems and related programming that contribute to the success of international students and scholars, including Curriculum and Instructional Support, the Career Development Center, the Counseling Center, and Student Success. The OGE liaises with campus and overseas partners to develop and manage overseas partnerships that complement CMU's strengths, and that offer global opportunities in education, research, and service.

*Information Technology.* A wide variety of technology resources and support is available for students, faculty, and staff. The Office of Information Technology (OIT) is responsible for providing the CMU community with a diverse and technically rich learning and research environment including email services, the OIT Help Desk, emergency notification, assistance with computer and telephone purchases, and installation of software.

*Student Ombuds Office (SOO).* The SOO at CMU welcomes all students to speak openly about any university-related question, concern or challenge. As a confidential and off-the-record resource for students, the SOO can assist with the resolution of disputes, conflict management, and problem-solving, while promoting fair and equitable treatment across the university community. The SOO operates in adherence to the standards established by the International Ombudsman Association; the only exception to this relates to the standard of confidentiality as the Ombudsperson is currently identified as a mandatory reporter of violations of the Sexual Misconduct Policy.

**3.D.2.** All CMU students are admitted with the expectation that they will be successful. However, students vary in their preparation and in their ability to apply their skills to the new environment of a university. Learning support is provided in a variety of ways to meet the student's needs on the pathway to graduation.

*Early Academic Advising and Placement.* Entering undergraduate freshmen and transfer students attend the required academic orientation facilitated by professional academic advisors and faculty members. In advance of student attendance at academic orientation, placement reports in mathematics and English are prepared for each student. An optional foreign language placement test is administered for students pursuing university-level

foreign language coursework. Assessments of SAT and high school or post-secondary grade point average determine first-semester courses that are best suited for each student.

CMU provides learning support and preparatory instruction to its students who complete their coursework at satellite locations or online. Resources are available including admission representatives, an online student ally, program administrators, academic advisors, librarians, and graduation specialists. Academic learning support continues with orientation, either face-to-face at one of the local CMU satellite locations or through an online session. Every student is assigned an academic advisor who works closely to help with preparations for each academic semester.

The College of Graduate Studies provides an online orientation for graduate students that gives academic policy information as well as information on various services available to the graduate teaching assistants. Many graduate programs hold their own orientation before classes begin.

*Tutoring Services.* Peer tutoring services are available for most undergraduate courses, beginning the 2<sup>nd</sup> week of classes and ending the week before finals. Any undergraduate student may request a tutor regardless of GPA or current grade in the class. All tutoring occurs on campus and in a convenient public location. CMU pays for three hours of tutoring per week. There is on-going discussion relating to offering similar services for students not located in Mount Pleasant.

*Supplemental Instruction (SI).* Courses with historically high failure/withdrawal rates have scheduled times for SI. The Academic Advising web page lists the course, the SI leader, and the days, times, and location of instruction.

*Mathematics Assistance Center.* Tutors assist students with everything from basic algebra to intermediate-level statistics. Tutors clarify new information, demonstrate problem-solving skills, and work through example problems. Two Mathematics Assistance Center locations are on campus—one in the library and the other in the Residential Towers, the largest residence hall. The center's website provides information on locations, courses, and hours. In addition, online submission services are available to students taking their programs via Global Campus or online.

*Writing Center.* The Writing Center is a free resource providing assistance with any writing at any level and from any discipline. Assistance is available to all members of the CMU community including faculty and non-native English speakers. The Writing Center has three locations—the library, the Residential Towers, and Anspach Hall. The center's website provides resources, answers to frequently asked questions, hours, and locations. In addition, online submission services are available to students taking their programs via Global Campus or online.

*Presentation Skills Center.* Recent renovation to Park Library includes the creation of a Presentation Skills Center, available to on-campus and online students, faculty, and staff. The center offers individual or group consultations and practice sessions. Students can record and analyze their speeches, and detailed feedback is made available during the session.

*Multicultural Academic Student Services.* The Office of Multicultural Academic Student Services assists students with academic, personal, and social concerns and needing cultural support. The office coordinates student activities and retention services and serves as a representative voice for CMU's students of color. The office also offers mentoring through the Men About Change program along with the Women's Initiative of Strength and Hope program.

*Pathways to Academic Success.* The Pathways program, offered through the Center for Inclusion and Diversity, is designed to increase the retention and graduation rates of first-generation and Pell Grant-eligible students. Pathways targets these students, contacting them before the semester begins, and monitors their progress, then connects them to services and resources with the goal of helping them achieve academic success.

*Native American Programs.* The Native American Programs (NAP) office is responsible for various programs related to the Native American community and Native cultures. The program offers many opportunities for students including sponsoring the annual CMU Pow Wow, one of the largest cultural events in Isabella County. Though its support services are directed to CMU's Native American population, any student may seek assistance from the NAP office.

*English Language Institute.* The English Language Institute provides English instruction to students who require language skills and strategies necessary for successful completion of academic classes and acclimation to university life in the U.S.

There are many more learning support services and centers available to students by a search of the CMU website. These include the residential colleges and learning communities, assistance to transfer students and those in active military service and tutoring for specific courses in the sciences and business.

**3.D.3.** Academic advising is provided through the Office of Academic Advising and Assistance by professional academic advisors and faculty members. In addition, more specialized advising is available to honors students and students entering pre-professional or interdisciplinary majors. CMU's proactive, mandatory academic advising delivery means that advisors are responsible for managing an assigned caseload of students and outreach to offer assistance and support to any student who appears at risk. Students are required to meet with their assigned academic advisor twice during the first year and once each year thereafter. Students must also attend new student orientation, declare a major by junior year and apply for graduation at senior year.

*Professional Academic Advising.* CMU has strengthened student advising by implementing a proactive, mandatory academic advising model. Professional advisors at all levels are assigned caseloads of student advisees with a goal of increased frequency of communication between student and advisor. Increased personnel investments started in 2018 by naming a director of advising in each of the six academic colleges. By May 2020, there will be an additional 14 professional academic advisors employed resulting in a total of 43 professional academic advisors.

Pre-Major Academic Advisors are professionals employed to serve first-year students with academic decision making and support prior to declaring a major or minor. The university's team of seven pre-major academic advisors maintain offices in Residence Hall Success Centers that are accessible and visible to first year students.

College-based Academic Advisors are employed within the university's six undergraduate colleges and have advising centers located within their respective academic college facilities. College advisors provide specialized advising, educate students about career options, and assist students with proper sequencing of courses.

Advising technology improvements were implemented in 2012 with the creation of Advising Workbench, a self-help degree audit system utilized by students, faculty, and academic advisors. The tool was renamed Degree Progress in 2016 with expanded functionality that includes online major and minor declaration, "what if" scenario capability and a transfer credit simulator. Degree Progress is accessible to both graduate and undergraduates, faculty and advising staff members. By March 2020, the university will launch Customer Relationship Management software to further support student advising and multi-semester course registration.

*Global Campus.* CMU's Office of Academic Advising and Assistance has a team of eight professional academic advisors who provide online and satellite location students help in identifying their educational needs, interests, and goals. Online and satellite location students are assigned an advisor upon their admission to the university. Advisors are accessible virtually, by phone, or face-to-face. In addition, post-traditional students at a distance meet with an academic advisor within the first 12 credit hours of enrollment to develop a degree plan that outlines a clear pathway to timely degree or completion. As a part of the plan, advisors review courses and options related to prior learning credit. Eligible students can earn academic credit through work experience by preparing a prior learning portfolio.

*Pre-Professional and Interdisciplinary Advising.* Advisors for students interested in a career in one of the fields that require training in a professional school make curricular recommendations, suggest typical course sequences, and identify suitable elective courses that will meet the admission requirements of the professional school. CMU offers many interdisciplinary programs. Advisors must provide recommended curricular paths to students that will prepare them for post-graduate training or entrance to a career.

*Faculty Advisors.* Faculty are the only advisors that can authorize a student's course of study for a major, minor, certificate, or, in conjunction with other graduate committee members, a graduate program. Qualifications, training, and availability of faculty advisors have been discussed in section 3.C.5.

**3.D.4.** CMU's teaching and learning infrastructure includes backbone services, such as the technology and library infrastructures, along with spaces and resources that support individual programs of study. Many program-related resources, such as museums and performance spaces, enhance the cultural environment for students and the broader community. Others, such as specialty clinics, deliver needed services to CMU students, faculty, and staff as well as the larger community. Collectively, these resources promote learning and provide places where students gain practical experience through formal coursework, work-study, internships, and volunteer experiences.

*General Technology Infrastructure.* The institution maintains an excellent system for supporting computer use and Internet access. Through five redundant fiber paths from Merit Networks, CMU has two 20G connections to the Internet/Internet2. On campus, there are two 40G path out of the data center, and almost all academic buildings are connected at 20G (2x 10G connections) with 1G edge ports. Wireless access is across campus. In addition to a number of campus labs and access to computers in the library, CMU has provisioned a Virtual Lab which students can access anywhere with an appropriate internet connection. CMU also makes available to its students, faculty, and staff a full suite of productivity and academic software including Blackboard and Microsoft Office 365 as well as a host of appropriate discipline-specific software. The university provides high-performance computing (HPC) infrastructure for its research community through an arrangement with Michigan State University. A Help Desk is available for students, faculty, and staff throughout the university, and specialized support staff are dedicated to the academic colleges.

*Scientific Research Space.* The Engineering and Technology Building houses 30 specialized laboratories and classrooms for the School of Engineering and Technology. Teaching laboratories include electrical and computer engineering circuits, instrumentation, integrated circuit design, automation/robotics, thermo-fluids, and engineering design. Research laboratories include circuits and systems, electromagnetics, electronic systems and bioelectronics, materials testing and micro-fabrication, microelectronics, optics, robotics, thermal and metal 3-d printing, and vibrations.

Research in all disciplines is supported with excellent space, equipment, and computing facilities. Computing facilities include Mac, Linux, and Windows workstations and hardware and software for multimedia, software engineering, web design, computer networking, and databases. All researchers also have access to the High-Performance Computing Center (HPCC) at Michigan State University.

Shared equipment includes mass spectrometry, spectroscopy, nuclear magnetic resonance, x-ray diffraction, chromatography, thermal analysis and rheology, and electron microscopes. GIS workstations, an observatory, and a greenhouse are in Brooks Hall. Vivaria and specialized habitat chambers support animal research. Faculty and students working in nuclear physics have access to the National Superconducting Cyclotron Laboratory (NSCL) at Michigan State University. Additional, discipline-specific research facilities are distributed across campus.

The \$95 million Biosciences Building opened Spring 2017 with research space, an auditorium, active learning classrooms, an aquatic vivarium, isotope laboratory, electron microscope facility, herbarium, and staging area for ecological field research. The facility has allowed the University to continue to offer a growing number of competitive programs, while giving students opportunities to enhance their interdisciplinary learning and closely collaborate with faculty to conduct research.

*Field Research Sites.* Located on 48 acres of pristine habitat on Beaver Island, Michigan, the CMU Biological Station (CMUBS) houses a spacious Academic Center with state-of-the-art teaching laboratories and six research labs equipped for ecological and limnological studies. A computer laboratory, library, and fully mediated lecture room, bookstore, natural history museum, and research buildings are available to support teaching and research. CMU owns 310 acres elsewhere on the island that serve a variety of field courses and student research. A completely renovated former Coast Guard boathouse houses research vessels and a state-of-the-art experimental mesocosm facility.

Neithercut Woodland, approximately 252 acres located about 35 miles northwest of the CMU main campus, houses a central meeting room, kitchenette, laboratory, storage area, and rest rooms within the McNeel lodge. Neithercut Woodland is used for research in biology, conservation, geography, and geology. It also serves as a center for developing innovative approaches to environmental education.

*Library Services.* The Charles V. Park Library is a resource center for CMU students, faculty, and staff. Its collections contain more than 1,000,000 books and other print items, 750,000 electronic books, 200 electronic databases, electronic access to the full-text content of more than 125,000 journals, and more than 100,000 multimedia items. The library's electronic holdings are accessible around the clock and from any location. Additionally, the Park Library is a federal and state government document depository library, which means it provides access to items published by the United States Government and the State of Michigan. Items not owned by the library may be obtained from other institutions through the library's interlibrary loan service. (See 3.D.5 for a discussion of services.)

The Park Library also houses many services for student academic support, such as the Math Assistance Center, the Writing Center, the Presentation Skills Center and the Statistical Consulting Center. These services are conveniently located within proximity of each other on the 3<sup>rd</sup> floor of the library. (See 3.D.2. for a discussion of services.)

*Performance Spaces.* The College of the Arts and Media is home to numerous state-of-the-art performance spaces where students receive first-hand practical experience, whether it is through music performances, theatre productions, broadcasts, art exhibits, debates, or lectures. The 119,000-square-foot, fully mediated School of Music Building houses the 499-seat Staples Family Concert Hall equipped with a pipe organ, and the 105-seat Chamichian Recital Hall. Moore Hall, is home to two HD radio stations, student-run TV station MHTV, the Bush Theater, and the Townsend Kiva Theater, a theatre in the round with a capacity of 300. MHTV station contains newly upgraded equipment including Internet Protocol (IP) video and audio technology, pan-tilt-zoom cameras for live simulcast radio-television shows and a master clock system to synchronize live productions, new graphics system for real-time graphics driven news (such as election results) and a teleprompter system ran by a foot pedal, giving news anchors direct control over the speed of their script. Renovations began in early

summer 2019 and provides real-world experience for students pursuing a career in Broadcasting/Cinematic Arts. Bush Theater, also in Moore Hall, seats 500 and features many student and professional theatrical, musical, and dance productions.

*Enhanced Student Learning Environments.* The 2017 renovation to Grawn Hall included a two-story, 6,000 square-foot open space that accommodates four to six people seating areas and provides an inviting area to gather for group projects or individual study between classes. The renovation also included a Reading Room for students with comfortable and welcoming seating inviting students to capitalize on the downtime in between classes. The space is also large enough to accommodate college events and activities of 200 attendees. Similarly, completed in August 2019, an extensive student collaborative study space providing several seating options to meet, collaborate, and study was opened in Park Library. The space includes comfortable seating, movable furniture, marker boards, and outlets for charging mobile devices.

The Center for Integrated Health Studies, a Health Professions building addition of approximately 59,000 square feet, provides an auditorium, shared instructional spaces and interactive laboratories for Physician Assistant, Physical Therapy, and Human Physiology programs, as well as an Interprofessional Education Center. The addition is a student-oriented facility that provides real clinical experience and enhanced learning for students pursuing health professions. The addition was completed in Fall 2019.

*Specialty Clinics.* The Carls Center for Clinical Care and Education (Carls Center), located in the College of Health Professions, offers state-of-the-art diagnostics, rehabilitation, and education services in the fields of audiology, physical therapy, psychology, and speech-language pathology to persons from infancy through adulthood. In addition, the Carls Center provides real-world clinical experiences for students pursuing careers in the health professions.

Summer Specialty Clinic, through the Department of Communication Sciences and Disorders, is a speech-language specialty clinic designed for children and adolescents with communication disorders who can benefit from an intensive intervention program. Students in the Masters of Speech-Language Pathology program provide the treatment along with local speech-language pathologists.

The Counseling Program also has a Center for Community Counseling and Development that was recently renovated and provides graduate students with a practicum course while also providing a service to individuals in the community for little or no charge.

The Center for Global Sport Leadership is part of the Sport Management program, with the goal of using sports for the greatest good by building and sharing expertise on the most challenging leadership issues faced by leaders of local, national, and international sport organizations and by developing leaders that promote social responsibility through education, research, and service to the community.

The Motion Analysis Center, a partnership between the Colleges of Health Professions and the School of Engineering and Technology, is a modern facility dedicated to the study of human movement. Housed in the Physical Therapy program, the mission of the center is to create an environment that promotes collaboration among a diverse group of researchers and integration of theoretical knowledge with clinical experience. It houses the latest in motion-capture technology, virtual reality equipment, and custom devices developed at CMU. Research in virtual rehabilitation, human development, biomechanical modeling, motor control, and development of quantification tools for the clinic is currently underway in this center.

The Central Autism Assessment and Treatment Center is a multidisciplinary student-training center that provides comprehensive, evidence-based treatment for children and adolescents with autism spectrum disorders.

The Center for Children, Families and Communities provides space for research and mental health interventions for Michigan families as well as providing out-of-classroom education for graduate and undergraduate students.

*Child Development Learning Lab.* The Child Development Learning Lab provides a laboratory in which university students majoring in early childhood may observe, teach, and study under the supervision of early childhood teachers trained in the Reggio style of instruction. The program provides an enriched educational experience for Mid-Michigan pre-school-aged children that targets their social, emotional, physical, and language development.

*Museums and Galleries.* The Museum of Cultural and National History, located in Rowe Hall, supports research and teaching in cultural and natural history and serves as a laboratory for students enrolled in the museum studies program and faculty in anthropology, archaeology, geology, natural history, and zoology. The museum supports permanent and temporary exhibits, virtual exhibits, and outreach to schools and the community. The University Art Gallery has 1,890 square feet of exhibition space in a former chapel constructed in 1959. It supports numerous exhibitions each year by student, faculty, and local and international artists, providing hands-on experience to students through work-study, internships, and volunteer opportunities.

*Visual Merchandising Lab.* The Visual Merchandising Lab opened in August 2015 and was the first multipurpose space of its kind at a four-year institution in the United States. It incorporates a mock store, display area, technology such as foil touch screen film, state-of-the-art lighting, computer workstations, and a new vinyl plotter/cutter.

*MakerBot Innovation Center.* The MakerBot Innovation Center is a large-scale 3D printing installation and one of few in the United States to focus on arts and human services. The MakerBot Innovation Center opened in Fall 2015 and supports courses related to fashion product conceptualization and development and creation in the visual arts.

**3.D.5.** To promote two of our core values, innovation and integrity, CMU provides an array of structured learning experiences, resources, and services to guide students as they navigate the retrieval, evaluation, and ethical use of diverse information sources. Many students receive advanced training in information literacy through their major courses, but all undergraduate students are impacted by general education requirements. In addition, all students, regardless of degree level or location of instruction, have access to our multi-faceted library services.

*Information Literacy through the General Education Program.* The majority of undergraduate students complete Freshman Composition and Intermediate Composition. In Freshman Composition, students learn to evaluate and incorporate source material into their writing using appropriate and correct citations. In Intermediate Composition, students conduct secondary research, incorporating a variety of print and non-print sources. Information literacy training continues in the disciplines through four writing-intensive courses that require students to select, analyze, and evaluate information/data from sources.

Most undergraduate students complete their oral English competency requirement through one of two courses - Introduction to Communication or Oral Interpretation of Literature. A learning outcome for Introduction to Communication is to “locate information from texts, libraries, electronic data sources and experts”. Critical analysis of sources is an important component in both debate courses, as the ability to “locate, synthesize, and assimilate new information from text libraries, electronic data sources and experts” is listed as a learning outcome.

*CMU Library Services.* CMU Libraries provide resources and instruction to promote research and information literacy, wherever instruction is offered. Orientation programs for students and new faculty include an



introduction to library resources and bibliographers. The Libraries' mission to "support the instructional and learning, research, and service programs of Central Michigan University" is realized through numerous services and initiatives, both on campus and through Global Campus.

*Responsible Conduct in Research Training.* Any undergraduate student, graduate student, or postdoctoral researcher in a principal investigator (PI) role and who receives NSF funding contributing toward salary or stipends is required to follow the university's plan in providing responsible conduct of research. In addition, students and faculty who engage in projects that require IRB or UACUC approval are required to complete Collaborate Institute Training Initiative (CITI) certification. CITI training is available without cost to students who are assigned to complete such training as part of their research methods courses.

*Succeeding in American Higher Education.* To help international students understand U.S. American academic culture and expectations, all newly arriving international students are introduced to the concept of academic integrity at multiple points. Pre-arrival information includes a section covering this subject which directs students to Academic Advising and Student Success for more in-depth information. During the in-person international student orientation, students participate in an active learning module that addresses Academic Integrity through analysis of academic integrity case studies, an open discussion and Q&A round, and a review of related campus resources. Newly arrived international students also attend academic orientation with academic advisors to further understand academic success and policies. For English language learners in the English Language Institute, the textbook used (*Final Draft*) addresses plagiarism issues in each unit and is appropriate to the learner's level of English.

## Sources

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- Career Development Center
- Carls Center for Clinical Care and Education
- CMU Police
- COM101 MCS
- COM267 MCS
- Counseling Center
- ENG101 MCS
- ENG201 MCS
- English Language Institute
- Guidelines for WI MCS Submissions
- Information Technology
- Mathematics Assistance Center
- Native American Programs
- Office of Academic Advising and Assistance
- Office of Global Engagement
- Office of Multicultural Academic Student Services
- Office of Scholarships and Financial Aid
- Pathways
- Presentation Skills Center
- Responsible Conduct Research Training Plan
- Sexual Misconduct Policy
- Student Disability Services
- Student Ombuds Office
- Succeeding in American Higher Ed ELI Workbook

- Succeeding in American Higher Ed-English
- Supplemental Instruction
- Tutoring Services
- University Health Services
- Veterans' Resource Center
- Writing Center

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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**3.E.1. Leadership Camp.** Leadership Camp provides leadership development opportunities as well as a capstone experience for junior and senior CMU students, who each commit over 100 hours to facilitating the annual programming. Through simulations, presentations on service and citizenship, and direct service, students gain hands-on application of what it means to be a contributing member of a community with an increased understanding of the power that they must make change, including empowering others.

*Leadership Safari.* Leadership Safari is a five-day program designed for freshmen and transfer students that supports success and acculturation to college life, collegiate learning, and supporting CMU resources. Safari focuses on developing better citizens through a leadership model coupled with Character Counts! ® tenets. Programming throughout the week includes discussions, hands-on activities, and a showcase of nationally renowned speakers.

*Sarah R. Opperman Leadership Institute.* The Sarah R. Opperman Leadership Institute offers comprehensive student leadership development programming to more than 4,000 students annually based on the LEAD framework, which prepares the next generation of leaders who will act responsibly to improve the quality of life, state of the economy, and communities in which they live.

*Office of Residence Life.* Office of Residence Life (ResLife) works diligently to enhance the entire student experience by offering a warm and welcoming community for all residence hall students and university apartment residents. ResLife utilizes a unique programming philosophy called PASSAGES (Personal, Academic, Self-Awareness, Seasonal, Acceptance, Growth, Emotional, and Send-Off) that provides intentional, engaging experiences for students as they progress through the many transitions of an academic year.

*Mary Ellen Brandell Volunteer Center.* The Volunteer Center (VC) holds at its core the responsibility of students serving through providing opportunities to engage in their global community. Through service opportunities, students can enhance their educational experience and learn what it means to be a caring citizen. Student-led programming supports community engagement and leadership development. The Alternative Breaks program sends students across the nation and world to volunteer to feed the hungry, mentor youth, support survivors of aggression, build access ramps for persons with disabilities, and assist The Trevor Project, a suicide prevention initiative.

Additional VC programs include the mentoring/tutoring programs serving the local community through Adopt-a-Grandparent, America Counts and Reads, and Lunch Buddies. Campus programs and community education also occurs through the David Garcia Project, Safer Sex Patrol, and Service Ambassadors programs. The VC has additionally sponsored events including an annual social justice and advocacy conference, the 9/11 Day of Service, the Foster Care Children Blanket Project, an annual spring community service day, a social justice film

and speaker series, Hunger and Homelessness Awareness Week, MLK Day of Service, letter-writing outreach to Veterans, Campus Positive Volunteers that support learning and mentoring of first-generation, low-income middle and high school students, and the Adopt-A-Family Holiday Wishes project.

*Office of Student Activities and Involvement.* The Office of Student Activities and Involvement focuses on creating a sense of belonging through co-curricular engagement and diverse opportunities through partnerships between students and campus resources. The office engages students through fraternity and sorority life, student organizations, and sponsored student events. Student organizations provide students with the opportunity to build meaningful relationships with students, staff, and the CMU community; learn and practice real life leadership skills; and hone experiences to aid their personal and career aspirations.

**3.E.2.** According to responses from seniors on the 2019 National Survey of Student Engagement, participation in co-curricular activities was positively related to the following engagement indicators: Collaborative Learning, Student-Faculty Interaction, Effective Teaching Practices, and Supportive Environment. These data confirm that CMU is fulfilling its claim to provide students with the knowledge and experiences needed for them to become productive global citizens.

CMU's mission statement expresses, "We are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society." While it is difficult to measure the impact of the total CMU experience, our graduates report the following regarding the value of their education. In response to the 2017-2018 First Destination Survey, sent six months post-graduation, the majority of respondents reported that the following experiences were moderately to extremely helpful in obtaining their current positions: internship, research project with a faculty member, campus employment, clinical work, student teaching, capstone course, study abroad, fraternity or sorority experiences, co-curricular activities, and other student club/organization experiences. They also reported the following experiences as being helpful in obtaining their current position: varsity sports, intramural sports, and student government.

## Sources

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- Leadership Safari
- Mary Ellen Brandell Volunteer Center
- Office of Residence Life
- Sarah R. Opperman Leadership Institute
- Student Activities and Involvement

## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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CMU is committed to developing and delivering high quality education both on campus and throughout the world. The mission statement conveys the university's clear intent to provide a learning environment where students thrive and develop both personally and intellectually, and the strategic plan identifies nurturing student success as CMU's most valued goal. We want to "challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens". Our students should be 1) educated in a broad base of liberal studies toward mastery of an academic discipline; 2) demonstrate excellence in communication, inquiry, creative, and critical-thinking skills; and 3) be engaged in relevant and responsive academic and co-curricular experiences, with a focus on the value of diverse perspectives and personal responsibility.

CMU's faculty and staff create a learner-centered community where students develop academically and personally through an outstanding selection of curricular and co-curricular experiences. Faculty are valued as curricular experts who shape and evaluate the quality of the curriculum. The faculty are responsible for developing and maintaining programs that are current, challenging, and consistently presented at all locations and through all delivery mechanisms. Students and instructors partner for learning in an environment that provides state-of-the art technology; numerous laboratories; field research, performance, and clinical practice sites; and library services that continually evolve to meet the needs of a changing research and learning landscape. Due to the stability and commitment of our faculty and staff, CMU students can build long-term relationships in a supportive environment that challenges them to explore who they are and who they hope to become.

Through its student services offices and campus resources, CMU fosters student-led programming that promotes community engagement, leadership development, and academic advancement outside of the classroom. Data collected through surveys of recent graduates confirm that these co-curricular opportunities reinforce the knowledge and experiences students need to become productive global citizens.

### Sources

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*There are no sources.*

**Criterion 4.**  
**Teaching and Learning:**  
**Evaluation and Improvement**



The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

**Core Components**

- 4.A The institution demonstrates responsibility for the quality of its educational programs.
- 4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4.C The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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**4.A.1.** Academic program review is a primary vehicle in a multi-faceted commitment to continuous quality improvement. The program review processes require every distinct program (majors, concentrations, graduate degrees, stand-alone minors, and stand-alone certificates) be reviewed and include evidence collection relative to quality, shared discussions regarding a program's current status and future directions, and constructive feedback through peer and administrative review. As part of this process, program faculty complete a self-study that responds to various quality indicators.

A secondary purpose of program review is to provide information that informs decisions regarding program size and future operations. Options include increasing, maintaining, or reducing the size of the program, consolidating the program, or deleting the program. The Executive Director/Curriculum and Instructional Support meets with department chairs and program faculty the year before the scheduled review to go over the Program Review Guidelines and to discuss the best way to approach the process for their unit. The self-study is the heart of the program review process as it is the vehicle for focusing conversations among faculty and other stakeholders on evidence relevant to the current status of the program and aspirations for its future.

The program faculty conduct an analysis of the internal strengths and weaknesses, as well as the external opportunities and threats, and rate the program on quality, size, and funding. An external review (up to two can

be utilized) of the program occurs either as part of specialized accreditation or as part of program review. The program faculty consider all input and develop action steps for program improvement.

Program review results in the program faculty preparing a brief summary assessment of the program's strengths and weaknesses as well as opportunities for the future and external threats facing the program accompanied by a specific action plan that describes specific steps to be taken to maintain strengths, correct weaknesses, address threats, and take advantage of opportunities. The dean then reviews the materials and meets with program leadership to discuss the review and develop a final action plan including timelines and responsibilities for completion. Finally, the dean submits the review materials to the Provost/Executive Vice President's office and the Provost/Executive Vice President (Provost) may approve the action plan as written or may schedule a meeting with the program leadership and college dean to discuss the program and plans for improvement. Once approved by the Provost, the department and dean are responsible for implementing the action plan.

In June 2019, CMU adopted a revised seven-year program review schedule incorporating a self-study preparation year, an initial implementation of recommendations year, and then five years of data collection. This schedule interfaces with the cycle of student learning outcomes assessment described in 4.B.

**4.A.2.** Students may receive credit transferred from other accredited institutions, by qualifying scores on standardized examinations, and from experiences outside of the traditional classroom where documented learning occurred. In each case, CMU has specified policies to evaluate and award all credit transcripts.

*Transfer Credit.* The CMU Transfer Credit Policy, published in the *Undergraduate Bulletin*, describes the transfer of credit from accredited schools and foreign institutions, non-accredited schools, military training and experience, non-military training experiences, international baccalaureate diplomas and certificates, and the 13<sup>th</sup> year of high school. It also presents the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Articulation Agreement and the new Michigan Transfer Agreement (MTA) as well as how to deal with exceptions. The Registrar's Office website displays a link to the Transfer Credit Equivalency Table. Students may request an evaluation of courses not listed in the Transfer Credit Equivalency Table by contacting the Registrar's Office.

CMU considers requests for transfer credit coursework from regionally accredited degree-granting colleges or universities or international credit that is approved by the government or the official regulating agency of the country in which the college or university is located. Coursework must be appropriate to the intended program of study and comparable in nature, content, and rigor to coursework offered by CMU. To be considered, courses must appear on an official transcript sent to CMU from the issuing institution. The Registrar's Office works with faculty to establish whether a course is deemed equivalent to a CMU course. Courses judged to be equivalent are transferred as specific CMU courses; those not equivalent to a specific course can be transferred as elective credits. There are limitations to the number of transfer credits that can be applied to a degree program and, in some cases, to a specific major. These are described in the academic bulletins and on the program web pages. CMU outlines information about veterans' educational benefits and how military experiences and training may be considered for transfer credit via the applicable Bulletin and website. Students may also receive prior learning credit for courses that did not transfer to CMU if the courses were completed at regionally accredited schools.

A student who transfers from a community college in Michigan with a transcript documented as having satisfied the MACRAO/MTA will have satisfied the University Program portion of the General Education Requirements at CMU. Both agreements reference specific courses that fulfill the University Program requirements.



Graduate transfer credit is evaluated and approved by the relevant academic department and awarded by the College of Graduate Studies. In most cases, there is a limit to the number of transfer credits that may be counted toward a graduate degree. A copy of the Graduate Transfer Credit Policy is in the Graduate Studies Bulletin.

CMU has a variety of articulation agreements, including those with community colleges, domestic and international universities, tribal colleges, and United States military installations. Articulation agreements in their entirety are available in the Agreements Database on the Academic Administration web page. In addition, the Reverse Transfer Agreements are available on the Registrar's website, and the Transfer Curriculum Guides are available on the Admissions Office's web pages.

All articulation agreements clearly show the equivalency of prescribed coursework that transfers to CMU. These agreements ensure transferability of credit and continuity of the student's program. They are regularly updated as requirements change. Several offices, including Academic Administration, Admissions, Office of Global Engagement, Student Services, and academic departments, collaborate to develop the articulation agreements.

*Advanced Standing by Examination.* Undergraduate students may be granted credit by earning high scores on the following specified examinations: Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) Diploma Programme. A table in the *Undergraduate Bulletin* shows approved AP examinations paired with the CMU courses in which credit is granted for a minimum score of three to five depending upon the content area. The courses are approved by individual academic departments and are subject to change.

The CLEP sponsored by the College Board affords current and prospective students the opportunity to demonstrate their academic proficiency at the freshman and sophomore levels in both general areas and specific subjects. Policies concerning the use of CLEP General Examinations are developed and controlled by the Academic Senate. The minimum scores for CLEP Subject Examinations are determined by the department authorizing credit. When a student submits evidence of achievement by CLEP, the Registrar's Office evaluates it and awards credit in appropriate areas. A table in the *Undergraduate Bulletin* shows approved CLEP subject examinations paired with the CMU course for which credit is granted for a score at the 50<sup>th</sup> percentile or higher. The course equivalencies are approved by the academic departments and are subject to change.

High school students may receive credit through the IB Diploma Programme. Strong scores on IB Higher Level examinations allow for course waiver or course credits. A table in the *Undergraduate Bulletin* shows the IB course name, exam level, score, and CMU equivalent. Additional IB courses and examinations are under review by departments.

*Credit by Examination.* A regularly matriculated student who has had experience or background comparable to a course at the university may file for credit by examination for a specific CMU course. Certain restrictions, articulated in the *Undergraduate Bulletin*, ensure that there is no duplication of credit, that credit has not been earned for a higher-level course, and that this credit is not used to improve or replace a grade. Very few students avail themselves of this option. Credit by examination, when graded, carries point values as other courses do. Credit by examination in courses offered only on the credit/no credit basis do not carry point values and count only as earned credits. Credits earned by credit by examination cannot be used to meet required credits in residence.

*Foreign Language Placement/Retroactive Credit.* Students who have had French, German, or Spanish in high school and want to continue the study of that language at CMU must take a placement exam in that language before registering for classes. Only those who have had no previous experience in the foreign language may enroll in 101 without taking the placement exam. Students with college-level credit in the language do not have

to take the placement exam. After completing the course and earning credit, students can earn retroactive credit. Students who enroll in a course beyond the beginning 101 course and receive a grade of B (3.0) or better are eligible for up to 8 hours of retroactive credit. To qualify, students must be enrolled at the level determined by their score on the placement exam or at a higher level.

*Prior Learning Credit.* CMU has developed a Prior Learning Assessment (PLA) process and assembled a team of faculty to evaluate portfolios submitted for credit. Academic credit may be awarded for learning resulting from career and personal experiences; job-related activities; extensive hobbies, travel, and foreign residency; community service; and training received through on-the-job instruction, self-study, or specialized schooling. CMU's prior learning model is based on "competencies" rather than course "equivalents," but the credit awarded may be applied to students' degree program, usually as elective credits. Unlike transfer credit, the competency model for prior learning allows students to earn credit in areas of college-level regardless of whether CMU offers a specific course in that area. The prior learning must be directly related to the degree being pursued for the credit to be applied to a program plan. Credit from prior learning may not be used to meet any University Program or competency requirement. All graduate and undergraduate students admitted to CMU are eligible for prior learning credit.

For assessment purposes, students' prior learning experiences are categorized into three areas: (a) work experiences (based on employment positions), (b) training experiences (e.g., workshops or classes taken to enhance learning and professional development), and (c) life experiences (less formal, volunteer-type interests and activities that are of substantial duration and have resulted in college-level learning). For any prior learning to be considered for credit, both undergraduate and graduate students must develop a portfolio that explains and documents the experiences and the competencies acquired. Key in this process is the student's self-assessment, which explains the learning that occurred through the experiences.

Eligibility for prior learning credit, the types and levels of credit awarded, the number of possible credits, and the mechanisms for evaluation and verification of the information in the portfolios are all found in the Prior Learning Student Handbook and Prior Learning Assessment Team Manual.

**4.A.3.** The Transfer Credit Policy assures the quality of the credit CMU accepts in transfer. CMU considers for transfer credit an undergraduate course from another college and/or university that is accredited by a regional institutional accrediting association, from a foreign university or college approved by the government (using the guidelines developed by the World Education Series of the American Association of Collegiate Registrars and Admissions Officers), or the official regulating agency of the country in which the university or college is located.

All applications for undergraduate transfer credit are evaluated by the Registrar's Office. Students must appeal through the Academic Senate Board of Appeals to receive transfer credit from a non-regionally accredited institution. Before deciding, this Board of Appeals consults with the appropriate academic department. Lastly, the graduation audit includes an audit of transfer credit and verification that the credits are allowed on the major and that the number of credits does not exceed any limitations set by the department. All undergraduate audits are performed by the Registrar's Office, and all graduate audits are performed by the College of Graduate Studies.

**4.A.4. *Faculty Authority Over Curriculum Quality.*** CMU faculty control the curricular process that assures course and program rigor. As described in 3.A.1, all new courses and programs and all course and program modifications proceed through the curricular process as outlined in the Curriculum Authority Document (CAD).

*Faculty Determine Student Learning Outcomes.* Expectations for student learning exist at both the program and course levels and are evaluated through the assessment and program review processes as well as through

specialized accreditation for some programs. Program goals are set by faculty when the program is first proposed. The annual assessment process provides an opportunity for faculty to review the goals outlined in their assessment plan.

Program goals are linked to student learning outcomes in an assessment management system. The Policy on Student Learning Outcomes Assessment outlines the assessment process, links the assessment of student learning outcomes to program review, describes the roles of faculty and administration in the process, and sets the process timeline. All graduate programs, undergraduate majors, independent minors and certificates, the General Education Program, and the Honors Program are required to develop assessment plans and to engage actively in yearly assessment activities. The Assessment Council, an Academic Senate committee composed of faculty and staff from across campus, oversees the assessment process and reviews all program assessment plans and reports.

*Access to Learning Resources.* As stated in 3.D.1, CMU's teaching and learning infrastructure includes backbone services such as the technology and library infrastructures and is available to all students independent of location. Additional spaces and resources that support individual programs of study such as open labs, group study space, practice rooms, etc., are available as needed. Many program-related resources, such as museums and performance spaces, enhance the cultural environment for students and the broader community. Others, such as specialty clinics, deliver needed services to the CMU students, faculty, and staff as well as the community at large. Collectively, these resources promote learning and provide places where students gain practical experience. All resources are administered and supported financially by the university.

*Institutional Control of Faculty Qualifications.* CMU requires all faculty to meet the criteria outlined in the Higher Learning Commission Assumed Practice B.2, Faculty Roles and Qualifications and Guidelines: Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices. Base faculty qualifications are outlined in the CMU/CMUFA Agreement. Schools and departments determine the credentials and experience required for individual positions by following hiring procedures described in their bylaws. All regular faculty must submit official academic transcripts and credentials at the time of their initial hire for review by Faculty Personnel Services. The credentials of fixed-term faculty members and temporary (adjunct) faculty teaching at satellite locations or via online are reviewed for individual course approvals by the appropriate academic department chair or review committee.

**4.A.5.** Many CMU programs have been reviewed, and are fully accredited, by one or more specialized accrediting organizations. There are accredited programs in all colleges. All accredited programs report their accreditation status on their website and in the academic bulletins. CMU discloses the relationship with all regional and specialized accrediting bodies on the Academic Affairs website and in academic bulletins. Accreditation status is carefully monitored by the Provost's office and submission of documents for professional accreditation are reviewed by this office as well as by college deans.

The Doctor of Medicine program admitted students beginning in 2013-14. It achieved full accreditation by the Liaison Committee on Medical Education (LCME) in 2018. This followed the graduation of the first class in May 2017. The College of Medicine currently receives over 7,500 applications for its entering class of 104 students. Consistent with the medical school's mission, approximately 80% of the students are from Michigan with many from rural and urban medically underserved areas. All medical graduates have successfully been placed for residencies with more than half remaining in Michigan.

**4.A.6.** CMU uses data from many sources, including those available from national associations and those specific to our students, to develop curricular and co-curricular programming that prepares students for employment upon completion of their degrees.

*Employment Surveys.* CMU conducts an annual assessment of recent graduates to understand and continuously enhance services that help to prepare students for gainful employment. The First Destination Survey monitors where recent baccalaureate graduates are working or studying after graduation. Academic departments throughout campus utilize the findings to inform future practice. According to CMU's Career Development Center (CDC), over the past five years, the percentage of graduates employed full-time has ranged from 58%-67%, pursuing an advanced degree has ranged from 12%-16%, and unemployed has ranged from 5%-10%. When asked how closely connected the current positions of the alumni are to their academic majors at CMU, over the past five years an average of 41% reported that they are "extremely related," 33.4% indicated "moderately or somewhat related," and only 16.9% indicated that their current employment position is not related to their academic majors. The majority of alumni (86%) reported that their current position was slightly, somewhat, moderately, or extremely related to their academic major. Furthermore, 69% of survey respondents indicated that their academic studies at CMU prepared them either "exceptionally" or "moderately" well for their current jobs.

In 2018, the CDC conducted a formal survey of employers who had recruited CMU students. Results indicated that nearly every supervisor (99%) would probably (27%) or would definitely (72%) hire CMU graduates for future opportunities. Supervisors (91%) also felt that CMU graduates were equally or better prepared compared to graduates of other institutions. CMU graduates received high ratings on work ethic and interpersonal skills.

In addition, numerous departments administer their own alumni surveys, either as part of their program review efforts or as part of their assessment of student learning. For example, In recent years, departments as diverse as Anthropology, Foods & Nutrition, Engineering, Geology, Museum Studies; and have conducted alumni surveys to learn about the employment success and graduate school activities of recent graduates. These data are included in the assessment report and are used to inform program improvement.

Another example is as part of the data collection for CAEP accreditation, alumni with BS in Education degrees are surveyed one year and three years after graduation, and alumni from graduate programs in education are interviewed in the year after their graduation. A survey of Michigan principals is administered annually to learn of their satisfaction with the performance of CMU graduates with BS in Education degrees. Other programs such as the MPH, MSA and MA ED receive separate alumni surveys.

*Licensing and Certification Testing.* An important form of assessment for a subset of CMU programs has been students' performance on certification and licensing exams given to new practitioners. Academic Affairs maintains records of specialized accreditations held by CMU and certification exams that are available to students graduating from CMU programs. These assessments provide CMU with standardized data regarding student performance that yield comparative benchmarking. Validation of program content through these professional bodies and standardized examinations provides clear measures of program success in meeting external standards.

Graduates of Michigan's teacher preparation programs must pass a certification exam in their field of specialization in order to receive teacher certification. Data regarding teacher preparation programs are collected, analyzed, and benchmarked against other Michigan institutions every year. The performance of CMU students is regularly assessed against the goals and standards of the Michigan Department of Education (MDE) and against other relevant standards involving alumni, employers, practitioners, and community partners in improving program elements and processes. CMU receives results for all students taking the Michigan Test of Teacher Certification (MTTC) by subject area tested, major or minor, and test date. These results are reviewed at many levels by the Professional Education Unit faculty, staff, advisors, and the Dean of the College of Education and Human Services. In addition, these test results must be addressed in the annual program assessment reports, program review of all programs leading to the Bachelor of Science in Education, and CAEP accreditation self-study. Curriculum improvements are made as a result of campus analyses of the certification

results as well as feedback received from the MDE's periodic review of CMU's education programs. Pass rates on all licensure exams are presented on the program websites.

*Participation in Fellowships (N/A), Internships, and Special Programs.* Another indicator that graduate programs prepare students for employment is placement rates in internships required prior to licensure exams. For example, the Clinical Psychology Ph.D. program has an excellent track record of students obtaining APA-accredited pre-doctoral internships. Over the past four years, 19 of 21 applicants matched (91%) at APA-accredited sites compared to the national average of 75%. A geology graduate currently is a land steward with AmeriCorps and another is applying for the AmeriCorps program as a master's student at Michigan State University.

## Sources

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- Advanced Standing
- Agreements Database Search
- Annual Assessment Reporting
- Career Development Center
- Certification Examination Results and Postings
- Clinical Psychology Internship Placement 2010-2019
- Curriculum Authority Document
- Example Provost Program Review Letters
- First Destination Survey Summary
- Graduate Transfer Credit Policy
- MTA and MACRAO Agreements
- MTTC Results CMU 2018-2019
- PLA Student Handbook
- Policy on Student Learning Outcomes Assessment
- Policy on Transfer Credit Applied to the UP
- Prior Learning Assessment
- Prior Learning Assessment Team Manual
- Prior Learning Portfolio Graduate Sample
- Prior Learning Portfolio Undergraduate Sample
- Program Review Schedule 2017-2022
- Request for Transfer Credit
- Reverse Transfer Agreements
- Revised Process for Program Review
- Specialized Accreditation Table
- Survey of Employers 2018
- Transfer Credit - Equivalency Table
- Transfer Credit Guide - Example Alpena Community College
- Transfer Credit Policy-Undergraduate
- Transfer Curriculum Guide
- Transfer of Credit Policy
- University Program

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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**4.B.1. *Student Learning Outcomes.*** CMU's academic departments and units have established clearly stated goals for student learning for each program. The faculty and staff within these programs are responsible for establishing assessment plans containing mission statements, program goals, student learning outcomes, direct and indirect evaluation measures, and achievement targets. The framework for these assessment plans is established by CMU's Policy on Student Learning Outcomes Assessment. Assessment plans are stored electronically in CMU's web-based assessment management system.

All undergraduate students complete the General Education program as part of their degree requirements. Specific learning outcomes are detailed for each of the University Program (UP) subgroups and for the Competencies. The General Education program is assessed using several widely available and standardized assessment measures, such as the NSSE and the CLA+, and an evaluation of student work from each of the UP subgroups. Examples of student work are collected from courses in each subgroup on a rotating basis over a seven-year period. They are scored using rubrics designed to assess the UP subgroup and/or competency learning outcomes. In addition, university-wide programs such as the Honors Program also have articulated student-learning outcomes and assessment plans.

*Assessment Process.* The Assessment Council, a committee of the Academic Senate, oversees the assessment processes. The charge of the Assessment Council includes recommending policies to the Academic Senate, communicating assessment plan and report statuses to departments and units, developing formats for yearly summary reports, reviewing and approving requests for funding of assessment projects, and developing and maintaining assessment as a critical element of CMU's continuous quality improvement.

CMU's Policy on Student Learning Outcomes Assessment, part of the Academic Senate's CAD, governs assessment practices at CMU outlining the responsibilities of programs, departments, units, interdisciplinary councils, and academic offices as well as deans, the Provost/Executive Vice President, and the Assessment Council. In addition, this policy provides guidelines for the use of assessment data, assessment plan revisions, submission of assessment reports, and the evaluation of annual assessment reports. It also sets the assessment cycle, a schedule for reporting student learning outcome data.

**4.B.2.** CMU has prioritized the creation of co-curricular learning outcomes. Beginning in 2015, the university consulted an external evaluator to assist in a divisional approach to student affairs learning outcomes. As a result, a set of 15 learning goals were developed that aim to increase student capacity in the areas of Self-Awareness, Problem Solving, and Work Toward a Just World. In addition to the creation of divisional learning

outcomes, the university developed a set learning goals and outcomes that align with a theoretically founded leadership framework. These goals outline student leadership development in the areas of leadership knowledge and application, identity development, healthy relationships, and social responsibility. These two documents, working in conjunction, drive a myriad of experiences that lead to and foster student success

With the creation of co-curricular learning outcomes, the university prioritized the implementation of co-curricular assessment strategies. Through a partnership with Educational Leadership faculty, each department received individualized support in the development of an assessment cycle that outlined custom tools to measure student learning. Staff were supported in attending national assessment conferences and professional development opportunities that would build capacity in assessment creation, delivery, and result implementation.

To continue program growth, the university created a review process for all co-curricular programs. A divisional committee of professional staff was assembled to establish program review criteria and procedures that fit current resource structure. During this review process, each program administrator provides justification as to how they achieve student learning outcomes and tie to the institutional mission, vision, and priorities. Each program is peer-

reviewed within the larger committee that provides feedback on program successes and areas for improvement. This process provides cross-collaboration and the ability to identify which learning outcomes are being met and which require additional consideration.

Lastly, the university continues to model growth in the area of co-curricular assessment by the creation of a student affairs assessment committee. This committee, comprised of expertise from across the university, aims to provide accountability and resources for the advancement of socially just and student-centered assessment practices.

Concerning curricular assessment, CMU assesses academic achievement of the learning outcomes through the submission of annual assessment reports. Each academic program collects assessment data directly linked to each student learning outcome. Assessment reports contain a brief narrative explaining the target status. As a result of the findings and achievement target status, program faculty and staff use the findings to draw conclusions and develop action plans to improve student learning.

This annual reporting of assessment activities is overseen by the Assessment Council and the college assessment coordinators, who meet with departments and interdisciplinary councils regularly. Each report is reviewed by the relevant coordinator and by one Assessment Council member. Notes from the meeting with the program faculty, along with the summary letter, are forwarded to the dean and Provost/Executive Vice President. Coordinators schedule a meeting with the dean to review highlights of the assessment activities of all programs in their college.

**4.B.3.** In addition to reporting assessment data and the achievement of targets, program faculty and staff report the actions that they have taken to improve student learning and future action steps. Recently, the schedule for this summative reporting was changed to alternate years to provide more time for reflection and processing curricular and/or pedagogical changes. The assessment reporting cycle is now seven years and dovetails with the program review cycle to enhance the discussion of student learning in the program review process.

The assessment report includes answers to four analysis questions. Analysis question 1 is specifically directed toward the dissemination of the findings and helps to maximize faculty participation. Departments and interdisciplinary councils must share assessment results with constituencies, including students, and promote conversation among faculty and staff regarding program improvement. It is expected that departments will post,

at a minimum, their current assessment results on their department/program websites. Programs are strongly encouraged to share findings with multiple stakeholders such as alumni, donors, internship sponsors, etc. Analysis questions 2 through 4 prompt programs to draw conclusions regarding student learning based on the findings reported, plan subsequent actions, and report on actions taken since the previous report.

**4.B.4.** CMU engages in processes and methodologies that reflect best practices when assessing student learning. The model of employing college assessment coordinators, jointly funded by the colleges and the Office of Academic Affairs, continues to enhance the culture of assessment at CMU. Faculty have a colleague and coach to assist with the writing of student learning outcomes and assessment goals. The coordinators help programs develop data collection methodology and disseminate institutional data to programs as needed. The Assessment Council supports the development of assessment instruments, encourages professional development associated with program-level outcomes assessment, and helps strengthen the infrastructure for the scholarship of teaching and learning.

The Annual Assessment Retreat supported by the Office of Curriculum and Instructional Support in cooperation with the Assessment Council highlights programs that have used outcomes assessment data to foster meaningful improvements across programs. Best practices are presented by faculty members who often are invited to present at national conferences such as the IUPUI Assessment Institutes. This retreat is a catalyst for promoting faculty engagement across the university where assessment data is used to guide program improvements, revision of curriculum and pedagogical practices, integration of technology, and other actions improving student learning.

Faculty drive all assessment activities including assessment planning, plan revisions, and reporting. The college assessment coordinator and Director of Curriculum and Assessment attend department and college meetings, facilitate assessment feedback meetings, host assessment workshops, and hold an Annual Assessment Retreat. The Retreat builds assessment community across the colleges. In addition, faculty engage in discussion panels, participate in new faculty orientation, assist with the assessment newsletter, and present at the IUPUI Assessment Institute Conference.

The Professional Education Unit (PEU) is the primary coordinating body for all of CMU's teacher preparation programs which are distributed across five of the campus' colleges and involve 18 departments/schools and three interdisciplinary councils. The PEU consists of the professional education faculty members, Director of Professional Education, the dean of the College of Education and Human Services, and the dean or dean's designee of each involved college. The PEU offers 20 graduate programs at the master's, specialist, and doctoral levels, and 26 areas of specialized study at the undergraduate level.

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## Sources

- Assessment Council
- CLA Report CMU Spring 2016
- Developing a Program Assessment Plan
- General Education Basic Document Set
- NSSE Report (2019)
- Policy of Student Learning Outcomes Assessment
- Professional Education Unit (PEU)



## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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**4C.1. Student Retention, Persistence, and Completion Goals.** CMU's clearly defined goals for student retention, persistence, and completion are part of the overall Strategic Plan and the Strategic Enrollment Management Plan. Strategic Imperative 1, Nurturing Student Success, metrics include the following goals:

- Improve freshman to sophomore retention rate to 80%,
- Increase the four-year graduation rate of first-time, full-time students to 33%, and
- Increase the six-year graduation rate of first-time, full-time students to 60%.

These goals were extended to post-traditional, undergraduate part-time students completing coursework through online and off-site programs in the Enrollment Management Plan to the following:

- Improve freshman to sophomore retention rate to 64%,
- Increase the four-year graduation rate of first-time, full-time students to 32%, and
- Increase the six-year graduation rate of first-time, full-time students to 43%.

These goals are appropriate to CMU's core mission of the pursuit of knowledge, wisdom, discovery, and creativity in that to reach these goals, programs and initiatives must be implemented that increase students' likelihood for success.

**4.C.2. Academic Planning and Analysis (APA) and the Enrollment and Student Services (ESS) division** collect and analyze information from admissions, advising, student activities, student feedback surveys and enrollment reporting, benchmarking, program completion, and progress analyses to inform support services and develop retention initiatives. The university actively utilizes predictive analytics to identify students who may be at risk for retention and completion and engages in outreach to those students. In addition, APA completes studies related to institutional programming and events to understand their possible effect on student persistence and to inform decision making and practice. Surveys of withdrawing students are also incorporated to make programmatic or support improvements. All reports are available on the internal file-sharing network. The Executive Director of APA regularly disseminates information to key groups, including the Academic Senate,

Council of Deans, Council of Chairs, Senior Leadership Team, Cabinet, BOT, and various other groups. Attached are examples of reports generated by APA.

**4.C.3.** CMU uses information on enrollment, student retention, changing demographics, persistence rates among student populations, and program completion to make strategic decisions about resource allocations and programming. Examples include:

The Office of Student Success (OSS) utilizes a case management model incorporating data dashboards to track various aspects of communication, outreach and student progression giving priority consideration to those more likely to attrit. A constituent relationship management (CRM) software to aid recruitment, admissions, onboarding and case management for success coaching allows for communication, reporting, and assessment.

The CARE Team responds to alerts posted throughout the campus to provide individualized plans to support students who are struggling. The CARE team is comprised of faculty and staff who coordinate timely interaction in support of students. All reports are recorded, tracked to determine response protocols and areas for campus improvement

The Student Ombuds Office serves the institution by offering a space for discussion around student-related matters, opening avenues of communication, assisting those in pursuit of resolution and promoting fair and equitable treatment. Monthly reports from this area are shared with campus leaders to determine service, process or policy improvements to improve the student experience and retention.

Degree Progress, an online academic history and degree audit system to assist students and campus stakeholders with a real-time audit of their progress toward degree completion. Degree Progress allows faculty members, academic advisors, and students to track academic progress and record notes of all interactions.

CMU implementing a new advising model designed to increase engagement, retention, and success. All new students are assigned an advisor and are required to have a minimum of two advising sessions during their first academic year. Advisors support the plan with regular communication.

APA conducted an analysis of transfer students for main and off campus students that has led to changes in advising. The analysis determined the impact of the number of transfer credits, transfer GPA, first-generation status, Pell Grant eligibility, and full-/part-time student status on transfer success. Findings suggest outreach to main campus full time transfer students with lower transfer GPAs and less than 50 credit hours may be effective at mitigating attrition. Most off-campus transfers are part time and tend to retain at lower rates. However, part time students who transfer more credits tend to retain at higher rates.

APA conducted analyses of differences in student characteristics and experiences by dorm type. Findings from these studies clarified how the timing of housing deposit impacts student dorm selection and ultimately the student experience. These findings are the key factor in discussions to reduce the size of the housing deposit.

APA also conducts studies of the impact of financial aid allocation on student success based on factors such as academic profile, first generation status, Pell eligibility, and others. These studies have shown that for students with lower to moderate standardized test scores, high school GPA is a strong predictor of success. This information led to changes in award allocation for the Fall 2020 entering freshman class.

APA conducted an analysis of the impact of work study on student success. Findings indicate that work study positively impacts retention and graduation rates even after controlling for other predictive variables like high school GPA, standardized test scores, financial need, and first-generation status. Results of this study have led to discussions to expand the work study program.

APA analyzes the impact of Pre-College engagement programs such as Leadership Safari and Impact. The purpose of this analysis is to determine the participation rate, demographics of participants, and the unique contribution of participation, controlling for differences in aptitude on retention and GPA. This analysis shows a positive impact and is the basis for the continuation of the program and the development of other first-year and student-orientation experiences.

The OSS uses data to identify students at risk in all stages of progression toward graduation, beginning when a student pays the orientation fee, which implies an intention to enroll. The examples of regular communication designed to support students at key decision points with academic and student support may be accessed [here](#).

The Strategic Plan also incorporated the review and modification of undergraduate degree programs. They now require no more than 120 credits (unless more are required by external accreditors), which allows most students to graduate in four years. Data about student retention and graduation rates are frequently used to inform the internal review of academic programs and outreach to students who are nearing or above this credit level. The office administers alumni surveys and continuing-student surveys on a biannual basis. Further, OSS houses databases that allow for on-going monitoring of retention and graduation rates of all students.

**4.C.4.** The methodologies used by APA reflect best practices in several ways. Data collection methods are continually reviewed in bi-weekly meetings to ensure accuracy and meaning of individual data elements. APA promotes professional development, with most staff attending regional and national conferences. APA stays up to date on all IPEDS and HEIDI (MI State reporting) data submission guidelines through webinars, listservs, and meetings. As there are no standard guidelines for metrics beyond external reporting, the office generates informative data based on internal definitions. For example, in analyzing persistence and graduation rates by program, APA defines the cohort as any student who entered the program at any time in the academic year. Persistence for the cohort is then defined as anyone that either graduated or returned in the subsequent academic year.

CMU uses processes and methodologies for collecting and analyzing information on student retention, persistence, transfers, and completion of programs that reflect known best practices and alignment with IPEDS definitions. CMU actively engages with thought leaders at EAB, the National Survey of Student Engagement Institute, the Higher Education Research Institute, and the John N. Gardner Institute for Excellence in Undergraduate Education to review and refine methodologies for mining and leveraging data to better support student learning, retention, persistence, and graduation, and to optimize course selection to promote timely graduation.

## Sources

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- Academic Planning & Analysis Report Examples
- Analysis of 2017 Leadership Camp and Safari Program Participants
- Course Enrollment Size SCH GPA DEW and Grades by Year - 2018-19
- Degree Conferred Program 2017-18
- Factors Impacting Transfer Success
- FTIAC Persistence Graduation 2018
- Impact of Work Study
- Office of Student Success
- Office of Student Success-Communication Examples
- Peer Benchmark Statistics 2017-2018
- Persistence and Graduation Rates of Transfer Students 2018

- Risk Factors Analysis 2019
- Strategic Enrollment Management Plan 2018-2022
- Student Retention and Data Exchange Peer Summary
- Student Success Strategies
- Success Planning Resource
- Transfer Analysis 2019

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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CMU assures academic quality through our program review process as well as by following specified protocols in those disciplines requiring specialized accreditation. Every program has an approved assessment plan to evaluate student learning. Program faculty are assisted by an assessment coordinator who helps to design the assessment plan, review and evaluate data, and formulate an action plan leading to improved student learning.

CMU utilizes the Transfer Credit Policy to assure the quality of credits it accepts from regionally accredited degree-granting colleges or universities and government-approved international institutions. A faculty committee carefully assesses prior learning and awards appropriate credit that may be used toward program requirements. In addition, students can earn credit by examination and high scores on placement tests.

The Strategic Plan sets aspirational goals for retention, persistence, and completion. Academic Planning & Analysis (APA) analyzes current and historical data to identify trends and inform decisions regarding recruiting, program development, and funding. The Enrollment Management Plan outlines strategies for recruiting and retaining a quality student body. The OSS utilizes predictive analytics to identify at-risk students and provide outreach to those students. CMU is committed to offering students the highest quality programs, enrolling quality students, and supporting them from inquiry through graduation.

### Sources

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*There are no sources.*

## Criterion 5. Resources, Planning, and Institutional Effectiveness



The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Core Components

- 5.A The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  - 5.B The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
  - 5.C The institution engages in systematic and integrated planning.
  - 5.D The institution works systematically to improve its performance.
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## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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**5.A.1.** Central Michigan University (CMU) has a strong balance sheet with a net position of \$655.9 million as reflected in the FY2019 financial statements and bond ratings of Aa3 from Moody's and A+ from S&P. CMU has an 871 acre campus in Mount Pleasant, Michigan, with two natural laboratories (Beaver Island and Neithercut) and over 40 satellite locations (24 permanently staffed by CMU personnel and additional locations where instructional facilities are utilized by agreement with partner organizations) throughout the U.S. and Canada.

CMU budgeting is based on the Responsibility Centered Management (RCM) model described in more detail in 5.C.1 below. RCM allows revenue centers (academic colleges and service centers) to manage programs, including staffing and scheduling, to best meet demand. As new programs are added, deans reallocate or increase the instructional staff. Colleges maintain sufficient levels of instructional staff by closely monitoring FYES/FTE ratios in comparison to peers (Delaware Data) and periodically prioritizing programs (described in 5.C.1 below). In total, CMU employs approximately 2,690 faculty and staff in full- and part-time positions. These natural, human, and financial resources allow CMU to sufficiently fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

CMU continues to build and maintain its physical and technological infrastructure. This includes building a new Biosciences building, two new additions to our Health Professions building (one for a new medical school and one to create the Center for Integrated Health Studies), a medical school education building adjacent to one of our hospital partners in Saginaw, two research labs, two residence halls, two graduate student housing facilities, a data center, and a satellite energy facility. More recently, CMU invested \$10.8M to create collaborative learning space for business students within Grawn Hall. CMU is committed to providing modern campus facilities to support student learning. These investments of financial resources position CMU to meet the future educational needs of students.

Additionally, the university created an Information Technology Strategic Plan with the intent to provide a broad roadmap for the development and application of CMU's technology environment. The Office of Information Technology continues to expand its Information Security Program – building out its manual of IS policies, formalizing and staffing an Information Security Office under the direction of the Chief Information Security Officer, expanding its use of security-related controls, improving the quality and reliability of its secondary data center, and, most recently, inaugurating a student-run Security Operations Center within the Information Security Office.

**5.A.2.** The RCM budgeting process places college budget decisions primarily in the hands of the college deans. CMU believes the deans are in the best position to make key decisions about matters that fall within their areas of responsibility. Thus, tuition revenues and state appropriations flow to the colleges. As enrollments have declined in the last few years, our deans (and the Provost/Executive Vice President) worked to decrease the number of faculty and staff without compromising services to students, reduced expenditures for facilities, and so forth. Faculty positions have been eliminated in the same manner that they were added when enrollments increase. New positions have been developed for new degree programs but across the Academic Division the number of faculty positions has declined. Since the university's budget model is designed to flow revenue to the units that generate academic credit, an operating assessment applied against the tuition and appropriations revenue stream is necessary to fund service centers, utilities, scholarships, and other parts of the university. As enrollment has declined the budgets of the centers have also declined and there have been corresponding personnel adjustments. The assessment is reviewed periodically and adjusted as needed to allow for contingencies, program enhancements, and other advancements.

Colleges and non-academic units can request university funds held by the central administration for special initiatives. New base budget requests are submitted by departments for college or division review. As requests move through the review process, they may be funded at any level, which is one of the advantages of a decentralized model. With the support of the college dean or unit director, requests are submitted to the appropriate division vice president. Requests supported at the division level are submitted to the university budget office in accordance with the University Operating and Capital Budget Calendar. Final consideration of all new budget requests is by the President's Cabinet, with required approval by the President. The Office of Financial Planning and Budgets website contains detailed information. A new effort for innovative programs by the President and Provost/Executive Vice President (Provost) has just been added.

The Budget Priorities Committee (BPC) is composed of faculty and staff. The President and Academic Senate established the BPC to share information with the campus community regarding the university's budget process and to provide well-informed advice to the President about university-wide priorities that may factor into budget development.

**5.A.3.** The CMU Board of Trustees (BOT) has the responsibility for approval of the university's Vision, Mission, Core Values, Strategic Plan, and annual operating budget, assuring that resources advance the mission, vision, and strategic plan. Members of the BOT are appointed by the governor of the state of Michigan and charged with the fiduciary responsibility for the university. Because the university is constitutionally autonomous, the BOT has great responsibility and is involved with all major decisions, such as selection and evaluation of the President, major program approval, expansion into new academic arenas (e.g., our College of Medicine that graduated its first class in 2017) and construction of new facilities.

On an annual basis the President makes a presentation to the BOT, followed by discussion, of the initiatives related to the Strategic Plan targets which are, of course, developed considering the Mission/Vision of CMU. Recently, President Davies announced a new envisioning process to develop pathways for CMU with a 2030 horizon based on what our university has been and what it should be for our students and for Michigan. (See, 1.A.1 for additional information.)



**5.A.4.** To achieve our strategic plan, Advancing Excellence: CMU's Strategic Plan, 2017-2022, CMU makes a clear commitment to quality faculty and staff. We

- Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff. CMU recognizes that students need faculty and staff with deep knowledge of their profession/discipline but also have a student-centered focus. In addition to a well-established hiring process that is codified in collective bargaining agreements and employee group handbooks, CMU has multiple development programs throughout the year, including those from the Office of Curriculum and Instructional Support and the Leadership Standards initiative. The Strategic Plan recognizes that the faculty and staff are critical to both student success and fostering scholarship. Therefore, we also
- *Provide professional support for the ongoing development of faculty and staff in the areas of teaching, leadership, research, and cultural competence.* Faculty and staff are encouraged to take advantage of professional development opportunities, both on and off campus. Staff in all areas have opportunities for specialized training as described in 3.C.6 and are encouraged to participate in professional organizations.

CMU is dedicated to hiring well-qualified, diverse and inclusive, student-focused individuals who are interested in working in a team environment committed to excellent student/customer service. This is evidenced by the formal hiring processes and guidelines that all departments must follow. These processes and guidelines set minimum and desired educational and experiential qualifications for positions, set interviewing expectations, and require reference checking prior to hiring. CMU has recently been accepted into the iAspire program (part of the iChange Network) through APLU to increase the diversity of faculty in the STEM area.

Upon hiring, all employees participate in an orientation to educate them on basic CMU business processes, policies, and procedures. CMU also regularly offers optional and sometimes required training programs supported by the HR Professional Development staff and other departments on campus. When new policies are rolled out, CMU communicates these through email notices, flyers, posters, and specific training sessions. The development of a Sexual Misconduct Policy, enacted in March of 2015, and updated in 2019, is a recent example of this process. Several electronic and paper notices were sent to employees, a specific website was created, and training sessions were held to ensure employees understood their responsibilities.

**5.A.5.** The budgeting process at CMU is one piece of the overall financial planning process. It begins with the September publication of the annual operating and capital budget calendar for the upcoming fiscal year. In January, semester credit hour projections are discussed with each college and final projections are agreed upon. Financial Planning and Budgets (FPB) then creates tuition projections based on these semester credit hour projections and multiple tuition rate scenarios. During the spring meeting, to streamline the budget development process, tuition rates are discussed and approved by the Board of Trustees (BOT). FPB utilizes the approved rates to finalize tuition projections for the budget. Additionally, FPB works with Human Resources and Faculty Personnel Services to provide each college with accurate salary and benefit information for the upcoming year.

After the April BOT meeting, an annual budget kick-off meeting is held with all colleges where budget parameters and work papers are shared to support tuition and appropriation projections as well as the current expenditure base and future salary and benefit information. The colleges use the work papers to create their budgets. FPB reviews all college and service unit budget plans and incorporates them into the annual operating budget. The annual budget is approved by the BOT in June. Once the budget is uploaded into the financial system, departments are responsible for the monthly reconciliation of actual activity to the budget plan.

Additionally, the centralized accounting department, Accounting Services, produces quarterly budget-to-actual comparative reports for all university accounts. Accounting Services follows up with college budget managers

on any significant variances. These reports and the feedback from the college budget managers are reviewed by the Associate Vice President and Vice President for Finance and Administrative Services.

## Sources

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- Advancing Excellence: CMU's Strategic Plan, 2017-2022
- Annual Operating Budget
- Budget Priorities Committee Charge
- CMU Projects Over \$250,000 2015-2019
- Envisioning Process
- Financial Planning & Budgets
- IT Strategic Plan 2018
- Leadership Standards Initiative
- OIT Leadership Organizational Chart
- President's Annual University Report to the Board of Trustees
- RCM Budget Model

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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**5.B.1.** As prescribed by the Constitution of the State of Michigan, the BOT is the ultimate governing body responsible for the business and affairs of the university. These responsibilities are outlined in their bylaws last amended in June 2017. Specifically, it is the responsibility of the BOT to clarify the institution's mission, approve long-range plans, assess the educational program, ensure financial solvency, and protect and preserve the assets of the institution and, of course, to hire and review the President. Further, Section 2 of the BOT Bylaws places authority *only* with the BOT for all academic matters, adoption of the operating and capital outlay budget requests submitted to the state, adoption of an annual plan of expenditures and revenues for the university, determination of tuition and fees, and establishment of investment policies. The BOT appoints the university's auditing firm and accepts the annual audit of university finances. The Internal Audit department reports functionally to the BOT through the audit committee.

Upon appointment, each Trustee has an initial orientation with CMU during which they meet with the President, each vice president, student and faculty leaders, and others to learn about the organization of the university and the legal and fiduciary responsibilities of BOT members as well as major current issues and endeavors. Following this initial orientation, Trustees add to their knowledge of the university through presentations and discussions at each board meeting, their informal interactions with the President, and information provided to them about significant events at the university. Because board appointments are staggered, knowledge transfer occurs from experienced Trustees to newer Trustees with no significant gap.

The BOT meets five times a year in formal sessions and has several standing committees, as described in their bylaws and noted in 5.B.2, that keep them informed and actively engaged in overseeing the ongoing affairs of the university. Policies approved by the BOT are available online and demonstrate the breadth and scope of areas that fall under their purview.

The BOT generally has an annual retreat to further explore those areas of the university requiring additional attention, e.g., changes associated with the College of Medicine, status of enrollment, university infrastructure and external fund-raising. In addition, the university and members of the BOT are members of the Association of Governing Boards (AGB). Trustees are encouraged to attend the AGB annual national conference. Concepts from these AGB events are frequently brought back to campus for further discussion. A recent example is the discussion of "Reputational Risk" that has resulted in several discussions at BOT meetings and the establishment of a new Board committee on Enterprise Risk. In addition, the last few years the Governor has held an annual summit for members of Boards of Trustees from all 15 Public Universities.

**5.B.2.** The university has many formal, long-standing university governance groups and committees that are typically engaged in campus planning and oversight, including but not limited to the Board of Trustees, President's Cabinet, Senior Leadership Team, Academic Senate, Council of Deans, Deans Advisory Councils, Council of Chairs, Student Government Association, Shared Governance and Communications Committee, University Space Committee, and Budget Priorities Committee. Additionally, open forums are regularly held to engage the campus community at large.

Board of Trustees committees meet regularly to engage the university's internal constituencies.

The President's Cabinet, consisting of the Provost/Executive Vice President, Vice President of Finance and Administrative Services, Vice President of Enrollment and Student Services (which recently was split into two positions, Vice President for Student Affairs and Vice President for Student Recruitment and Retention), Vice President for Government and External Relations, Vice President for Advancement, Vice President and General Counsel, Vice President of University Communications and Chief Marketing Officer, Vice President and Chief Diversity Officer, and the Executive Assistant to the President, serves as executive council to the President on university affairs and reviews all university-wide policies.

The Council of Deans is composed of all academic deans, the Senior Vice Provosts, the Vice President for Research and Innovation, and the Vice President for Information Technology. This body meets regularly (weekly, if needed) to discuss topics related to the Academic Division.

The Senior Leadership Team is composed of top leadership from all divisions of the university. It meets quarterly for professional development, discussion of institutional initiatives, and open discussion with the President regarding areas of concern. It is the only meeting that includes broad leadership from all divisions.

The Council of Chairs meets monthly to discuss issues affecting departmental and programmatic management and governance. Chairs receive information from various administrative units that they relay to their department faculty and staff. In addition, each college dean meets regularly with a Deans Advisory Council (DAC). Although the composition of the DAC varies between the colleges, it usually includes the associate deans, department chairs, and college business manager, who advise the dean on matters concerning college-level planning.

There are some important university committees related to the process of shared governance. One addition was the establishment of the Shared Governance and Communications Committee (SGCC). Membership of this committee is selected by the Academic Senate and administration and includes faculty, staff, students, and senior administrators. Recommendations from this committee are presented to the Academic Senate and President for ratification or endorsement.

The other addition to shared governance has been the establishment of the Budget Priorities Committee (BPC). Composed of faculty, staff, students, and senior administrators, the mission of this committee is to increase the transparency of the budgetary process. The BPC receives some referrals from the Cabinet for review and returns recommendations to the Cabinet. The committee also seeks input from the community and designs communication strategies for disseminating and clarifying financial decision-making. Regularly sponsored campus-wide budget forums increase the effectiveness of this committee's efforts. Another addition to shared governance is the establishment of the University Space Committee. This committee has representatives from different divisions and works on projects sent to it by the President and Cabinet to prioritize space so that it is optimally utilized.

Monthly meetings between the President and the Chair of the Academic Senate ensure consistent interaction and discussion of academic and policy decisions. Similar meetings with the President of the Faculty Association

(FA) and the President of the Union of Teaching Faculty (UTF) also provide opportunity for the sharing of ideas. A University Community Advisory Panel (UCAP), composed of campus leaders that include the Faculty Association, the Union of Teaching Faculty, the Graduate Assistant Union, the presidents of the staff unions, and senior administrative officers, aid in communication and shared perspective regarding university matters.

Student Government Association (SGA) leaders provide student representation on many of the governance committees, including the Academic Senate and Senate committees, UCAP, SGCC and BPC, and several senior leadership search committees.

Professional and Administrative Council (P&A) serves as a liaison between the university and the more than 850 P&A employees. The P&A Council considers, recommends, and takes actions related to the common concerns of employees at CMU in the P&A group. It also provides a means of communication concerning major campus-wide initiatives such as strategic planning.

Leadership from the six staff unions meet quarterly with the Director of Employee Relations to discuss issues of concern. These meetings also provide an opportunity to reach the union membership and invite their participation in university-wide initiatives. The smaller unions communicate by email, while others have newsletters.

**5.B.3.** The Academic Senate is committed to enhancing the academic experiences of students and faculty. The Senate is the final faculty curricular authority for graduate and undergraduate programs, both on and off campus at CMU. The Academic Senate Curriculum Authority Document guides all program development and approval. As a shared decision-making body, the Senate's membership consists of representatives elected by each academic department, drawn from both regular faculty and fixed-term faculty, six student representatives chosen by the SGA, the academic deans, the Vice President for Institutional Diversity and Chief Diversity Officer, the Provost/Executive Vice President, and the President. All meetings are open to the public and are available via livestream in real-time to all who have a CMU global ID.

Much of the work of the Senate takes place through a network of committees. These bodies cover campus governance in areas ranging from campus police, athletics, and honors, to curricular committees and many other concerns. The Assessment Council provides direction and oversight of the assessment of student learning outcomes by academic programs. The Admissions, Standards, and Honors Committee reviews and makes recommendations on matters concerning undergraduate admissions policies, academic standards, student recognition and Certain senate committees are focused on specific programs such as the Committee on Academic Service-Learning, Honors Council, Leadership Council, and Multicultural and Diversity Education Council. The Instructional Development Advisory Council provides input into the faculty professional development programming.

## Sources

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- Academic Senate Standing Committees
- Board of Trustees Board Policy Manual
- Board of Trustees Bylaws
- Board of Trustees Committees
- Budget Priorities Committee
- Budget Priorities Committee Charge

- Curriculum Authority Document
- P&A Council Responsibilities
- Shared Governance and Communications Committee

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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**5.C.1.** The Strategic Plan guides institutional planning and resource allocation, putting emphasis on student success, research and creative activity, and service to Michigan and beyond.

All new academic programs must be approved first by the College Curriculum Committee and dean, and then by the Academic Planning Council (APC). All new programs are evaluated on how each program supports the mission and goals of the institution. Additional evidence for need and student interest, availability of qualified students and faculty to ensure a high-quality program, and the availability of institutional support and financial resources is included in the Request for New Programs. Following discussion among the members of the APC, a written recommendation is made to the Provost/Executive Vice President, who further considers the potential for the program to draw quality students and the availability of funding. Only programs that support the mission, vision, and priorities of CMU are approved.

In addition to the annual budget allocation, colleges and service centers may request funds for new initiatives. These may include focused areas of research requiring new faculty and/or space, institutes and centers, or enhanced teaching facilities such as active learning classrooms or specialized laboratories. Academic requests are submitted to the Provost/Executive Vice President for consideration. If funding is available within the Academic Division, a funding decision may come quickly. If a request represents a university-wide initiative beyond the scope of divisional dollars, the request is submitted to the President for possible funding. In addition, requests for large facility improvements, e.g., the Culinary Nutrition Center, may require a campaign through the Office of Advancement. At all levels, the consideration is guided by alignment with the Mission, Vision, Core Values, and Priorities.

Recently the President and the Provost/Executive Vice President combined efforts for the development of innovative academic programs designed to meet the imperatives of the strategic plan. Specifically, in Fall 2019, the Offices of the President and the Provost/Executive Vice President created the President and Provost's Fund for Program Innovation and Excellence and invited proposals for the creation and delivery of programs and related activities that will provide students with rigorous, relevant, and excellent experiences. The goal is to foster curricular innovation and encourage and support new program initiatives and approaches. In Spring 2020, funds were provided to 17 proposals that deliver outcomes to better position CMU at the forefront of our peer institutions as the university envisions 2030.

**5.C.2.** Assessment of student learning is a high priority at CMU. The Assessment Council along with the Office of Curriculum and Instructional Support (CIS) fosters a positive climate for program assessment. Funds are available for faculty to attend assessment conferences. Data from assessment of student learning outcomes is used in accreditation and program review documentation. Program review concludes with an action plan proposed by the program faculty and a rating regarding program quality, growth, and need for additional resources. The dean and Provost/Executive Vice President also review the program's action plan. Adjustments are then made to program budgets and offerings.

The University is continuously looking to improve program offerings for students. Over the last decade, over 100 programs have been eliminated, allowing for reallocation of program resources. At that time, even while reducing faculty in line with declines in enrollment, top-priority programs in physics, health administration, neuroscience, psychology, speech-language pathology, counseling and special education, biochemistry, engineering, environmental studies, and broadcasting have received additional funds. Additional new programs added in recent years include nursing (BSN completion), MS in Entrepreneurial Ventures, an online degree in Fashion Merchandising and Design, and a new undergraduate degree in Environmental Engineering.

Support of academic programs has also led to improvements in technology, such as our new Customer Relationship Management (CRM) tool for Advising that improves communication between academic advisors and the students. This new technology was adopted as we restructured the advising process to be more intrusive.

**5.C.3.** The University is consistent in reaching out for participation of all stakeholders. For example, the strategic plan update, Advancing Excellence, gathered data from formal meetings with the Board of Trustees, Council of Deans, Council of Chairs, Academic Senate, Student Government Association, among others. We also reached out and had sessions with community leaders in Mount Pleasant, Saginaw (location of the College of Medicine) and Lansing (the state capitol). We met with alumni on campus and off. As we enter a new Envisioning process, President Davies has promised even more extensive information gathering than was used in strategic planning. In addition to these sessions with stakeholders, multiple communications were released using several different venues, including print and electronic press.

The university engaged in a capital facilities master planning process in 2012-2013 that created the framework for many major projects, garnering input from faculty, staff, and students in addition to the community, local community colleges, and business leaders. Input came in the form of focus groups, surveys, reports, and open meetings. In addition, CMU often hires consultants to guide the process and bring a more global perspective. Additional input is requested with each project, especially through the University Space Committee and the opportunity for university and community members to speak at Board meetings where facilities are being discussed.

The planning process for the five key areas of CMU's Campus Master Plan—Space Utilization, Facilities Condition Assessment, Infrastructure Assessment, Land Use, and 10-Year Capital Plan—followed a similar pattern, engaging students, staff, faculty, and alumni. Additionally, the Mount Pleasant community was engaged to help build and reinforce the campus identity and its connection with the businesses in Mount Pleasant. The Campus Master Plan serves as a guide for the University Space Committee in reviewing and making recommendations to the President's Cabinet regarding space requests.

The Strategic Enrollment Management Plan is an institution-wide initiative relying on input and buy-in from stakeholders across the university to optimize recruitment, enrollment, and retention. This plan incorporates demographic forecasts, trends in education, and governmental and/or public support for education as they impact CMU's resources. The plan showcases the university's strategic actions to prepare students to serve the state, nation, and world. The Plan is updated routinely as changes in demographics impact our enrollment process.



In 2015, OIT centralized all university information technology and related functions under its senior officer. In 2018, Information Technology updated its 2013 Strategic Plan following engagement of faculty, staff, students, and external stakeholders.

**5.C.4.** Financial Planning and Budgets (FPB) evaluates, develops, and implements the budget for CMU. FPB leads, assists, and supports the university in the financial planning and budgeting of its resources. FPB reports to the Vice President of Finance and Administrative Services and has critical responsibilities.

FPB seeks input from Government Relations and state legislators so that budgets may be developed with a knowledge of state appropriations. Appropriations have steadily declined from 67% of the operating budget to the current 18%, which has shifted greater institutional dependence to gifts, grants and contracts, and tuition.

Tuition revenue is dependent both upon the number of students who enroll and the average course load. The Office of Academic Planning & Analysis considers trend data and gathers input from Enrollment and Student Services regarding expected new and transfer student enrollment to develop projections by academic department. These projections are discussed with departments and form the foundation of the annual budget for academic colleges. The gross revenue for each college is taxed to provide funds for the administrative units. Funds are distributed among administrative units based on their established expenditure base. The annual funding of facilities management is in part determined by the price of utilities, the amount of new construction, and the expected major maintenance costs. Energy efficiency has kept the utility budget (except for new square footage) flat for the past ten years—just one example of CMU’s cost containment efforts.

**5.C.5.** CMU has engaged in several major institutional initiatives to remain viable in a very competitive marketplace. Michigan has endured a steady decline in the number of students graduating high school for more than a decade, caused by both an aging population and a sharp decline in the state's auto industry. As a tuition-dependent state university, it is important that students are recruited, enrolled, and retained. In 2011 CMU created a new division, Enrollment and Student Services, to develop viable enrollment management plans to offset the predicted decline in high school graduates. Based on analysis of this division, it is currently being reconceptualized with separate units for Student Recruitment and Retention and for Student Affairs. Each will be led by a vice president. In addition, the university community recognizes that attracting talented students has become the responsibility of all employees, from the grounds crews' efforts to keep the campus attractive and the police unit’s dedication to keeping the campus safe, to the service center staff’s commitment to informing students of challenging and exciting academic programs.

Data management and security are increasing areas of concern for major corporations and universities. CMU has added the positions of a Deputy CIO and a Chief Security Officer. In addition, a Data Center was constructed with multiple levels of back-up capability. Information Technology was reorganized to provide additional support for increased use of technology and synchronous course offerings across the state and world.

CMU has been a leader in the delivery of distance education for over 45 years. Traditionally, online course offerings augmented the on-campus course enrollment. However, recently up to one-third of the students enrolled at the main campus are also enrolled in online courses. This trend is causing colleges to reevaluate workload and the balance of face-to-face and online offerings. To facilitate the development of online and hybrid courses and support instructional and curricular initiatives, support staff from several departments across three units within the Academic Division were combined into a single Office of Curriculum and Instructional Support (CIS) in 2018. Units realigned were faculty professional development (Center for Excellence in Teaching and Learning), course design (Center for Instructional Design), Learning Management Systems (LMS), media production, and Faculty Support. With the increasing demand of online and distance-delivered courses, CMU also saw the need to fully integrate the services of the Global Campus unit with the main

campus. In addition, contractual issues that have arisen with the increased online courses were addressed in the CMU-CMUFA 2019-2024 collective bargaining agreement process.

Given demographic changes and the emphasis on globalization, CMU is making bold investments in its organizational structure to retain its competitive edge and its role as a leader in higher education.

## Sources

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- Advancing Excellence CMU's Strategic Plan, 2017-2022
- Assessment Council
- CMU IT Strategic Plan 2018
- CMU Master Plan
- Envisioning 2030
- Financial Planning and Budgets
- Financial Planning and Budgets Critical Responsibilities
- New Program Request Form
- President and Provost's Fund for Program Innovation and Excellence
- Program Innovation Proposals
- Provost Assessment Incentive Award 2018-2019
- Strategic Enrollment Management Plan 2018-2022
- University Space Committee

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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**5.D.1.** All academic colleges and administrative units set annual strategic and operational goals. The strategic goals are aligned with the strategic priorities and initiatives, while operational goals move the university forward daily. Goals are then entered into a computer-based reporting system that allows tracking throughout the year. In addition, departments within each college complete annual reports, summarized by the dean in the college annual report. Annual college and divisional reports become part of the President's report to the BOT.

Each academic program is subject to a thorough program review every seven years, as prescribed in the Curriculum Authority Document. In addition to CMU's internal self-evaluation process, over 30 programs are subject to external review by specialized accreditation agencies.

Many metrics provide evidence of institutional performance. Academic Planning & Analysis has developed several real-time dashboards as well as point-in-time comparisons that provide ample information for decision-making. Academic success is reported as persistence and time-to-graduation. The NSSE, CLA, Graduating Student Exit survey, and First Destination survey, when combined with program review, are used to determine program effectiveness.

Outside the Academic Division, there are similar annual reviews that are documented in the divisional annual reports, and several other units provide reports to regulatory bodies such as the NCAA, Public Broadcasting, and credit rating agencies.

Financial reports are monitored by the Vice President for Finance and Administrative Services. Quarterly financial reports are prepared and discussed with senior management. These reports are available for review and are the basis for continuous improvement and short- and long-term planning and the development of the master plans described in sections 5.C.2 and 5.C.3.

**5.D.2.** As a public institution, CMU demonstrates responsible stewardship to the citizens of Michigan by constantly reviewing its processes and making improvements. The Strategic Plan has given focus to every aspect of CMU. The subsequent master plans, as described in 5.C.3 have provided road maps for recruiting and enrollment, development of the campus physical presence, and the technology infrastructure. Identifying the need for unified, overarching goals and strategies has led to intentional improvements and growth. See examples where these improvements were made as a result of experience.

### Sources

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- Improvements Examples

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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The President, Cabinet, and academic leadership establish the university budget, which is formally approved by the CMU BOT. CMU's strong balance sheet and well-developed budgeting process based on the RCM model have allowed CMU to significantly increase and improve its physical and technological infrastructure over the last ten years. However, infrastructure is nothing without the highest quality faculty and staff. CMU has been very successful in offering attractive start-up packages to new faculty and providing a welcoming and supportive environment for all employees.

Planning at a major university is complex. CMU has many formal, long-standing university governance groups and committees engaged in campus planning. Chief among these are the BOT, which serves as the primary governing unit, and the Academic Senate, which serves as the primary academic policy-making body. The past four years have seen significant additions to the process of shared governance, including establishment of the Shared Governance and Communications Committee and the Budget Priorities Committee, which are composed of students, faculty, staff, and administration.

CMU manages a multifaceted strategic planning process through skilled leadership and shared governance. Input from faculty, staff, and students as well as external consultants and community members inform the planning process for university projects. Conservative budgeting, tight containment of costs, and enhanced student recruitment efforts have allowed CMU to remain fiscally sound. Despite a decreasing Michigan market, the university is focused on maintaining enrollments through improved student retention and increased online offerings while concurrently achieving greater efficiency through integrating and realigning services.

CMU continually strives to improve its performance through the annual reporting process. University departments, colleges, administrative centers, and divisions review prior-year accomplishments, identify problem areas, implement corrective action, and set new performance goals that align with the President's goals and the evolving Strategic Plan. The divisional reports are incorporated into the President's Annual Report to the BOT.

### Sources

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*There are no sources.*