

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.

Central Michigan University

Central Michigan University (www.cmich.edu) is located in Mount Pleasant, a city with a population of about 26,000. Established in 1892 as a normal school, Central Michigan University is among the nation's 100 largest public universities, with more than 20,000 students on its Mount Pleasant campus and another 7,000 enrolled online and at 50 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 inaugural class of 64 students began its studies in August 2013.

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 FY2015-2016 is \$483 million, of which 58% comes from tuition and fees, 17% from state appropriations, 17% from residence and auxiliaries, and the remainder from other revenue.

The Saginaw Chippewa Indian Tribe and Central Michigan University (Evidence: The Central Michigan University Chippewas) 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 the 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.

Assurance Argument – Criterion One

1 - Mission

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

1.A - Core Component 1.A

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

1.A.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.

CMU's **Mission, Vision, and Core Values (Evidence: Mission, Vision, Core Values)** were developed through a process of shared governance and endorsed by the Academic Senate and Board of Trustees (BOT). They are the essential drivers of the **CMU Strategic Plan 2015-2019 (Evidence: CMU Strategic Plan 2015-2019)**, which articulates five Strategic Priorities: Student Success, Research and Creative Activity, Quality Faculty and Staff, Community Partnerships, and Infrastructure Stewardship.

In early Fall 2010, President Ross charged Executive Vice President/Provost Shapiro with appointing an ad hoc committee to review and revise the university's mission statement and its core values. The committee developed several drafts that were reviewed by the campus community. The final documents were endorsed by the Academic Senate on **November 30, 2010 (Evidence: Senate minutes November 30, 2010)**, and approved by the BOT on **December 2, 2010 (Evidence: Board of Trustees Minutes December 2, 2010)**.

In April of 2011, the **Strategic Planning Team (SPT) (Evidence: Strategic Planning Team)** was charged by President Ross with developing a university vision statement, determining broad strategic initiatives and priorities, developing suggested action plans to achieve the priorities, and identifying metrics to measure outcomes and progress. The SPT was composed of faculty and staff from across the university. The SPT spent the spring and summer of 2011 reviewing data from a variety of documents, including the Presidential Transition Team reports, academic prioritization, *CMU Beyond 2010*, *Strategic Plan for Advancing Diversity*, *Foundations of Excellence*, *Raising Academic Standards*, and college, department, and administrative unit

SWOT analyses. After studying these documents, the SPT provided a draft vision statement and strategic priorities for campus community review in Fall 2011. The drafts were presented at various **engagement meetings (Evidence: SPT Engagement Meetings)** with 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. Input received through email communications, focus groups, and surveys completed by faculty, staff, alumni, and students both on CMU's main campus and at Global Campus regional sites informed a final draft that was developed and shared across campus. The Academic Senate voted to accept the vision statement and strategic priorities on **September 18, 2012 (Evidence: Senate Minutes September 18, 2012)** and the BOT approved the final draft on **December 6, 2012 (Evidence: Board of Trustees Minutes December 6, 2012)**.

1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic Programs. CMU offers over 200 programs at the undergraduate and graduate levels, including 15 doctoral programs through its colleges of Business Administration, Communication and Fine Arts, Education and Human Services, Graduate Studies, Health Professions, Humanities and Social and Behavioral Sciences, Medicine, and Science and Engineering. Programs are offered face to face in Mount Pleasant and at over **50 locations (Evidence: Global Campus Locations)** throughout North America including several U.S. military locations through our Global Campus unit. The CMU Global Campus (www.cmich.edu/Global/Pages/default.aspx) **delivers (Evidence: Global Campus Degrees and Programs)** five bachelor's degrees, five 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 (Evidence: New Program Request Form)** includes an explanation of demand, evaluation of competitive programs, and full budget. The APC often gathers additional information before making a recommendation to the Provost. All new programs must identify a potential student population and demonstrate employability of graduates.

New programs offered by CMU help to meet the needs of the local, state, and regional economies. There is a need in Michigan for quality healthcare, which led to the addition of the College of Medicine and the offering of the MD degree, the approval of an online Master of Health Administration, 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 taking coursework synchronously with students in Mount Pleasant.

Capitalizing on the Biological Station location in Lake Michigan, CMU's **Institute for Great Lakes Research (Evidence: 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 to include the PhD in Educational Leadership and the Doctor of Education Technology.

As a "community committed to the pursuit of knowledge, wisdom, discovery and creativity," CMU places a 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 Communication and Fine Arts, 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 (Evidence: Faculty Awards)**. In addition, the university supports faculty in their student-centered teaching through the Center for Excellence in Teaching and Learning and the Center for Instructional Design.

CMU fosters students' personal and intellectual growth through several co-curricular and extra-curricular activities such as **Speak Up, Speak Out (Evidence: Speak Up Speak Out 2015-2016 Calendar)**, 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 (Evidence: Leadership Safari)**, 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 differ for residential and non-residential students, they are all designed to develop students academically, socially, physically, emotionally, and culturally.

In 2011, the university created the **Division of Enrollment and Student Services (ESS) (Evidence: ESS Org Chart)**, organizing all student services under new leadership with direct reporting to the President. This new division fuels greater cross-campus collaboration between co-curricular and academic units and provides students with vital support inside and outside the classroom through the Office of Student Success and success centers in the residence halls and academic colleges.

The College of Medicine oversees **University Health Services (Evidence: University Health Services)**, a year-round clinic with healthcare services and educational programs. Global Campus is responsible for operating the **Veterans' Resource Center (Evidence: Veterans' Resource Center)**, which offers educational benefit assistance and transition support for returning service members. These personal and academic support services are offered to students at our distant locations.

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 (Evidence: Strategic Enrollment Plan 2013-2015)

designed to incorporate all areas within a single, centralized planning initiative. In the spirit of shared governance, an Enrollment Management Committee, composed of representatives from across campus, was established. The Enrollment Management Committee utilizes pertinent data sources to make recommendations on recruitment, admission standards, and student success programs.

The **enrollment profile of CMU students for Fall 2015 (Evidence: On-Campus Enrollment Profiles and Projections Fall 2015)** broadly reflects the communities it serves. Undergraduate students number 20,499, graduate students 6,469, minority students 5,239 (a 24% increase in 10 years), and international students 1,385 (an 86% increase from a decade ago). CMU admits students who we believe will be successful based upon their ACT scores and high school GPA. The academic **profile of the Fall 2015 entering class (Evidence: FTIAC Enrollment Profile 2015)** was a mean ACT score of 22.9 and mean high school GPA of 3.37. The average ACT score of the student population has increased by approximately 1.0 in the last decade.

CMU enrolls students from each 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 bases 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, and India (**Evidence: International Student Enrollment Fall 2014**). An **English Language Institute (Evidence: 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. The institution's planning and budgeting priorities align with and support the mission. (This sub-component is also addressed in the response to Criterion 5.A and 5.C.)

CMU's Mission and Vision, along with the Strategic Priorities, are the guiding principles for all planning and budgeting. The university employs a **Responsibility Centered Management (Evidence: RCM Budget Model)** 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. Central administration and service center funding is dependent on a "taxation" 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 Executive Vice President/Provost, Sr. Vice Provost for Academic Administration, Vice President and General Counsel, Vice President of Governmental & External Relations, Vice President of Advancement, Associate Vice President of Communication, and Director of Financial Planning and Budgets. This group also reviews projections for the following five years. In areas such as new initiatives, requests are submitted to the President's Cabinet that may, in turn, be forwarded to the **CMU Budget Priorities Committee (Evidence: Budget Priorities Committee Charge)**, a joint presidential-Academic Senate body, for review and recommendation.

1.B - Core Component 1.B

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

1.B.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.

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 by searching the individual terms on the CMU website. Institutional priorities set the strategic direction for CMU. The initiatives give focus to resource investments to accomplish the CMU Strategic Plan 2015-2019 and are available on the website (https://www.cmich.edu/about/Pages/university_goals.aspx) and in each academic bulletin. Together, these documents give purpose and direction to the university.

1.B.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.

The CMU Mission statement is periodically 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.

- *At Central Michigan University, we are a community*: a close group, supportive of one another, sharing a common goal;
- *committed to the pursuit*: actively searching;
- *of knowledge, wisdom, discovery, and creativity*: learning new information in the classroom and through research/creative activities;
- *We provide student-centered education*: our number-one priority is the student – the curriculum is designed for the benefit of students, and CMU aggressively supports student activities;

- *and foster personal*: we are committed to the whole student;
- *and intellectual growth*: encourage intellectual growth in knowledge, skills, and attitudes since all three are needed for a successful professional life;
- *to prepare students for productive careers*: students are prepared for successful employment;
- *meaningful lives*: instilling the values of leadership, honesty, and integrity;
- *and responsible citizenship in a global society*: recognition that our students will need to function in a diverse and global arena.

The CMU Mission statement drives the Strategic Plan, which identifies five institutional priorities and directs the investment of resources. Each priority has associated initiatives that provide a more specific focus. All units align their goals with these priorities and initiatives and report progress in their annual reports. The current priorities were adopted in 2010 and replaced the previous version adopted in 2005:

1. *Challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens;*
2. *Promote excellence in research and creative activities;*
3. *Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance and respect;*
4. *Develop and strengthen learning experiences through collaboration with local, national and global partners to enhance cultural awareness, the natural environment, health and wellness and local economies; and*
5. *Align university resources and infrastructures to support the university's mission and vision.*

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 (Evidence: Advancing Excellence)***. 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.

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. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

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 the international student population and study abroad programs. 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.

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 50 metropolitan locations and military bases 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 has mentioned 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 myriad registered student organizations that draw students into communities around shared interests.

Individual departments and units extend CMU's mission to specifically address needs within the region, the state, and the discipline. 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 a disability is neutral, 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.

1.C - Core Component 1.C

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

1.C.1. The institution addresses its role in a multicultural society.

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 the basis for the third priority of CMU’s Strategic Plan: “Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance and respect” (**Evidence: CMU Strategic Plan 2015-2019**).

Although achieving diversity requires the collaborative efforts of individuals throughout the university, the Office of Institutional Diversity and Inclusion (OID), headed by the Associate Vice President for Institutional Diversity, serves a leading role in promoting an institutional culture that values and supports diversity. The efforts of this office are complemented by the Senate Multicultural and Diversity Education Committee.

The **Nondiscrimination Policy (Evidence: Nondiscrimination Policy)** adopted by the BOT in 1965 and last updated in 2009 explicitly states the university’s commitment to diversity, prohibiting unlawful acts of discrimination or harassment within the university community, and it goes beyond the statute to also prohibit discrimination or harassment based on a number of additional characteristics. Complaints are reported to and investigated by the OCRIE, whose executive director 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 last updated in 2011, and a comprehensive Sexual Misconduct Policy, adopted in early 2015.

CMU encourages exposure to diverse cultures through required courses in the University Program; increased emphasis on study abroad programs; and a new major, minor, and several certificates offered through the Cultural and Global Studies area of the College of Humanities and Social and Behavioral Sciences. These programs are open to all students and augment majors in areas such as journalism, environmental science, and music.

In addition, CMU actively recruits students of diverse backgrounds through planned efforts in Chicago, New York, and the metropolitan areas of Michigan. Pipeline programs including GEAR UP and Upward Bound bring students to campus throughout their middle and high school years. Similarly, agreements with Chinese middle and high schools provide a consistent

international population. Scholarship programs encourage high-ability minority and international students to choose CMU.

Although the CMU Mount Pleasant student body and surrounding community is slowly growing in diversity, it is still challenging to attract minority students and employees. The increasing international enrollment, number of students with disabilities, and the proximity of the Saginaw Chippewa Indian Tribe help to offset that challenge. University administrators meet at least once each semester with city leaders and university faculty, staff, and students participate in local government. Recently, the Mount Pleasant community have asked to meet with university administrators to discuss how the city can better welcome a diverse student and faculty population. CMU's effort to make its campus more comfortable for all students is ongoing.

1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Institutional diversity activities are coordinated by the OID, comprising the following units: Multicultural Academic Student Services, Diversity Education, Lesbian Gay Bisexual Transgender Queer Services, Native American Programs, 4S Pathways to Academic Student Success, Student Transition Enrichment Program, Upward Bound, and MI Gear UP. **(Evidence: OID Award and Programs)**.

The OID sponsors **diversity training and workshops** to offices and departments on a broad variety of issues **(Evidence: Diversity Training and Workshops)**:

- Safe Zone training provides the campus community with the tools necessary to be a Safe Zone for CMU's LGBT students, faculty, and staff.
- Soup & Substance luncheons showcase research by members of the university community on diversity and on traditionally under-represented groups **(Evidence: Soup and Substance)**.
- The Office of Diversity Education offers many programs, including staff and faculty cultural competence workshops, and consultation services on intercultural topics.

Several programs illustrate the link between academic activities and diversity activities:

- The Robert Newby Fund to Support Student Diversity Efforts awards grants to support students examining issues of race and discrimination **(Evidence: Robert Newby Fund)**.
- The King-Chavez-Parks Future Faculty Fellows Program allows Michigan's most educationally disadvantaged citizens to complete college and participate in a global society and economy **(Evidence: King Chavez Parks Future Fellows Program)**.
- The King-Chavez-Parks Visiting Professors Program contributes to the intellectual diversity of the campus by inviting guest faculty with diverse points of view and experiences.
- The Multicultural Advancement and Lloyd M. Cofer Scholarships are awarded to students who have excelled in high school and committed themselves to academic

achievement, community service, diversity, multiculturalism, and inclusion at CMU (**Evidence: Multicultural Advancement Scholars**).

- The McNair Scholars Program encourages low-income, first-generation, and underrepresented students to pursue a PhD after graduating from CMU.
- The Endowed Speakers Series exposes members of the university and the community to a wide range of views on many topics (**Evidence: Endowed Speakers Series**).
- The Dr. Harold Abel Endowed Lecture Series in the Study of Dictatorship, Democracy, and Genocide brings to campus distinguished scholars to discuss the past, present, and future of worldwide genocide.
- The Olga J. and G. Roland Denison Visiting Professorship of Native American Studies brings to campus a noted scholar, artist, or practitioner to teach, research, lecture, and serve the community.
- The Philip A. Hart and William G. Milliken Endowed Speaker Series for Integrity in Politics is designed to emphasize political integrity and will challenge students to approach politics in a way that embraces America's diversity of ideas and perspectives, working to supplant negativity and partisanship with creativity and innovation in shaping future public policy.

In addition, the Speak Up, Speak Out student forums offer opportunities for meaningful conversations among students. In light of national controversies relevant to diversity, President Ross recently led a student panel discussion: “Walking Together: A Conversation on Inclusion and Our Community.”

1.D - Core Component 1.D

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

CMU demonstrates its commitment to the public good and the needs of external constituencies through programming related to economic and professional development, healthcare, child services, and environmental stewardship. This commitment is further infused into student activities, starting with Leadership Safari as freshmen and continuing with alternative break and service learning opportunities.

1.D.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.

The primary role of the university is to educate its students. However, it is also the university's responsibility to help improve our community, the nation, and the larger global community. Both students and faculty engage in research that benefits the local community, the region, the nation, and the world. CMU faculty and students conduct research in CMU's Institute for Great Lakes Research (IGLR), which has the capacity to conduct deep-water research throughout the 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 (**Evidence: Blue Economy Report**).

In addition, through the support of research and creative endeavors, CMU promotes economic, cultural, and social development. Economic growth is promoted through the CMU Research Corporation, a nonprofit business incubator and accelerator, which provides mentoring, space, and programming to promote business growth. It is located in the Mount Pleasant SmartZone, which has been designed to attract and stimulate high-tech businesses that require a synergistic relationship with a research-intensive university (**Evidence: CMU Research Corporation**). The College of Business Administration sponsors the student-focused New Venture Competition annually, which awards start-up capital to winning entrepreneurs. CMU is an active member of the Great Lakes Bay Regional Alliance, contributing to regional development through the College of Medicine and collaborations with area hospitals, research institutes, and local businesses.

Examples of community engagement 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. 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.

Central Michigan University 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 invested 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. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

CMU administrators and faculty 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 and faculty serve on the governing boards of several regional businesses, environmental organizations, and non-profits providing direction for opportunities to engage in joint research and economic development. Through service in national professional organizations, journal review boards, and specialized accreditation and service organizations, CMU remains abreast of current needs.

The following are examples of how CMU has responded to the needs of our constituencies in ways that are consistent with its mission:

Health and Wellness.

- The College of Medicine was established to transform healthcare in Central and Northern Michigan (**Evidence: College of Medicine**).
- The College of Health Professions (CHP) offers a wide variety of clinical training programs leading to certification and, in some cases, doctorates in athletic training, communication disorders, physician assistant, and physical therapy as well as academic preparation in community health, environmental health and safety, exercise science, health administration, and school health.
- CHP also sponsors “Health on Wheels,” a mobile health clinic that serves rural Michigan residents by providing access to high-quality healthcare and preventive education through community outreach efforts (**Evidence: Health on Wheels**).
- CHP is also home to the Carls Center for Clinical Care and Education, which functions a clinical education site for students in speech and audiology, physical therapy, and psychology.
- The Psychological Training and Consultation Center, within the Department of Psychology, offers outpatient mental health services for residents of the Central Michigan area (**Evidence: Psychological Training and Consultation Center**).
- Several training programs for healthcare professionals caring for patients with autism are offered, and the university recently opened the Central Autism Assessment and Treatment Clinic to provide services for persons with autism and autism spectrum disorders. (**Evidence: Central Autism Assessment and Treatment Clinic**).
- CMU physical therapy students and faculty sponsor a free clinic to area residents who cannot afford physical therapy. Students from many pre-health professions volunteer at the Isabella County free clinic, the Commission on Aging, and area nursing homes.

Services for Children.

- The university is home to Michigan Special Olympics and hosts the annual State Summer games (**Evidence: Michigan Special Olympics**).
- The university hosts sports camps for elementary and high school children throughout the year.
- The College of Education and Human Services sponsors several centers that provide relevant educational experiences for students as well as services for children and their families from the surrounding communities. Among these resources are the Center for

Child and Family Well-being and the Center for Community Counseling and Development (**Evidence: Center for Child and Family Well-being**).

- In addition to providing new talent, CMU provides professional development for in-service teachers through the College of Education and Human Services and subject matter specialists housed in teacher education programs in other colleges.

Engagement with the Saginaw Chippewa Indian Tribe.

- The Clarke Historical Library demonstrates commitment to preserving local and state historical records and Native American material.
- The Saginaw Chippewa Indian Tribe and Central Michigan University have a strong historic and cooperative relationship that complements each entity's goals and encourages collaborative efforts to improve and enhance the quality of life of citizens of the region (**Evidence: Saginaw Chippewa Indian Tribe**).
- To address the problem of high dropout rates among Native American children, a novel pilot mentoring program, Niijkewehn (“the one I walk on my path with”), pairs Native American CMU students with 5th through 8th grade Saginaw Chippewa Indian students.

Environmental Study and Stewardship.

- Central Michigan University is a recognized leader in studying the Great Lakes, with more than 20 faculty in the Institute for Great Lakes Research supported by state-of-the-art facilities in Mount Pleasant and at the **CMU Biological Station on Beaver Island** (**Evidence: CMU Biological Station on Beaver Island**).
- The establishment of the Great Lakes Institute for Sustainable Systems illustrates the university’s commitment to the environment (**Evidence: Great Lakes Institute for Sustainable Systems**).
- The university has been recognized for the excellence of its **recycling program** (**Evidence: Recycling**).
- Several of its buildings have either received a LEED Silver designation (Education and Medicine) or are being built to LEED Silver specifications (BioSciences).

Community Development.

- The Center for Applied Research and Rural Studies (CARRS) promotes a coordinated, inter-disciplinary approach for using Central Michigan University (CMU) resources and the research skills of CMU faculty, students, and staff to address issues of significant concern to local governments and non-profit organizations in Northern and Central Michigan. (**Evidence: CARRS**).
- The Civic Engagement and Public Service Division brings researchers, students, and community members together in collaborative projects to address contemporary civil and political issues through deliberation, collective problem solving, and interactions with a diverse society (**Evidence: Civic Engagement and Public Service Division**).

- Students in the social and criminal justice areas take courses jointly with inmates at an area prison through the Inside Out program, giving them one-on-one interaction with a very diverse part of society.
- The Mary Ellen Brandell Volunteer Center offers a variety of opportunities to serve communities (**Evidence: Volunteer Center**). The Alternative Breaks program is ranked third nationally for the number of participants and trips.
- With five television and eight radio stations, CMU Public Broadcasting is the largest university-owned public broadcasting network in the nation and has provided television and radio programming and other outreach activities for over 30 years to residents of 52 counties in Central and Northern Michigan and portions of Ontario (**Evidence: Public Broadcasting**). CMU has applied to be eligible to participate in the reverse television spectrum auction established by the FCC. There is no additional information available as of January 2016.

1.S - Criterion 1 - Summary

The most recent iteration of CMU's mission and core values was developed through a process of shared governance and endorsed by the Academic Senate and 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.

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. The Office of Institutional Diversity 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 fresh water 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.

Criterion 1 Evidence Files

Advancing Excellence
Blue Economy Report
Board of Trustees Minutes December 2, 2010
Board of Trustees Minutes December 6, 2012
Budget Priorities Committee Charge
CARRS
Center for Child and Family Well-being
Central Autism Assessment and Treatment Clinic
Civic Engagement and Public Service Division
CMU Biological Station on Beaver Island
CMU Research Corporation
CMU Strategic Plan 2015-2019
College of Medicine
Diversity Training and Workshops
Endowed Speaker Series
English Language Institute
ESS Org Chart
Faculty Awards
FTIAC Enrollment Profile 2015
Global Campus Degrees and Programs
Global Campus Locations
Great Lakes Institute for Sustainable Systems
Health on Wheels
Institute for Great Lakes Research
International Student Enrollment Fall 2014
King Chavez Parks Future Faculty Fellows Program
Leadership Safari
Michigan Special Olympics
Mission, Vision, Core Values
Multicultural Advancement Scholars
New Program Request Form
Nondiscrimination Policy
OID Award and Programs
On-Campus Enrollment Profiles and Projections Fall 2015
Psychological Training and Consultation Center
Public Broadcasting
RCM Budget Model
Recycling
Robert Newby Fund
Saginaw Chippewa Indian Tribe
Senate Minutes November 30, 2010
Senate Minutes September 18, 2012
Soup and Substance
Speak Up Speak Out 2015-2016 Calendar
SPT Engagement Meetings
Strategic Enrollment Management Plan 2013-2015
Strategic Planning Team
The Central Michigan University Chippewas
University Health Services
Veterans' Resource Center
Volunteer Center

Criterion 1 Evidence
Advancing Excellence



Central Michigan
University, an inclusive
community of scholars,
is a national leader in
higher education,
inspiring excellence
and innovation.

– CMU Vision Statement

2016
advancing
Excellence



At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery and creativity.

– Excerpt from CMU mission statement

Actions define CMU's vision, mission, strategic plan

Most higher learning institutions can point to a mission statement and goals that guide their actions.

At Central Michigan University, we're proud to show you how the words of our vision and mission statements, and our strategic plan, don't define us. *We define them.*

We define them in who we are. In our programs and research and creative endeavors. In how we lead and achieve. In how we live as a major university with a strong sense of community.

Every day.

"Advancing Excellence" features content pulled from 2015 news releases to show how CMU continues to achieve greatness as students, faculty and staff put their stamp on the world.

Their actions define us. The following pages show we mean what we say. >



Research *and* progress

Research and learning at CMU have a greater purpose. A greater good. See here how our work and progress is benefiting students, supporting the state of Michigan and impacting the world.

EPA awards CMU \$20 million in six years for Great Lakes research

Coastal wetlands grants protect lakes' future and economy of eight states, two Canadian provinces

Central Michigan University researchers will continue leading the nation's efforts to protect and restore coastal wetlands vital to the health of the Great Lakes, thanks to a second \$10 million grant from the U.S. Environmental Protection Agency.

The grant will fund identification, monitoring and evaluation of restoration efforts during the next five years. CMU was selected in 2010 to lead an initial \$10 million initiative that enabled the first collection of scientific data assessing the health of coastal wetlands along more than 10,000 miles of shoreline.

Through the effort, CMU also directs the collaboration of nine other universities and four governmental agencies.

"These wetlands are very important to the overall health of the Great Lakes, which much of our economy — including our fisheries and tourism — relies on," said Donald Uzarski, CMU professor of biology and director of CMU's Institute for Great Lakes Research and the Biological Station on Beaver Island.

Healthy wetlands filter pollution that otherwise would enter the lakes and their connected rivers, lakes and streams. The wetlands provide crucial habitat for fish and wildlife and support a \$7.5 billion per year commercial and sport fishery. Development, however, has eliminated 50 percent of Great Lakes wetlands.

Uzarski and his team have sampled, monitored and documented conditions, producing data the EPA is using to determine which 60,000 acres of wetlands it will restore during the next five years, as committed to Congress.

Restoration will impact Michigan, Indiana, Ohio, Illinois, Wisconsin, Minnesota, New York, Pennsylvania and two provinces in Canada. This includes improving the water supply quality for Michigan cities such as Grand Rapids and Detroit.

The first EPA grant alone led to 156 new jobs, including research lab employees. •

Strategic priority

Research and Creative Activity

Promote excellence in research and creative activities. •

CMU researcher: E-cigarette vapor could lead to emphysema

College of Medicine faculty member finds bronchial cells react to vapor

Like tobacco, e-cigarettes affect a smoker's lungs. Long-term exposure could lead to chronic obstructive pulmonary disease – known as COPD or emphysema – according to research by Central Michigan University College of Medicine's Neeraj Vij, an associate professor of molecular and cell biology.

Vij, working with a research fellow and two CMU undergraduate students, examined how e-cigarette vapor compared to tobacco smoke by testing how the vapor affects cells. The team found even minimal exposure for one hour disrupted the protein processes in cells, following the same path as cigarette smoke and second-hand smoke in human bodies.

The team's findings were published as an abstract in the Journal of the Federation of American Societies for Experimental Biology.

Vij joined the College of Medicine faculty from Johns Hopkins University, where his research into inflammation and specific proteins led to a better understanding of possible treatments for cystic fibrosis and COPD. •



CMU professor's research indicates sexual minority young adults at higher risk of suicide

Research by CMU associate professor of sociology Elbert Almazan indicates suicide risk is more prevalent among lesbian, gay and bisexual young adults.

In a study published in the Archives of Suicide Research, Almazan and fellow researchers investigated whether same-sex romantic attraction, sexual identity and sexual behavior were associated with suicidal thoughts and suicide attempts.

"Results suggest that the higher suicide risk among sexual minority young adults shows that stigma in society continues to exist toward lesbian, gay and bisexual persons," Almazan said. He said the research can guide health and social service professionals in helping sexual minority young people. •

Strategic priority

Quality Faculty and Staff

Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance and respect. •



Athletic training students' research transforms age-old practices

The rest, ice, compress, elevate and stabilize technique, or RICES, has long been standard treatment for anyone with an orthopedic injury. Two CMU students examined aspects of this protocol, finding some parts more crucial than others.

Athletic training seniors Jon Burke and Austin Herman discovered elevation does not influence skin cooling and concluded that elevation, when combined with compression and ice, may not be necessary in acute care injury management of orthopedic conditions. Their research is helping to further the evolution of health care. •



CMU restores reef in Grand Traverse Bay

University joins The Nature Conservancy and Michigan DNR to increase native fish population

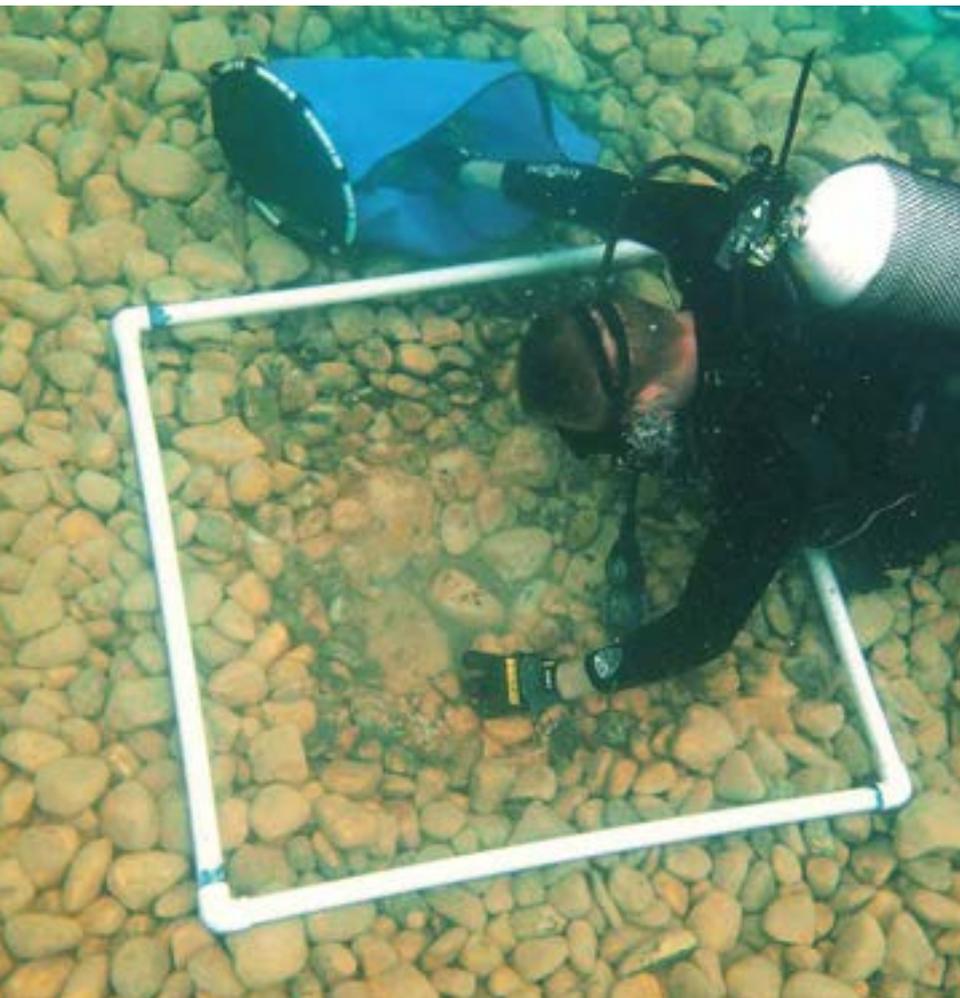
About 450 tons of specially selected rocks have been lowered into Grand Traverse Bay near Elk Rapids to rebuild a reef essential to native fish. Scientists from Central Michigan University, The Nature Conservancy and the Michigan Department of Natural Resources worked together to make it happen.

CMU biology professor Tracy Galarowicz, a lead researcher, said the reef will help restore the fish population — especially lake herring — to a point where it can sustain itself without restocking by humans.

The restoration, of a reef damaged by a dock built more than 100 years ago, provides nooks and crannies native fish need to lay eggs and keep them safe.

Lake herring, which historically were the largest commercial catch in the Great Lakes, play a role in sustaining populations of species such as lake trout that have no natural predators. Overfishing, degraded habitat and aquatic invasive species caused fish numbers to plummet.

The research team is monitoring the site to see how many eggs are deposited during spawning season, how many of those survive and how many adults return to spawn each year. •



CMU to modernize, expand business college

Trustees OK Grawn upgrade

Central Michigan University's classic Grawn Hall, home to the College of Business Administration, will get a two-story addition and renovation, thanks to Board of Trustees approval in February 2015.

Grawn was built in 1915 and is the oldest building on campus. About 4,200 students a year travel its halls and learn in its classrooms.

A 6,600-square-foot, two-story addition will include a new main entry and multifunctional space for lectures, events and group study. Renovation of an existing 16,200 square feet will update corridors, add fire suppression, replace windows, and create new student service and collaboration spaces.

The enhancements to Grawn Hall and the College of Business Administration, which has nationally and globally leading programs such as sales, logistics and information systems, will cost about \$10.8 million.

The project complements the recent creation of a \$210,000 Bloomberg Trading Lab in the building. The lab enables students to monitor and analyze real-time financial market data and practice making trades on an electronic trading platform. •



College of Medicine launches Saginaw facility

Grand opening draws regional physicians, community leaders

The Central Michigan University College of Medicine welcomed more than 200 physicians and community leaders this past year for the grand opening of its educational building in Saginaw.



The 46,000-square-foot facility is located on the Covenant HealthCare campus and serves as a hub for third- and fourth-year medical students. It was completed in May.

The facility includes a 10,000-square-foot simulation center where students will practice procedures in its replicated operating room, intensive care unit, emergency room, and obstetrics and pediatric environments. They'll treat high-tech mannequins so life-like they sweat, blink, have heartbeats and breathe.

Current medical professionals also will use the facility for advanced training, which further extends CMU's value across the region and across the state.

"We're opening this facility to train physicians for the state of Michigan, where there is a severe shortage," CMU President George E. Ross said. "We're doing it with these great students, soon to be great doctors, and with the great physicians of this community who supported this project, as well as with our partners in Covenant and St. Mary's."

CMU's first 64 medical students began their third year of studies in July. The third class – with the allotted 104 students selected from 4,603 applicants – arrived in August. Of those, 85 percent are from Michigan, reflecting the college mission to provide quality physicians for rural and medically underserved communities. •

Discovery could lead to vaccine that prevents deadly dengue virus

CMU researcher part of team that found a key protein in mosquito saliva

Transmitted by bites from infected Aedes mosquitoes, the dengue virus can cause dengue fever, hemorrhagic fever and septic shock symptoms. There is no medicine to treat illness caused by the four types of mosquito-borne dengue virus and, until recently, no vaccine was available.

A team of 12 worldwide experts, including a Central Michigan University researcher, has discovered a possible way to prevent the deadly disease.

Through National Institutes for Public Health-funded research, CMU College of Medicine Assistant Professor Michael Conway and his colleagues found a key protein in mosquito saliva. When administered through a vaccine, it may block transmission of all four types of the dengue virus.

"We in America will likely be in a position where we are dealing with regular occurrences of dengue virus, as we now are with the West Nile virus," Conway said. "We need to think about the future and how we plan to control the disease, even in large cities."

Dengue virus is not new to the United States. Dengue-related illness has been documented in recent years in Florida and Texas, where the virus is now endemic. Experts believe the risk of dengue-related illnesses will grow due to re-emergence of the virus, ease of modern travel, and lack of vaccines or medical treatments. •



Unlocking the secrets in our cells

Biologists make crucial biomedical research finding

A study has identified new biological ingredients that may help scientists turn genes on and off to control processes contributing to disease.



A collaboration between Xantha Karp, Central Michigan University biologist and faculty member, and the lab of John Kim, Johns Hopkins University faculty member, analyzes how the processes regulating gene expression are controlled. The study appears in Proceedings of the National Academy of Sciences.

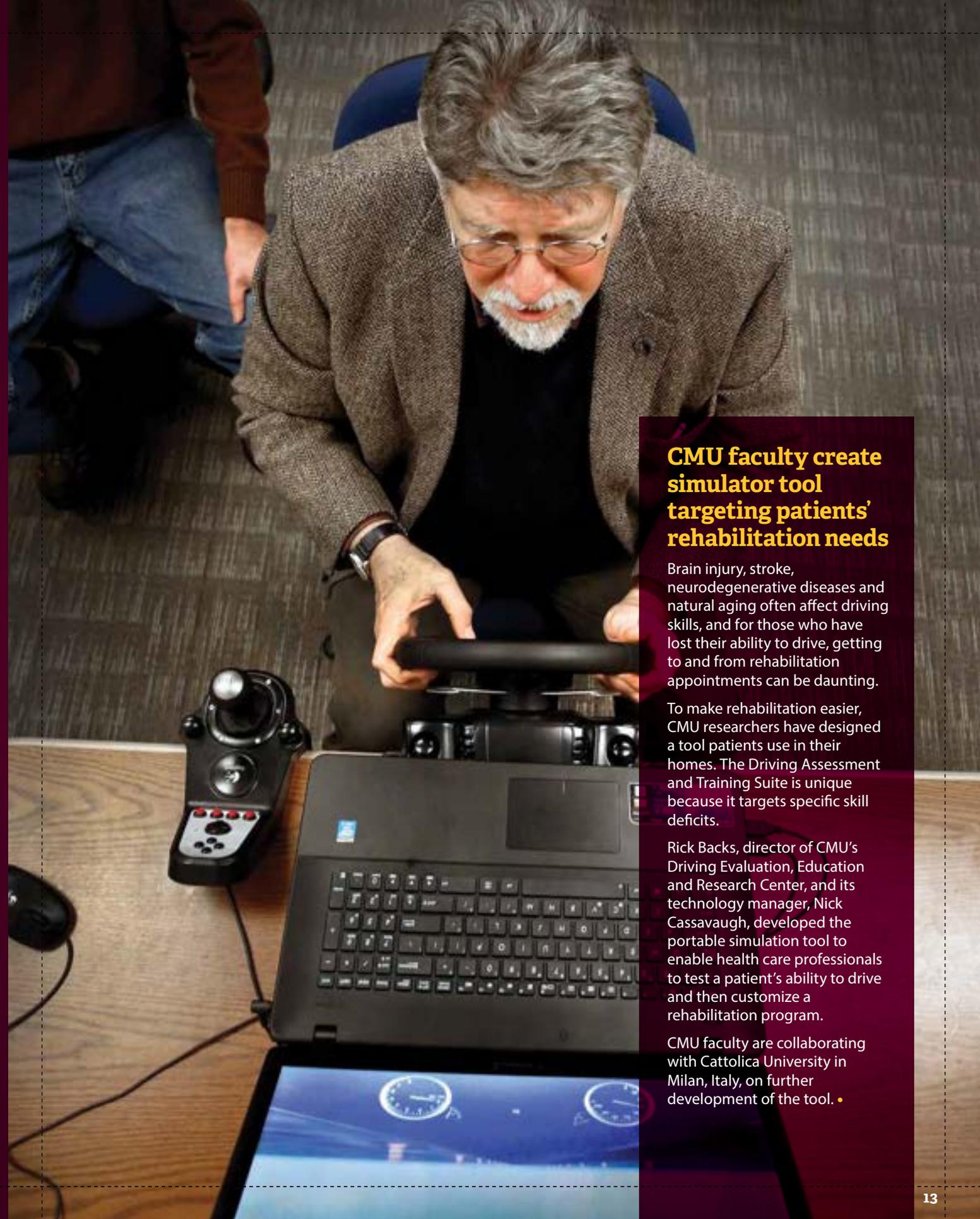
"We have learned one more secret about the tiny mechanisms and processes in our bodies that are flipping the switches as our cells develop," Karp said.

Similar to a factory assembly line, gene expression is a multiphase process. The initial instruction manual, DNA, is kept in the nucleus of every cell. When the manual is sent to the factory floor through a process called transcription, it does so as a molecule called messenger RNA.

Messenger RNA typically continues moving until it undergoes translation and produces a protein that controls cell behavior. If certain proteins are missing or present in the wrong amounts, this can lead to diseases such as cancer. The interrupters are called microRNA, which is essential in gene regulation.

"When the chemical change doesn't happen, translation is not shut down and some proteins are overproduced," Karp said. "This causes cells to make the wrong choices during development and can make living things very sick."

Karp's research focuses on specific changes these tiny pieces make when the worms she studies enter the hibernation period. •



CMU faculty create simulator tool targeting patients' rehabilitation needs

Brain injury, stroke, neurodegenerative diseases and natural aging often affect driving skills, and for those who have lost their ability to drive, getting to and from rehabilitation appointments can be daunting.

To make rehabilitation easier, CMU researchers have designed a tool patients use in their homes. The Driving Assessment and Training Suite is unique because it targets specific skill deficits.

Rick Backs, director of CMU's Driving Evaluation, Education and Research Center, and its technology manager, Nick Cassavaugh, developed the portable simulation tool to enable health care professionals to test a patient's ability to drive and then customize a rehabilitation program.

CMU faculty are collaborating with Cattolica University in Milan, Italy, on further development of the tool. •

CMU brings research and opportunities to Beaver Island

Central Michigan University researchers and students have access to exceptional facilities in a unique environment at CMU's Biological Station on Beaver Island. The freshwater ecosystems, natural habitat and inland lakes provide unparalleled learning and research opportunities. In addition to hands-on experience on the Great Lakes, CMU is the only university in Michigan to use custom-designed 250-gallon freshwater tanks called mesocosms to simulate Lake Michigan ecosystems. Students and researchers also step aboard the 38-foot M/V Chippewa vessel to gather data samples for the Institute of Great Lakes Research's combined \$20 million in grants from the Environmental Protection Agency. •



CMU researchers share freshwater expertise in China

Researchers from CMU's College of Science and Engineering traveled more than 7,200 miles to address watershed health issues in Poyang Lake, China's largest freshwater lake. Geography professor Bin Li said the trip helped create opportunities for students and build research relations with Jiangxi Normal University.

"Similar to the Great Lakes, Poyang Lake is facing many ecological challenges but also has unique characteristics," Li said. "This international partnership provides opportunities for CMU students to have a global impact." •



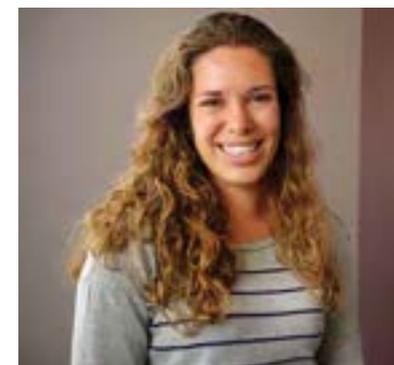
Biosciences Building construction hits halfway mark

Nearly 900 cement trucks have delivered about 8,800 cubic yards of concrete in 365 days. This is just one milestone marking the one-year anniversary since construction began on CMU's \$95 million Biosciences Building.

The high-tech facility will address escalating student demand and dramatically advance instructional learning and scientific research space. Students will start taking classes in the building in January 2017. •



International connection generates parent-child interaction research



In countries nearly 4,000 miles apart, Marielle Abrahamse and Larissa Niec use Parent-Child Interaction Therapy to help children struggling with severe emotional and behavioral issues and their families. The two collaborate on research of a unique intervention that could benefit children and families worldwide.

Niec, a CMU psychology professor and one of 20 faculty worldwide certified to provide training and

consultation on the therapy, met Abrahamse while conducting a training in Amsterdam.

Abrahamse then came to Central as a visiting scholar, where she worked closely with Niec and a student research team in the CMU Center for Children, Families and Communities, which Niec leads. It is one of the few Parent-Child Interaction Therapy training and research centers in America. •

Demonstrated leadership

Leadership is a way of life at CMU. It's part of the university's culture. However, it isn't enough just to say CMU is a leader in higher education. See [here](#) some of the actions and recognitions that prove it.



CMU fashion merchandising and design program trends among nation's best

Central Michigan University's fashion merchandising and design program is ranked 25th nationally among public schools and 12th in the Midwest by Fashion-Schools.

CMU's technologies – such as a sweating mannequin and an environmental chamber – provide hands-on experience through partnerships with brands such as Lululemon and Reebok.

Students also benefit from the new Visual Merchandising Lab, which features a mock store environment with window display areas and interior features that enable students to put the theory of merchandising into action. It is the first of its kind in the U.S. at a four-year institution.

At the forefront of innovation, CMU students also hone their skills in a MakerBot Innovation Center, which houses 30 3D printers and is the first of its kind at a Midwest public school.

Using the printers, Michael Mamp, a CMU human environmental studies faculty member, taught the first semesterlong course in the U.S. focused on 3D printing for fashion product conceptualization and development.

In addition to technology, fashion merchandising and design students gain hands-on experience through the Threads Fashion Show and industry-related opportunities offered through CMU Study Abroad. •

CMU elevates neuroscience education

Faculty team up to enhance teaching, research and scholarship

Central Michigan University undergraduate students have studied and conducted research in neuroscience for nearly 30 years.

CMU's neuroscience program, the first of its kind in Michigan in 1999 and best in the country in 2013, continues to grow. This has fueled expansion of the curriculum, lab space and student research opportunities.

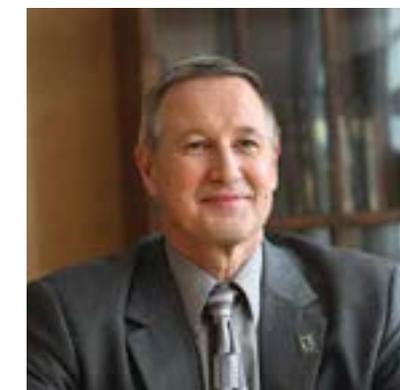
Increased demand also brought new faculty. Several new hires have joined existing faculty in an interdisciplinary cohort – including faculty from the psychology department and College of Medicine – to work together on teaching, research and scholarship.

CMU faculty and students have researched treatment for diseases such as Huntington's, Parkinson's and Alzheimer's, as well as issues such as stroke and spinal cord injuries. The new faculty have enhanced this research and provided opportunities to explore treatment for diseases such as glioblastoma and ALS.

"All of these researchers bring a level of expertise in their particular area of interest, creating diversity within a cohesive group, and multiplying our opportunities tenfold," said neuroscience professor and program director Gary Dunbar.

Dunbar said few institutions have neuroscientists from different disciplines working closely together and providing unprecedented research opportunities for undergraduate students.

"All of us in the program, from the first year undergraduate to the most seasoned faculty member, want to be part of this team and elevate the program," Dunbar said. •



Gary Dunbar named Distinguished Professor of the Year

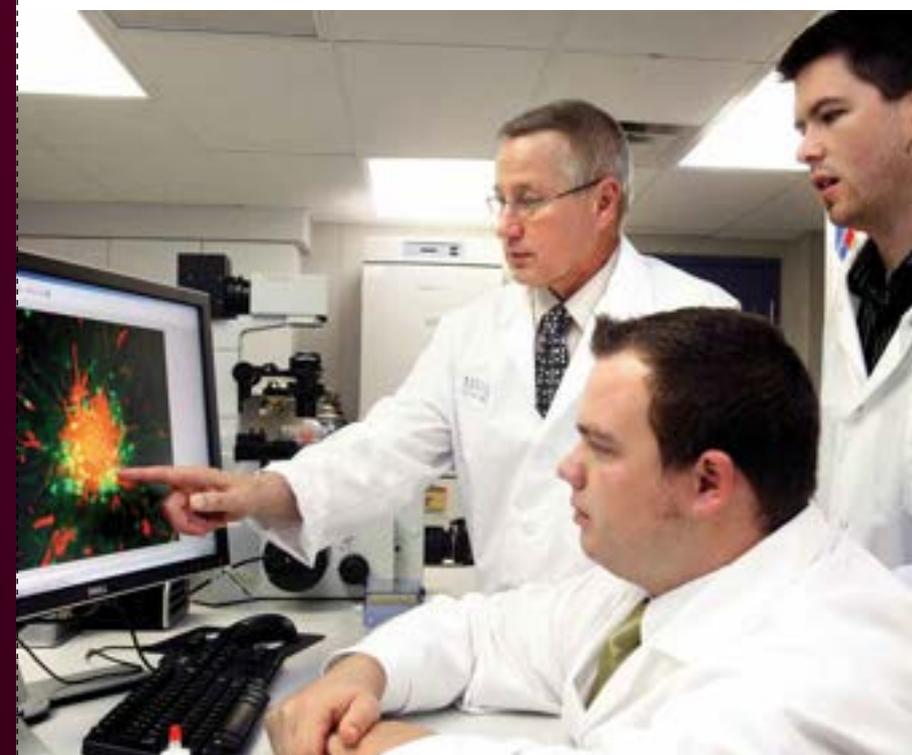
Neuroscience professor recognized for transforming lives

Central Michigan University neuroscience professor Gary Dunbar, with a passion for teaching and mentoring, has transformed hundreds of student lives throughout his 33-year career and guided CMU's neuroscience program to national prominence.

Dunbar was named a 2015 Michigan Distinguished Professor of the Year by the Michigan Association of State Universities.

Dunbar, a CMU alumnus, is a nationally recognized leader in neuroscience education. He developed and nurtured CMU's undergraduate neuroscience program, which was named No. 1 in the country in 2013.

Dunbar has won recognition for the program's student-centered research and actively secures funding for experiential learning opportunities. Students have worked beside Dunbar and conducted hands-on research, primarily using adult stem cells, to achieve significant findings related to stroke and neurodegenerative diseases. •



Trustees again limit tuition increase

CMU total attendance cost among lowest in Michigan

Central Michigan University is holding the lead in controlling tuition increases to make college more affordable for students and families.

Over the past five years, CMU has had the lowest cumulative tuition increase among all 15 state universities.

CMU trustees limited the 2015-16 undergraduate increase to 2.6 percent, or an additional \$10 a credit hour. With low room and board rates, CMU ranks as the 11th least expensive of the 15 public universities in total cost of attendance. CMU's graduate program tuition rates also are among the lowest in Michigan.

President George E. Ross pointed to a dramatic state appropriations decline – from \$90 million a year in 2001 to \$79 million in the current fiscal year – as a major factor driving tuition.

If CMU still received that \$90 million and it were adjusted for inflation, students would pay \$100 less per credit hour. Most degrees require 120 credit hours to graduate, so a \$100/credit hour reduction would equal a \$12,000 savings for students and their families.

"The discussion has to be around investing in our students, their families and our state," Ross said. "I wish there was more pressure on the Legislature to support higher education. We receive 17 percent of our operating budget from the state; it used to be 75 percent."

Barrie Wilkes, vice president of finance and administrative services, said CMU invests a greater percentage of funds in instruction than any other university in the state. What's more, CMU has invested an additional \$6 million in scholarships, bringing the total to \$61 million. Under President Ross' leadership, CMU has increased its scholarship funding by nearly 70 percent the past five years. •



President Ross advocates for student funding equity

Senate hearing focuses on higher education appropriations

Central Michigan University President George E. Ross testified before a Senate panel on campus, highlighting the university's focus on educating Michigan natives who then secure employment and choose to stay in Michigan after graduation.

"Ninety-five percent of our students hail from this Great Lakes state," Ross said. "And when they graduate, about 76 percent opt to stay in Michigan and make a difference for our residents, businesses and communities."

Ross said state funding for CMU has plummeted from a high of 75 percent of the university's budget to 17 percent today, adding that if CMU operated on state funding alone, the money would run out in 62 days.

"This decrease clearly means that students and their parents carry a heavier burden," Ross said.

Ross asked senators for equity in per-pupil funding, with dollars following students at a rate that is the same, no matter which university they attend. •



CMU opens Makerbot Innovation Center

Center is the first of its kind in the Midwest, one of few in the U.S.

Central Michigan University is the first public university in the Midwest with a MakerBot Innovation Center, a large-scale 3D printing installation. It's one of few universities in the U.S. to house a center that focuses on arts and human services.

The center features 30 printers programmed to work with computer software to generate three-dimensional renderings of objects that are sculpted, or "printed," using plastic filaments of varying thicknesses. The printers also are used to create jewelry, sculptural work and clothing.

"The innovation center will open the door for students and faculty who work on projects and explore the intersection of art, technology and the humanities," said Janet Hethorn, CMU College of Communication and Fine Arts dean.

Students have used the center to create fashion products and visual arts. As noted in the story on page 18, CMU human environmental studies faculty member Michael Mamp taught the first semesterlong course in the U.S. focused on 3D printing as it applies to fashion conceptualization and development. Art and design faculty member Greg Stahly will use the printers to teach a "Creation in 3D" class, tying the visual arts to 3D printing. •



CMU sets records in minority, transfer, international, graduate and Global Campus students

Central Michigan University's fall enrollment reflected record numbers of minority, transfer, international and on-campus graduate students. At the same time, CMU's Global Campus, which offers off-campus and online programs, showed its highest enrollment in a decade.

With nearly 27,000 students total, CMU's 2015-16 enrollment showed the following gains over the past decade:

- 5,239 minority students on and off campus, a 24 percent increase, constituting 19 percent of CMU's total enrollment;
- 1,660 new transfer students on and off campus, a 12 percent increase;
- 1,385 international students both on and off campus, an 86 percent increase;
- 2,284 on-campus graduate students, a 35 percent increase;
- 8,973 off-campus and online students, a 25 percent increase; and
- 4,719 off-campus and online undergraduates, a 147 percent increase.

CMU achieved a notable 2 percent increase in the retention of students from freshman to sophomore year, reaching 78 percent. Also of note, CMU's 22 residence halls were at capacity with 6,151 students. •

Strategic priority Infrastructure Stewardship

Align university resources and infrastructures to support CMU's mission and vision. •

U.S. News ranks CMU online among best in nation, highest in Michigan

U.S. News & World Report's 2015 rankings once again placed Central Michigan University's online education programs among the best in the nation and the highest in Michigan.

It evaluates programs on factors such as student engagement, faculty credentials and training, student services and technology, and peer review.

CMU online rankings were:

- No. 5 in best online graduate education programs for teachers and administrators. CMU ranked among universities such as the University of Houston, Florida State and Penn State. No other Michigan university made the top 10.
- No. 13 in best online bachelor's programs. CMU tied with the University of Florida and Utah State and was one of only two Michigan institutions in the top 25.
- No. 25 in best graduate MBA programs. At No. 25, CMU is the only Michigan institution among the top 50 graduate MBA programs.

U.S. News & World Report also recognized CMU's commitment to veteran education by ranking three of its programs among the nation's top 25. CMU is No. 5 for best online graduate education programs for veterans, No. 12 in online bachelor's programs for veterans, and No. 22 in the first-ever ranking of online MBA programs for veterans.

In addition to online programs, CMU serves active military and veterans with nearly 40 locations in the U.S. and Canada, including at 20 military bases. •

Chippewas receive three of four top Mid-American Conference honors

Student-athletes advance CMU's championship culture

Central Michigan University's championship culture is more than a slogan, as shown by the fact that its athletics program in 2015 received three of the Mid-American Conference's top four awards.

Cartwright award

Annually presented to one university, a committee from all 12 institutions selects the Cartwright winner based on excellence in academics, athletics and citizenship.

Reese trophy

This trophy goes to the most athletically successful men's program. CMU's program includes seven men's sports.

Institutional Sportsmanship award

This award recognizes the university whose coaches, student-athletes and administrators best support and advance the ideals of sportsmanship. •



DEQ and Governor's Recycling Council recognize CMU for recycling excellence

The Department of Environmental Quality and the Governor's Recycling Council recognized Central Michigan University for excellence in recycling at the Governor's Recycling Summit. CMU was one of two universities recognized.

"Our students lead the campus recycling effort," said Jay Kahn, director of facilities operations. "In 2014, CMU diverted more than 711 tons of waste from landfills."

CMU is listed in The Princeton Review's Guide to 332 Green Colleges. •



Students learn inside and beyond the classrooms. Outside of class is where they put their education and skills to the tests of life. See here how our students, through their leadership and real-world experiences, are excelling and making a difference.

Student achievements

Engineering a life-saving business idea

Students partner with Spectrum Health to improve medical device

Every day, medical professionals insert rubber nasogastric tubes into patients' nostrils and down into their stomachs to deliver food or medicine or to remove harmful substances. This practice carries several risks, such as injuring tissue inside the sinuses, throat, esophagus or stomach.

An interdisciplinary team of Central Michigan University finance, engineering, integrative public relations and actuarial science students is working in partnership with Spectrum Health Innovations to find a solution. Team members also are developing an NG tube project business plan to pitch at CMU's 2016 New Venture Competition.

Students in an entrepreneurship course have conducted comprehensive NG tube market research, which a team of engineering students is using to drive its product development.

"This is a great opportunity for the engineering students to develop a novel solution by applying their knowledge of new materials and manufacturing techniques," said Eric Van Middendorp, Spectrum Health Innovations mechanical design engineer.

Spectrum Health Innovations regularly collaborates with higher education institutions on medical device development.

"We're very fortunate to be able to partner with CMU's business and engineering departments," said Scott Daigger, manager of innovation and entrepreneurship for Spectrum Health Innovations. •

The College of Business Administration's Isabella Bank Institute for Entrepreneurship leads the New Venture Competition. This annual event provides a forum for learning, identifying, nurturing and showcasing emerging entrepreneurs.





Student newspaper advertising team earns top honors

Central Michigan Life named 2015 Media Company of the Year

Central Michigan Life was named 2015 Media Company of the Year by the College Media Business and Advertising Managers.

The national organization, which focuses on college newspaper business and advertising operations, received more than 650 entries from nearly 50 U.S. colleges and universities.

Kathy Simon, assistant director of student media, said the CM Life advertising team gives hands-on experiences to about 50 students, using an ad agency model to better serve clients.

"We're not just talking about the newspaper, but advertising as a whole and have started implementing a more integrated approach to learning and applying what they've learned," Simon said.

Individual award winners from CMU were:

- Sophomore Alex Gonzales, an advertising major from Mount Pleasant, Best Sales Representative;
- Senior Maria Haugen, an advertising major from Novi, Best Public Relations or Marketing Manager; and
- Senior Andrea Shaw, a graphic design major from Livonia, placed third in the Best Designer category. •

Medical student wins coveted full-ride scholarship



Ashley Schumaker is the third Central Michigan University College of Medicine student in three years to earn a four-year, full-ride scholarship from the National Health Service Corp. Schumaker, who earned her undergraduate degree at CMU, is one of just 60 students to receive the award. Nearly 1,850 students across the country, who plan to provide health care in medically underserved areas, applied for the scholarship. •

CMU College of Medicine students dominate state research awards

Blue Cross Blue Shield of Michigan Foundation promotes health, clinical work

Central Michigan University College of Medicine student Leslie Markun won first place in the Blue Cross Blue Shield of Michigan Foundation's 2015 Excellence in Research Award for Students.



Nasir Hussain, also a College of Medicine student, took third place.



Markun's article, "Shorter Disease Duration Correlates with Improved Long-Term Deep Brain Stimulation Outcomes in Young-Onset DYT1 Dystonia," was published in Neurosurgery.

Hussain's project, "A Comparison of the Types of Screening Tool Administration Methods Used for the Detection of Intimate Partner Violence: A Systematic Review and Meta-Analysis," was published in Trauma, Violence and Abuse.

Doctoral candidates or medical students enrolled in Michigan universities could be nominated for their research in health policy or clinical care. •



CMU Alternative Break program climbs to third in nation

Students give back to communities across the U.S. and world

Central Michigan University's Alternative Break program has grown to become No. 3 in the nation and No. 1 in Michigan for both the number of participants and trips, according to Break Away's 2014-2015 ranking.

A total of 641 students volunteered on 55 trips through CMU's Mary Ellen Brandell Volunteer Center. Students volunteered in 24 states, as well as in Belize, Germany and Poland. Within Michigan, they volunteered at 10 sites.

Charna Sanders is a journalism major who participated in a weeklong Alternative Break focused on diversity in Immokalee, Florida, and an in-state weekend break in Battle Creek at the veterans hospital.

"If you look at the big picture, it's not about going somewhere. It's really about the impact that you leave," the Southfield senior said.

Students who go on Alternative Breaks choose from 36 social justice issues, including affordable housing, civil rights, animal rescue, diversity, suicide prevention and national disaster restoration.

Nearly 70 percent of all CMU students volunteer or participate in service learning activities throughout their time at CMU. This percentage is higher than the national average among colleges and universities. •

Top-ranked Alternative Break programs

1. University of Missouri
2. The Ohio State University
3. **Central Michigan University**
4. University of Connecticut
5. James Madison University
6. Florida International University
7. University of Maryland, College Park
8. Northwestern University
9. Vanderbilt University
10. University of Michigan

Chemistry professor and students leading the fight against tuberculosis

\$420,085 National Institutes of Health grant supports research of innovative treatments

Benjamin Swarts, assistant professor of chemistry in Central Michigan University's College of Science and Engineering, has received a \$420,085 National Institutes of Health grant along with Peter Woodruff, assistant professor of chemistry at the University of Southern Maine.

Swarts is involving his students and will lead the grant project that will support research of *Mycobacterium tuberculosis*, the strain of bacteria that causes tuberculosis. One-third of the world's population is infected with TB.

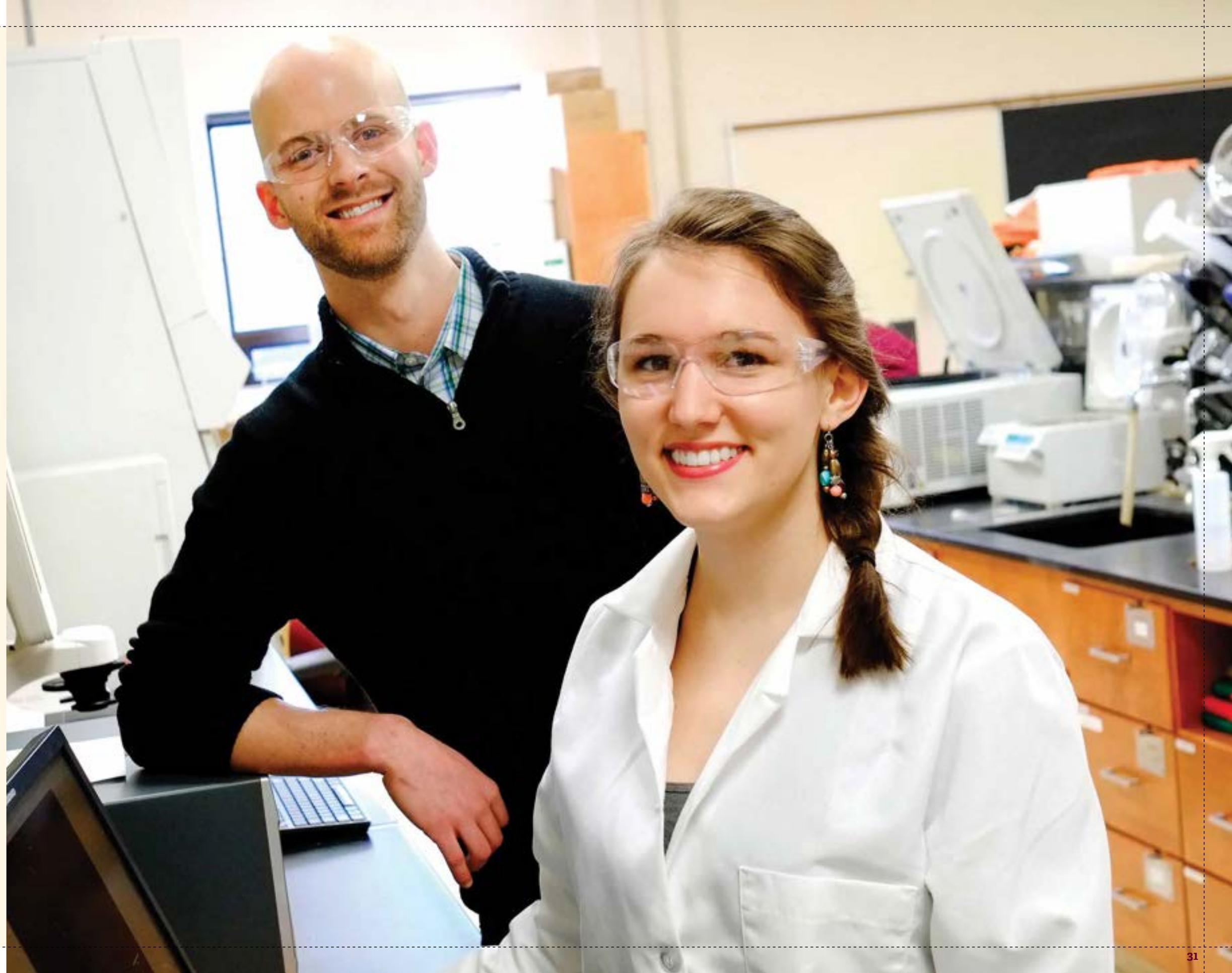
"As a research community, we urgently need to learn more about how *M. tuberculosis* infection works in order to accelerate the creation of new approaches to prevention and treatment," Swarts said.

Swarts and Woodruff have developed a new method to detect *M. tuberculosis*. As a result, they have an unmatched ability to make and test a new class of compounds and have filed a provisional patent on their method.

CMU undergraduates have contributed to the project's success. Midland junior and biomedical sciences major Bailey Urbanek was among the lead co-authors on the initial publication of the team's research.

"I know undergraduate research isn't a hands-on privilege at every university," Urbanek said. "I have an advantage over my peers at other institutions, and I know that being involved in this research has been one of the most significant, influential opportunities that I have had at Central."

A portion of the grant will fund equipment for a Biosafety Level 3 laboratory in CMU's \$95 million Biosciences Building, which is scheduled to open for classes in January 2017. •





Connecting beyond the front desk

CMU students run McLaren Hospitality House

Central Michigan University's hospitality program has been an integral part of Hospitality House at McLaren since its inception. The \$8 million facility becomes home base for people traveling long distances to receive proton beam therapy, which in some cases is the most effective radiation for cancerous solid tumors.

The treatment is administered at McLaren's new Proton Therapy Center in Flint, which is one of only 13 of its kind in the nation.

"Half of the patients will come from more than two hours away, so they and their families need a place to stay," said Teresa Williams, director of hospitality services for McLaren Flint.

Hospitality services administration students Lauren Wenban, of Midland, and Katy Short, from Fremont, Indiana, lived at the house throughout the summer and managed day-to-day operations.

"We have an apartment here, and we basically run the place," Wenban said. "We check guests in, clean rooms and do a little bit of everything while we're here."

Students also organize programming, plan and execute conferences, and even dabble in fundraising.

Jenny Weingartz is a December 2014 graduate who spent two semesters working at the Hospitality House. She now manages a Detroit-area hotel and credits her Hospitality House experiences for preparing her for her career.

"That definitely helped me realize what I can do with hospitality and has definitely made me better at my new job," she said. •

Greek organizations raise \$50,000 to help children who lose a parent to cancer

Organizations surpass all-time fundraising record

Central Michigan University's Greek community raised more than \$50,000 for the Angel Wings Fund, surpassing the all-time competition record by nearly \$20,000.

Money was raised at events, through online donations and a money war during Greek Week in April.

Keisha Brown, late wife of Damon Brown, CMU's director of student activities and involvement, founded the Angel Wings Fund in 2007. It provides college scholarships for children who lose a parent to cancer.

"Damon Brown is a truly inspiring man," Greek Week co-coordinator J.D. Sterba said. "Seeing the look on his face when we revealed the total amount of money raised was absolutely unforgettable." •



Startup competition winner launches data visualization website

Episcura helps digital artists create movies, video games and digital art

The founders of Episcura have launched their business with \$30,000 in seed money they won at Central Michigan University.

Episcura won the 2015 CMU New Venture Competition and used the funding to start an online service that provides digital artists with high-quality High Dynamic Range Images and texture images to create movies, video games and digital art.

Episcura will generate revenue by selling subscriptions to download and use the images. CMU graduate student Kurt Baringer and his founding external business partners have worked in design, animation and entertainment for 18 years.

"The site will allow digital artists to obtain the images they need at a lower cost through their yearly subscription," Baringer said. "Our team is looking to develop this new business model into the premier image source for 3-D artists."

In addition to the leadership and management skills acquired in his business courses, Baringer credits the New Venture Competition for his startup success. •

Strategic priority

Student Success

Challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens. •



Student makes history with national sales competition victory

CMU secures third consecutive Pi Sigma Epsilon national sales competition victory

Senior Ben Devereaux's sales skills led Central Michigan University to become the first Pi Sigma Epsilon chapter ever to win the PSE National Pro-Am Sell-a-Thon competition three consecutive years.

More than 400 students nationwide participated in the competition, which culminated with the April 2015 finals in Houston.

Devereaux, a Romeo native, won the competition and was named the top sales person in the U.S. Seniors Hannah Carpenter, of Flushing, and Tyler Wallner, of Lowell, as well as junior Delaney Dillon, of Walled Lake, and sophomore Jake Mitchell, of Lowell, placed in the top 25.

CMU's professional sales program was established in 2008 and has grown to more than 400 students. Program graduates have a 100 percent job placement rate within three months of graduation.

The Sales Education Foundation has named CMU's program, which features an innovative curriculum based on Carew International's industry seminars and workshops, to its Top University Sales Programs list five consecutive years. •





Connecting with the community

Central Michigan University is more than a leading higher learning institution. It's an engaged member of many local, state, regional, national and global communities. See here how CMU is strengthening its community connections worldwide.



CMU receives \$5 million from The Herbert H. and Grace A. Dow Foundation

Investment to advance STEM education is one of the two largest donations in CMU history

A \$5 million donation from The Herbert H. and Grace A. Dow Foundation to Central Michigan University will fund efforts to put middle school students throughout the Great Lakes Bay Region on a path toward STEM careers – those in science, technology, engineering and math.

CMU's College of Education and Human Services received the investment that will fund creation and delivery of programming and educational experiences for children aged 10 to 15 and professional development for their teachers.

"In 2014, we joined our partners to fund an assessment of STEM education resources in the Great Lakes Bay Region," said Mike Whiting, president of The Herbert H. and Grace A. Dow Foundation. "Some of the findings of the study were that the STEM teacher pipeline is declining and there is limited STEM-focused professional development. One of the recommendations was to improve fifth- through eighth-grade math achievement. We are pleased to support CMU and its initiative to directly address these issues."

"We at Central Michigan University are proud to leverage our 123-year history

of leadership in teacher education and to have been selected to spearhead this massive, groundbreaking effort to improve the lives of our youth and the economy of the region," CMU President George E. Ross said.

The donation funds programming for five years and creates an endowment that will allow activities to continue beyond that. It is one of the two largest private foundation gifts ever awarded to CMU. The other was a \$5 million contribution, also from The Herbert H. and Grace A. Dow Foundation, in 2000 for CMU's College of Health Professions. •

CMU convenes global leaders summit on early childhood

Event addresses economic impact on child development

Central Michigan University in spring 2015 hosted a global summit focused on the well-being of children, bringing together state, national and worldwide leaders to examine critical issues and shape solutions to improve lives for children and families.

The Early Childhood: Shifting Mindsets summit examined:

- the science of child development;
- how science and research are informing practice across early systems of care, education and support;
- key policy issues; and
- how Michigan is responding and adjusting policy through public, private, philanthropic and community-based strategies.

Research has linked child-related problems to the economic insecurity of families. Scientific studies of economic insecurity and poverty have connected such findings to other risk factors associated with children's health, nutrition, school readiness, low educational attainment of parents, and an increased likelihood of neglect and maltreatment.

"We see CMU as a catalyst to bring diverse groups together and formulate an action plan," said Dale-Elizabeth Pehrsson, dean of the College of Education and Human Services. "The forum is promoting sustainable partnerships to solve complex issues along the shifting landscape that's challenging Michigan's children and families." •



CMU offers international and U.S. Disney college programs

CMU sends more students for world-class customer service training than any other university

Enter the magical gates of Walt Disney World and chances are you'll soon see an employee – or "cast member" – who hails from another country.

Look closely at the name tag. It also might say Central Michigan University.

About 200 students worldwide enroll at CMU each year to participate in the coveted Disney International College Program. They obtain student visas and head to the Magic Kingdom for a combination of course work and paid internship at Walt Disney World Resort.

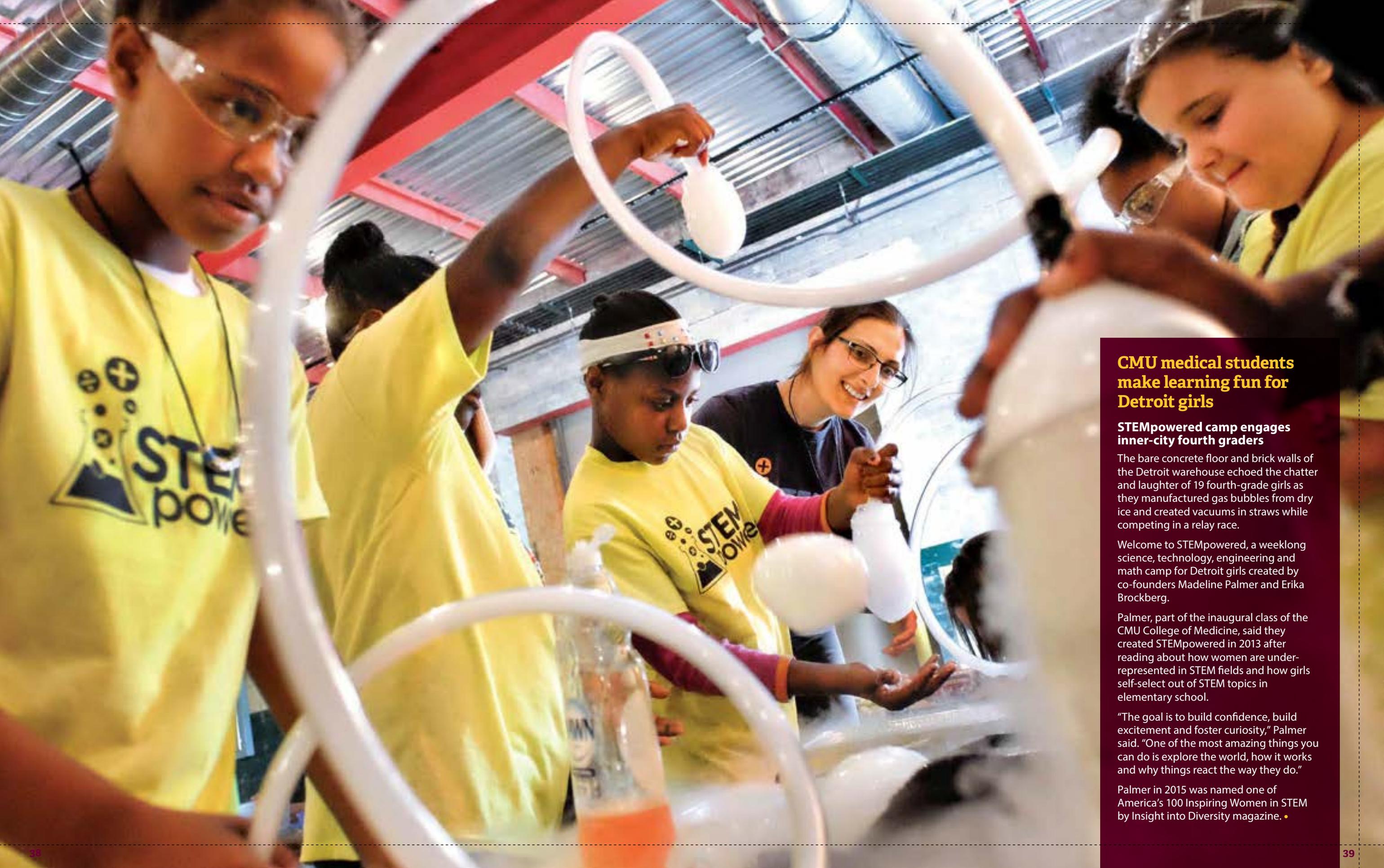
CMU was among the first universities to partner with Disney, said Dean Wallin, director of CMU's Center for Leisure Services.

CMU has sent U.S. students to the Disney College Program since it started in 1981. More than 2,200 American CMU students – more than from any other university – have participated in the world-renowned training program. The international partnership began eight years ago.

Students work 30 to 37.5 hours a week and take classes offered by Disney as well as from visiting CMU professors.

The educational and career benefit? Learning customer service skills from a company famous for making people happy. •





CMU medical students make learning fun for Detroit girls

STEMpowered camp engages inner-city fourth graders

The bare concrete floor and brick walls of the Detroit warehouse echoed the chatter and laughter of 19 fourth-grade girls as they manufactured gas bubbles from dry ice and created vacuums in straws while competing in a relay race.

Welcome to STEMpowered, a weeklong science, technology, engineering and math camp for Detroit girls created by co-founders Madeline Palmer and Erika Brockberg.

Palmer, part of the inaugural class of the CMU College of Medicine, said they created STEMpowered in 2013 after reading about how women are under-represented in STEM fields and how girls self-select out of STEM topics in elementary school.

"The goal is to build confidence, build excitement and foster curiosity," Palmer said. "One of the most amazing things you can do is explore the world, how it works and why things react the way they do."

Palmer in 2015 was named one of America's 100 Inspiring Women in STEM by Insight into Diversity magazine. •



Inspiration, impact at Special Olympics Michigan Summer Games

CMU faculty and staff raise \$29,000 to sponsor nearly 500 athletes

The Special Olympics Michigan State Summer Games brings nearly 6,000 people to Mount Pleasant and engages hundreds of Central Michigan University faculty, staff, students, student-athletes and alumni as volunteers.

Even before the first athlete arrives, however, CMU academic departments and the Finance and Administrative Services division engage in a friendly competition to raise money for the games.

When the final buzzer sounded in the summer of 2015, faculty and staff had raised more than \$29,000 to support Summer Games athletes. It was a 12 percent increase from the previous year, and it sponsored 486 of the 2,641 athletes.

"Sponsoring an athlete is \$60, and that pays for athlete housing, travel and all of their meals," said Heidi Alexander, administrative assistant for Special Olympics Michigan.

CMU has served as home to the Special Olympics Michigan headquarters and hosted the State Summer Games for more than 40 years. •

Students help elderly recall memories through music

Therapy encourages elderly with Alzheimer's and dementia to recall their past

When Jennifer Kitchen informed her classes about the Music and Memory Foundation, a national organization developing music and memory therapies, the Central Michigan University music professor never imagined the success students would have when they implemented a similar project locally.

They volunteered with 26 residents at The Laurels of Mount Pleasant, an extended-stay facility for people with physical or cognitive limitations. The students discovered music helped Alzheimer's and dementia residents recall long-term memories.

The residents received an iPod filled with popular music from their teen years, a time in life Kitchen said correlates with a lot of emotion.

Kelsey Mankel was a student in the first class that organized the project. She witnessed how music affected residents' moods and behaviors.

"I saw people who were previously unresponsive suddenly light up and begin talking, singing and interacting with the music – transforming in front of my eyes. They reaffirmed my belief in the power of music to affect people." •

Strategic priority

Community Partnerships

Develop and strengthen learning experiences through collaboration with local, national and global partners to enhance cultural awareness, the natural environment, health and wellness, and local economies. •



CMU students teach children with developmental disabilities how to write

Curriculum is first of its kind to provide systematic instruction, measure progress

Central Michigan University speech-language pathology professor Janet Sturm, creator of the First Author Software and First Author Writing Measures, is developing a writing curriculum that gives educators a foundation from which to teach students with complex instructional needs.

Once a week for eight months, Sturm and her graduate students traveled to Clare to teach students, ages 6 through 12 and with moderate intellectual disabilities, how to express themselves.

"The First Author Writing Curriculum is the first of its kind and has the potential to change how students with disabilities participate in writing instruction not only locally, but also around the world," said Melissa Kleiman, Clare-Gladwin Regional Education Service District program teacher.

Kleiman said the curriculum enables students to participate in writing at their ability level and fosters feelings of pride and self-worth. •

Partnership strengthens child abuse services, prevention and intervention

CMU and Isabella County benefit from combined resources

The Child and Family Enrichment Council for years conducted forensic interviews with potentially abused or neglected children in a converted garage.

This is one of many challenges being addressed through a new partnership between the council and Central Michigan University's Center for Children, Families and Communities.

The council investigates child abuse and provides services to reduce trauma for child victims. The Isabella County-based council moved its operations into the CMU center, which is designed to improve the well-being of children and families through research and mental health interventions.

Child and Family Enrichment Council director Brooke Garcia-Nettz said the impact of this partnership could be tremendous.

"We have the opportunity to mobilize and collectively build capacity to prevent child physical and sexual abuse, as well as neglect, within our community," she said. "We also have the ability to create better outcomes for children and families by educating CMU students on best practices in child abuse prevention and intervention techniques before entering their career."

The council annually investigates about 125 child abuse cases through a multidisciplinary team approach involving the forensic interviewer, law enforcement, prosecuting attorney and, in some cases, a mental health professional. The new location at the CMU center allows children to be interviewed just once by a forensic interviewer, with others watching in an observation room via closed-circuit television. •



CMU helps casino and resort implement first zero-waste event

Student-led recommendations facilitate recycling efforts

The Soaring Eagle Casino and Resort's first zero-waste event – The Michigan Association of Physical Plant Administrators' winter conference – resulted from a yearlong study by Central Michigan University students.

The tribe looked to CMU's Great Lakes Institute for Sustainable Systems and its students to provide expertise on managing and reducing excess waste. The project was the second phase of the assessment of the Saginaw Chippewa Indian Tribe's waste management efforts.

Students and administrators from the institute worked with the tribe's environmental staff to identify gaps in Soaring Eagle recycling efforts. They developed waste reduction and recycling recommendations, which then were presented to and accepted by the tribe. •

Bridging the intergenerational gap

CMU program aims to connect generations and decrease ageism in young children

A new program at Central Michigan University is working to prove that age is just a number.

Eileen MaloneBeach, director of CMU's Institute for Intergenerational Relations, introduced Bridges Together to connect area adults over 60 with preschoolers from CMU's Child Development and Learning Laboratory. They work, learn and create together while bridging the intergenerational gap.

During each session a book is read that focuses on children and their interactions with older adults. The adults and children then do craft projects corresponding with the book. •



CMU and American Promise Schools to offer Detroit students affordable degrees

Partnership shows commitment to accessible education

Central Michigan University is engaging in a partnership with American Promise Schools to ensure students from two Detroit charter public high schools have the financial ability to earn a college degree.

As many as 50 students — 25 from Consortium College Prep and 25 from Jalen Rose Leadership Academy — will receive a \$3,000 grant from American Promise Schools, which manages the two high schools. CMU in turn will award a renewable scholarship and work-study support for up to four years to the students, who must accept the maximum \$3,500 annual federal Stafford Student Loan in addition to whatever federal and other financial aid they receive. CMU's contributions will cover the remainder of the costs of tuition, room and board, and books.

"This program with high school students in Detroit continues Central Michigan University's long-standing commitment to the residents of Michigan's trademark city," CMU President George E. Ross said.

Melissa Hamann, CEO of American Promise Schools, said Detroit-area high school graduates often are discouraged after working hard academically to gain admission to a university but are financially unable to cover expenses. •



CENTRAL MICHIGAN UNIVERSITY

Criterion 1 Evidence
Blue Economy Report



CMU News

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CentralLink > [CMU News](#) > CMU's Institute for Great Lakes Research featured in Michigan Blue Economy report

CMU's Institute for Great Lakes Research featured in Michigan Blue Economy report

New report details growing water-based economy, includes recommendations for action

April 7, 2015

Central Michigan University's Institute for Great Lakes Research is featured in a [new report documenting Michigan's Blue Economy](#).

IGLR director Donald Uzarski and IGLR research scientist Matthew Cooper helped contribute to the report, which is designed to spur strategic actions to expand and grow the state's already impressive Blue Economy and help Michigan to become the world's freshwater and water innovation capital.



"We were delighted that CMU's Institute for Great Lakes Research was included as part of this exciting Blue Economy report," IGLR director Donald Uzarski said. "We truly believe that given Michigan's unique water and water innovation assets, we can be the world's center of water work, learning, business innovation, use and enjoyment."

The [Michigan Blue Economy report](#) was released by the Michigan Economic Center at Prima Civitas and Grand Valley State University's Annis Water Resources Institute. It defines five ways that water matters to jobs and the economy — and details its economic impact, including:

- Legacy uses, including transportation, ports and shipping, that contribute over 65,000 jobs and \$3 billion dollars annually;
- Big water-using sectors, including farming and manufacturing, that account for 581,000 Michigan jobs;
- Emerging water growth sectors, including water technology product and service firms, that account for 138,000 jobs;

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- Economic activity driven by water, including water cleanup, waterfront development, and recreation and enjoyment, that accounts for more than 175,000 jobs and \$12.5 billion annually; and
- Water research, education centers and conservation organizations, including University Research Corridor research universities that conducted \$300 million worth of water research over recent years and awarded 3,400 water degrees. Conservation organizations employed 2,700 people and contributed \$80 million to incomes.

The report details the stories of Michigan companies and how they are leading the way in developing new water technology products and services.

"Michigan is already a leading center of water research and development, invention and new smart water technologies, and business development," said John Austin, the report's lead author and director of the Michigan Economic Center at Prima Civitas. "Michigan can show the rest of the world how to be smart stewards of freshwater and the nation's leader in water-based jobs and economic development."

The report documents the work of more than 40 Michigan communities that are focused on water placemaking for economic development and details the economic power of reclaiming former industrial waterfronts and reorienting community life to face and enjoy the water.

It also illustrates water research and education leadership and innovation at Michigan's nine university water research centers, 190 water programs and 18 community colleges.

"Michigan already is a center of excellence in water education and research," said Alan Steinman, co-author of the report and director of GVSU's Annis Water Institute. "We can market Michigan as the place to solve global and local water challenges and train the water talent that the world needs."

The report includes a set of recommendations for strategic actions by state and local public officials, businesses, nonprofits, education and philanthropic leaders who can accelerate Michigan's impressive Blue Economy growth and leadership.

"Water is our history and our future if we reconnect our communities to it and leverage the innovative horsepower we have in our companies, colleges and universities," Austin said.

Central Michigan University is a recognized leader in studying the Great Lakes, with more than 20 faculty in the Institute for Great Lakes Research supported by state-of-the-art facilities in Mount Pleasant and at the CMU Biological Station on Beaver Island. A \$95 million Biosciences Building, currently under construction and due to be completed in 2016, will provide enhanced infrastructure to support faculty and student research and classes.

Categories:

[Academics and Research](#) [College of Science and Technology](#)

Media Contact

Lisa Keith
989-774-3272

Criterion 1 Evidence
Board of Trustees Minutes December 2, 2010

CENTRAL MICHIGAN UNIVERSITY

BOARD OF TRUSTEES

December 2, 2010

Central Michigan University Board of Trustees
Mt. Pleasant, Michigan
December 2, 2010

Members present: Ms. Stephanie Comai, chair; Mr. Brian W. Fannon; Dr. Marilyn French Hubbard; Mr. John D. Hurd; Dr. Sam R. Kottamasu; Ms. Sarah R. Opperman; Ms. Gail F. Torreano; Mr. Robert F. Wardrop II; Dr. George E. Ross, president.

Members absent: none.

Also attending: Mr. David A. Burdette, vice president for finance and administrative services and treasurer of the Board; Ms. Mary Jane Flanagan, executive assistant to the president and secretary to the Board of Trustees; Dr. E. Gary Shapiro, executive vice president/provost; Mr. Ted Tolcher, interim vice president for development and alumni relations; Ms. Kathleen M. Wilbur, vice president for government relations and public affairs..

The meeting was called to order by Chair Comai at 10:30 a.m.

Public comment related to agenda items: none.

EMERITUS RANK: CONSENT AGENDA

Mary Ellen Coldwell, P&A, HR - Benefits and Wellness
December 5, 1977 - November 30, 2010

WHEREAS, Mary Ellen Coldwell has provided thirty-three years of dedicated service as a productive and valuable employee of Human Resources - Benefits and Wellness; and

WHEREAS, She is well-known throughout campus and the local community for her concern for others and ever present willingness to help solve problems, especially for university faculty and staff; and

WHEREAS, Her integrity, personal approach, dedication to excellence, and sensitivity have made her a role model to colleagues throughout her career; and

WHEREAS, Her wealth of knowledge and thorough understanding of the university community and many contributions to various aspects of campus life have served the university well; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Mary Ellen Coldwell for her contributions to Central Michigan University and extends emerita rank.

David D. Ginsburg, associate professor, libraries
June 21, 1976 - August 15, 2010

WHEREAS, David Ginsburg has served since 1976 as a reference librarian in university libraries; and

Emeritus Rank - continued

WHEREAS, He has helped meet the informational and educational needs of thousands of students during more than three decades of service; and

WHEREAS, He has distinguished himself through service to faculty, staff, and students, and in particular to individuals comprising the science departments across campus; and

WHEREAS, He has published in the areas of librarianship, physical sciences, and music in such noteworthy publications as *Serials Review* and *Reference Services Review*; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to David D. Ginsburg for his contributions to Central Michigan University and extends professor emeritus rank.

Roger N. Grabinski, professor, educational leadership August 13, 1972 - January 1, 2011

WHEREAS, Roger Grabinski has served since 1972 in the Department of Educational Leadership; and

WHEREAS, He has helped meet the educational needs of students in the department's programs by serving as a faculty member and chairperson; and

WHEREAS, During his tenure as department chairperson, the university's Doctor of Education degree was successfully negotiated; and

WHEREAS, He served as a representative on the Mott Inter-university Clinical Preparation Program, a consortium of the seven major public universities in Michigan to train educational leaders; and

WHEREAS, He has distinguished himself through service to faculty, staff, and students, and to the Mt. Pleasant community as a member of several organizations; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Roger N. Grabinski for his contributions to Central Michigan University and extends professor emeritus rank effective January 2, 2011.

Michael J. Hamas, professor, biology August 9, 1976 - August 15, 2010

WHEREAS, Michael Hamas has served as an exceptional mentor and a patient, caring, extremely knowledgeable teacher for more than 40 graduate students who are presently contributing to the field of biology in academics, government, and conservation related organizations; and

WHEREAS, He developed the Department of Biology's graduate program in conservation biology, serving as mentor to 26 graduates of the program; and

Emeritus Rank - continued

WHEREAS, He has been recognized for his significant contributions and service to the field of ornithology in North America by the American Ornithologists' Union, the premier ornithological society in North America, where he has been an Elective Member since 1985; and

WHEREAS, He has remained an active researcher, publishing and presenting results at international meetings; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Michael J. Hamas for his contributions to Central Michigan University and extends professor emeritus rank.

Craig Harkrader, P&A, OIT - Infrastructure August 31, 1976 - August 31, 2010

WHEREAS, Craig Harkrader has provided more than 33 years of dedicated service in the Office of Information Technology; and

WHEREAS, He has exemplified great effort, patience, a sense of responsibility, and the initiative of a team player; and

WHEREAS, He remains a strong link between the department and its customers, internal and external to the university; and

WHEREAS, His sense of humor and ability to work with others in accomplishing tasks have made him an invaluable and integral part of the office and the university; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Craig Harkrader for his contributions to Central Michigan University and extends emeritus rank.

Dennis Horton, professor, School of Music September 3, 1968 - June 30, 2010

WHEREAS, Dennis Horton has served since 1968 as professor of music in applied trumpet; and

WHEREAS, He has taught hundreds of students who have gone on to successful careers as music teachers, performers, and college faculty members; and

WHEREAS, He has distinguished himself as a member of the Midland Symphony Orchestra, Grand Rapids Symphony Orchestra, and as a soloist and chamber musician; and

WHEREAS, He has contributed actively to his discipline as an arranger and composer of brass music; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Dennis Horton for his contributions to Central Michigan University and extends professor emeritus rank.

Emeritus Rank - continued

**Dennis J. Iacco, P&A, Office of the Registrar
June 6, 1983 - September 15, 2010**

WHEREAS, Dennis Iacco has provided more than 27 of dedicated service to the university, 21 years as a valuable employee of the Office of the Registrar; and

WHEREAS, Through his advising has personally assisted hundreds of students attain their goal of graduating; and

WHEREAS, His knowledge regarding university policies and procedures pertaining to degrees and curriculum have made him an integral part of the office and the university; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Dennis J. Iacco for his contributions to Central Michigan University and extends emeritus rank.

**Sue Ann Martin, professor, communication and dramatic arts
August 1, 1997 - August 15, 2010**

WHEREAS, Sue Ann Martin was the founding dean of the College of Communication and Fine Arts and for more than 10 years directed and managed the dramatic growth of the college; and

WHEREAS, She was instrumental in the development of the Integrated Public Relations, Music Theatre, Museum Studies, and Media Production and Design programs and fostered the interdepartmental cooperation needed to bring those programs to fruition; and

WHEREAS, She directed the development of the Michigan Story Festival; and

WHEREAS, She established the program in Children for Young Audiences in the Theatre, Interpretation and Dance area; and

WHEREAS, With the collaboration of Dean Karen Adams, originally, and now with Dean Pamela Gates, she developed and continues to produce, the Children's Book Shelf segment on CMU Public Radio; and

WHEREAS, She has devoted her tenure to support and encourage scholarly and creative endeavors among the college faculty; and

WHEREAS, She has been a tireless advocate for arts and communications disciplines throughout the university, community, and state; and

WHEREAS, She has worked vigorously to develop and maintain a college-wide strategy for alumni development and fund-raising that continues to provide important and needed funding for college operations; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Sue Ann Martin for her contributions to Central Michigan University and extends professor emerita rank.

Emeritus Rank - continued

**Mary C. Mead, P&A, libraries
September 27, 1975 - June 30, 2010**

WHEREAS, Mary Mead has provided more than 34 years of dedicated service to the university and more than 15 years as a highly productive and employee of the Department of Library Systems; and

WHEREAS, She is well-known for her concern and her willingness to help students, faculty, and staff solve problems with their research and information needs, particularly on the libraries' patron computers; and

WHEREAS, Her reliability, flexibility, and ability to work with others in accomplishing tasks have made her an invaluable and integral part of the department; and

WHEREAS, Her knowledge and understanding of the university community and many contributions to campus life have served the university well; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Mary C. Mead for her contributions to Central Michigan University and extends emerita rank.

**James A. Pahz, professor, School of Health Sciences
August 8, 1977 - December 31, 2010**

WHEREAS, James Pahz has served since 1977 in the School of Health Sciences and as a professor in The Herbert H. and Grace A. Dow College of Health Professions; and

WHEREAS, He has helped meet the educational needs of students served by health professions and received several awards, including the Annual Child Advocate Award from the Joint Council on International Children's Services, and the Annual Award for Service Learning from the Michigan Campus Compact; and

WHEREAS, He has distinguished himself through service to the faculty, staff, and students, as well as the people of the state of Michigan, including founding and running the Children's Hope Adoption Service for 20 years, placing more than 1,000 children from Guatemala with families, and also wrote a book, *Adopting from Latin America*; and

WHEREAS, He has contributed to the professional and scholarly life of health education, substance abuse prevention and treatment; and to the deaf community by writing a history of educational methods for deaf children titled *Total Communication*; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to James A. Pahz for his contributions to Central Michigan University and extends professor emeritus rank effective January 1, 2011.

Emeritus Rank - continued

**Carole Richardson, P&A, academic affairs
March 14, 1974 - August 13, 2010**

WHEREAS, Carole Richardson has provided twenty-two years of dedicated service to the university in the departments of business and finance, academic affairs, and ProfEd/Central Michigan University; and

WHEREAS, She is well-known throughout campus and the Mt. Pleasant community for her concern for others; and

WHEREAS, Her knowledge and many contributions have served the university well; and

WHEREAS, Her dedication to excellence and sensitivity to colleagues have made her a role model throughout her career; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Carole Richardson for her contributions to Central Michigan University and extends emerita rank.

**Dale E. Sandy, P&A, accounting services
January 8, 1996 - June 30, 2010**

WHEREAS, Dale Sandy has provided more than over fourteen years of as a valuable employee of the Department of Finance and Administrative Services; and

WHEREAS, He is well-known for his systems expertise, communication skills, willingness to help resolve system problems, and find efficiencies; and

WHEREAS, His integrity, professionalism, dedication to excellence, and sensitivity to students, faculty and staff have made him a role model to colleagues throughout his career; and

WHEREAS, His knowledge, understanding, and many contributions to various aspects of accounting and systems have served the university well; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Dale E. Sandy for his contributions to Central Michigan University and extends emeritus rank.

**Linda Van Loon, P&A, residence life
October 5, 1972 - October 15, 2010**

WHEREAS Linda Van Loon has served the university more than 38 years as a valuable employee of residence life in the Division of Finance and Administrative Services; and

WHEREAS, Her dedication and concern for students and willingness to help others have made her a role model to colleagues; and

Emeritus Rank - continued

WHEREAS, Her knowledge and understanding of the university community and many contributions to the lives of students living in residence halls have served the university well; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Linda Van Loon for her contributions to Central Michigan University and extends emerita rank.

Cynthia A. Whitaker, P&A, Instructional Materials Center August 5, 1990 - August 31, 2010

WHEREAS, Cyndi Whitaker has provided 20 years of service as a productive employee of the Instructional Materials Center in the College of Education and Human Services; and

WHEREAS, She is well-known for her willingness to help students, faculty, and staff solve problems, identify resources, and improve instruction; and

WHEREAS, Her professionalism, dedication to excellence, and sensitivity to colleagues have made her a role model throughout her career; and

WHEREAS, Her knowledge and understanding of the university community and the College of Education and Human Services, and many contributions to campus life have served the university well; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Cynthia A. Whitaker for her contributions to Central Michigan University and extends emerita rank.

Mary Lu Yardley, P&A, development and alumni relations August 11, 1975 - August 31, 2010

WHEREAS, Mary Lu Yardley has provided more than 34 years of dedicated service to the university, retiring from the Division of Development and Alumni Relations; and

WHEREAS, She is well-known for her willingness to help alumni, faculty, and staff with all endeavors; and

WHEREAS, Her professionalism and dedication to excellence have made her a role model to colleagues throughout the university; and

WHEREAS, Her knowledge and understanding of the university community and many contributions to campus life have served the university well; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Mary Lu Yardley for her contributions to Central Michigan University and extends emerita rank.

ESTABLISHMENT OF NEW DEGREE / Bachelor of Science in Athletic Training (BSAT):

It was moved by Dr. Kottamasu, seconded by Mr. Wardrop, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the Bachelor of Science in Athletic Training (BSAT) degree is established.

ESTABLISHMENT OF NEW DEGREE / Doctor of Medicine (M.D.):

It was moved by Ms. Comai, seconded by Ms. Opperman, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the Doctor of Medicine (M.D.) degree is established in the College of Medicine.

PROSPECTIVE GRADUATES DECEMBER 2010: CONSENT AGENDA

BE IT RESOLVED, That the prospective list of graduates for December 2010, as certified by the registrar and accepted by the academic senate is approved.

HONORARY DEGREES DECEMBER 2010: CONSENT AGENDA

BE IT RESOLVED, That the Board of Trustees approves the awarding of honorary degrees at the December 2010 commencement ceremonies to:

Nancy M. Schlichting	Doctor of Commercial Science
Brett A. Holey	Doctor of Letters
Andrew G. Arena	Doctor of Humane Letters

FACULTY PERSONNEL: CONSENT AGENDA

BE IT RESOLVED, That a tenure recommendation and sabbatical leave recommendations are approved as submitted.

Tenure

Effective March 1, 2010

George E. Ross, president and professor, educational leadership

Sabbatical Leaves

Nancy Herman-Kinney, professor, sociology, anthropology, and social work, requests that a previously approved sabbatical leave be changed to spring semester 2011 with full pay

Faculty Personnel - continued

	Leave	Pay
William Anderson School of Broadcast and Cinematic Arts	spring 2012	full
Kathleen Benison geology and meteorology	spring 2012	full
Rachel Caspari sociology, anthropology, and social work	spring 2012	full
Minghui Chai chemistry	2011-2012	one-half
Sidney Graham mathematics	spring 2012	full
John Hartman journalism	fall 2011	full
Sterling Johnson political science	fall 2011	full
Jonathan Kelty biology	fall 2011	full
MaryAnn Krajnik Crawford English language and literature	spring 2012	full
Diane Krider communication and dramatic arts	spring 2012	full
Douglas Lapp mathematics	spring 2012	full
Choon Lee chemistry	spring 2012	full
Roger Lee computer science	fall 2011	full
Sarah Marshall educational leadership	spring 2012	full
Scott McNaught biology	spring 2012	full
Anja Mueller chemistry	fall 2011	full

Faculty Personnel - continued

	Leave	Pay
Guy Newland philosophy and religion	fall 2011	full
Tracy Olrich physical education and sport	fall 2011	full
Shanthakumar Palaniswami management	spring 20120	full
Orlando Perez political science fall 2011	full	
George Ronan psychology	spring 2012	full
David Rutherford history	2011-2012	one-half
Susan Schiller English language and literature	spring 2012	full
Susan Stan English language and literature	fall 2011	full
Marcy Taylor English language and literature	spring 2012	full
Jean Toner sociology, Anthropology, and social work	2011-2012	one-half
Reed Wicander geology and meteorology	2011-2012	one-half
Patricia Williamson School of Broadcast and Cinematic Arts	full 2011	full
B. Jeanneane Wood-Nartker human environmental studies	fall 2011	full
John Wright philosophy and religion	2011-2012	one-half

RESEARCH AND SPONSORED PROGRAMS: CONSENT AGENDA

BE IT RESOLVED, That awards received during the quarter ended September 30, 2010, in the amount of \$4,338,671 are accepted.

PUBLIC SCHOOL ACADEMY ACTIVITIES: CONSENT AGENDA

Changes in Members . . .

Academy of Lathrup Village

Recitals:

1. At its February 22, 2007, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Academy of Lathrup Village. On July 1, 2007, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Paul Bradley resigned August 19, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires September 24, 2012.
4. The board of the academy and university president or designee have recommended Clark Sanford for appointment to a term which expires September 24, 2012.

BE IT RESOLVED, That Clark Sanford is appointed to serve as a member of the board of directors of Academy of Lathrup Village commencing the date upon which the oath of public office is taken.

Clark Sanford
Farmington Hills, Michigan
area sales manager, Chrysler Group, LLC
(to fill a term ending September 24, 2012)

ACE Academy

Recitals:

1. At its April 15, 2010, meeting this board reauthorized the issuance of a contract to charter as a public school academy to ACE Academy. On July 1, 2010, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Jason Lee resigned July 31, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires July 12, 2012.
4. The board of the academy and university president or designee have recommended Dean Bach for appointment to a term which expires July 12, 2012.

BE IT RESOLVED, That Dean Bach is appointed to serve as a member of the board of directors of ACE Academy commencing the date upon which the oath of public office is taken.

PSA Activities - continued

Dean Bach
West Bloomfield, Michigan
proprietor, Dino's Restaurant & Lounge
(to fill a term ending July 12, 2012)

Cross Creek Charter Academy

Recitals:

1. At its December 4, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Cross Creek Charter Academy. On July 1, 2009, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The term of Patrick Barbour expires December 5, 2010.
4. The board of the academy and university president or designee have recommended Patrick Barbour for reappointment to a term which expires December 5, 2014.

BE IT RESOLVED, That Patrick Barbour is reappointed to serve as a member of the board of directors of Cross Creek Charter Academy commencing the date upon which the oath of public office is taken, but not prior to December 6, 2010.

Patrick Barbour
Grand Rapids, Michigan
vice president, Huntington National Bank
(to fill a term ending December 5, 2014)

Detroit Leadership Academy

Recitals:

1. At its September 17, 2009, meeting this board authorized the issuance of a contract to charter as a public school academy to Detroit Leadership Academy. On May 1, 2010, the contract was effective.
2. This board appointed the initial board of directors of the academy. The current number of members of the board is five (5).
3. The term of Diane Jackson expires December 2, 2010.
4. The board of the academy and university president or designee have recommended Diane Jackson for reappointment to a term which expires December 2, 2014.

PSA Activities - continued

BE IT RESOLVED, That Diane Jackson is reappointed to serve as a member of the board of directors of Detroit Leadership Academy commencing the date upon which the oath of public office is taken.

Diane Jackson
Southfield, Michigan
program director, Michigan State University
(to fill a term ending December 2, 2014)

Eaton Academy

Recitals:

1. At its December 4, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Eaton Academy. On July 1, 2009, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Alan Spiller resigned May 19, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires August 19, 2014.
4. The board of the academy and university president or designee have recommended Alonzo Dover for appointment to a term which expires August 19, 2014.

BE IT RESOLVED, That Alonzo Dover is appointed to serve as a member of the board of directors of Eaton Academy commencing the date upon which the oath of public office is taken.

Alonzo Dover
West Bloomfield, Michigan
director of spiritual life, Detroit Rescue Mission
(to fill a term ending August 19, 2014)

Michigan Technical Academy

Recitals:

1. At its February 14, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Michigan Technical Academy. On July 1, 2008, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is seven (7).
3. David McHugh resigned May 6, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires September 6, 2014.

PSA Activities - continued

4. The board of the academy and university president or designee have recommended Carol Fleming for appointment to a term which expires September 6, 2014.

BE IT RESOLVED, That Carol Fleming is appointed to serve as a member of the board of directors of Michigan Technical Academy commencing the date upon which the oath of public office is taken.

Carol Fleming
Detroit, Michigan
retired teacher, Pontiac School District
(to fill a term ending September 6, 2014)

New Branches School

Recitals:

1. At its December 4, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to New Branches School. On July 1, 2009, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is seven (7).
3. The term of Mary Ann Sheline expired May 17, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires May 17, 2014.
4. The board of the academy and university president or designee have recommended Dawn Martinson for appointment to a term which expires May 17, 2014.

BE IT RESOLVED, That Dawn Martinson is appointed to serve as a member of the board of directors of New Branches School commencing the date upon which the oath of public office is taken.

Dawn Martinson
Kentwood, Michigan
regional manager, International Student Exchange
(to fill a term ending May 17, 2014)

Quest Charter Academy

Recitals:

1. At its February 19, 2009, meeting this board authorized the issuance of a contract to charter as a public school academy to Quest Charter Academy. On June 16, 2009, the contract was effective.

PSA Activities - continued

2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Christopher Douglas resigned October 19, 2009, therefore leaving a vacant position on the board of directors. The term of the vacant position expires February 18, 2011.
4. The board of the academy and university president or designee have recommended Joseanna Kimball for appointment to a term which expires February 18, 2011, and for an additional term expiring February 18, 2015.

BE IT RESOLVED, That Joseanna Kimball is appointed to serve as a member of the board of directors of Quest Charter Academy commencing the date upon which the oath of public office is taken.

Joseanna Kimball
Brownstown, Michigan
executive director, JC Human Services
(to fill a term ending February 18, 2015)

Renaissance Public School Academy

Recitals:

1. At its April 24, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Renaissance Public School Academy. On July 1, 2008, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The term of Robert Mills expires December 7, 2010.
4. The board of the academy and university president or designee have recommended Robert Mills for reappointment to a term which expires December 7, 2014.

BE IT RESOLVED, That Robert Mills is reappointed to serve as a member of the board of directors of Renaissance Public School Academy commencing the date upon which the oath of public office is taken, but not prior to December 8, 2010.

Robert Mills
Mt. Pleasant, Michigan
retired professor, Central Michigan University
(to fill a term ending December 7, 2014)

PSA Activities - continued

Summit Academy North

Recitals:

1. At its April 25, 2002, meeting this board authorized the issuance of a contract to charter as a public school academy to Summit Academy North. On July 1, 2004, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The term of Ricky Marcum expires January 8, 2011.
4. The board of the academy and university president or designee have recommended Ricky Marcum for reappointment to a term which expires January 8, 2015.

BE IT RESOLVED, That Ricky Marcum is reappointed to serve as a member of the board of directors of Summit Academy North commencing the date upon which the oath of public office is taken, but not prior to January 9, 2011.

Ricky Marcum
Gibraltar, Michigan
senior manufacturing engineer, General Motors
(to fill a term ending January 8, 2015)

The da Vinci Institute

Recitals:

1. At its April 15, 2010, meeting this board reauthorized the issuance of a contract to charter as a public school academy to The da Vinci Institute. On July 1, 2010, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is seven (7).
3. Stephanie Jennings failed to take office, therefore leaving a vacant position on the board of directors. The term of the vacant position expires July 20, 2014.
4. The board of the academy and university president or designee have recommended Andrew Schulcz for appointment to a term which expires July 20, 2014.

BE IT RESOLVED, That Andrew Schulcz is appointed to serve as a member of the board of directors of The da Vinci Institute commencing the date upon which the oath of public office is taken.

PSA Activities - continued

Andrew Schulcz
Jackson, Michigan
cardiovascular technician, Allegiance Health System
(to fill a term ending July 20, 2014)

The Dearborn Academy

Recitals:

1. At its December 7, 2006, meeting this board reauthorized the issuance of a contract to charter as a public school academy to The Dearborn Academy. On July 1, 2007, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The term of Maher El-Jaroudi expires December 5, 2010.
4. The board of the academy and university president or designee have recommended Maher El-Jaroudi for reappointment to a term which expires December 5, 2014.

BE IT RESOLVED, That Maher El-Jaroudi is reappointed to serve as a member of the board of directors of The Dearborn Academy commencing the date upon which the oath of public office is taken, but not prior to December 6, 2010.

Maher El-Jaroudi
Canton, Michigan
senior product engineer, General Motors
(to fill a term ending December 5, 2014)

Threshold Academy

Recitals:

1. At its April 15, 2010, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Threshold Academy. On July 1, 2010, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The term of Betty Knapp will expire December 5, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires December 5, 2014.

PSA Activities - continued

4. The board of the academy and university president or designee have recommended Michael Blanding for appointment to a term which expires December 5, 2014.

BE IT RESOLVED, That Michael Blanding is appointed to serve as a member of the board of directors of Threshold Academy commencing the date upon which the oath of public office is taken, but not prior to December 6, 2010.

Michael Blanding
Greenville, Michigan
mortgage banker, Chemical Bank
(to fill a term ending December 5, 2014)

Woodland Park Academy

Recitals:

1. At its April 23, 2009, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Woodland Park Academy. On July 1, 2009, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The terms of Theodore Schmidt and Angela Staten expire December 21, 2010.
4. The board of the academy and university president or designee have recommended Theodore Schmidt for reappointment to a term which expires December 21, 2012, and Angela Staten for reappointment to a term which expires December 21, 2014.

BE IT RESOLVED, That Theodore Schmidt and Angela Staten are reappointed to serve as members of the board of directors of Woodland Park Academy commencing the date upon which the oaths of public office are taken, but not prior to December 22, 2010.

Theodore Schmidt
Davisburg, Michigan
retired computer analyst/programmer, General Motors
(to fill a term ending December 21, 2012)

Angela Staten
Flint, Michigan
system support and training analyst, Baker College
(to fill a term ending December 21, 2014)

PSA Activities - continued

Authorization of . . .

Highland Park Leadership and Sports Academy

Recitals:

1. The Michigan legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993.
2. The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy.
3. The Michigan legislature has mandated that public school academies organized under Act No. 362 of the Public Acts of 1993 achieve certain specific educational purposes.
4. The Michigan legislature has mandated that authorizing bodies establish by resolution the method of selection, length of term, and number of members of the board of directors of Highland Park Leadership and Sports Academy.
5. According to this legislation, the Central Michigan University Board of Trustees, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies.
6. The Central Michigan University Board of Trustees has requested applications for organizing public school academies and has reviewed the applications according to the provisions set forth by the Michigan legislature.
7. The Central Michigan University Board of Trustees has established chartering policies in addition to the policy titled The Method of Selection, Appointment, and Removal as required by the Michigan legislature.
8. The university president or designee has recommended the issuance of a contract to charter as a public school academy to Highland Park Leadership and Sports Academy for a term not to exceed five (5) years.
9. Highland Park Leadership and Sports Academy's application has been submitted under Act 362 of the Public Acts of 1993, being part 6A of the Revised School Code, being sections 380.501 to 380.507 of the Michigan Compiled Laws.

BE IT RESOLVED, That the University Board approves and authorizes the execution of a contract to charter a public school academy to Highland Park Leadership and Sports Academy and authorizes the chair of the board of trustees to execute a contract to charter as a public school academy and related documents between Highland Park Leadership and Sports Academy and the Central Michigan University Board of Trustees,

PSA Activities - continued

provided that, before execution of the contract, the university president or designee affirms that all terms of the contract have been agreed upon and Highland Park Leadership and Sports Academy is able to comply with all terms and conditions of the contract.

Livingston FlexTrac

Recitals:

1. The Michigan legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993.
2. The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy.
3. The Michigan legislature has mandated that public school academies organized under Act No. 362 of the Public Acts of 1993 achieve certain specific educational purposes.
4. The Michigan legislature has mandated that authorizing bodies establish by resolution the method of selection, length of term, and number of members of the board of directors of Livingston FlexTrac.
5. According to this legislation, the Central Michigan University Board of Trustees, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies.
6. The Central Michigan University Board of Trustees has requested applications for organizing public school academies and has reviewed the applications according to the provisions set forth by the Michigan legislature.
7. The Central Michigan University Board of Trustees has established chartering policies in addition to the policy titled The Method of Selection, Appointment, and Removal as required by the Michigan legislature.
8. The university president or designee has recommended the issuance of a contract to charter as a public school academy to Livingston FlexTrac for a term not to exceed five (5) years.
9. Livingston FlexTrac's application has been submitted under Act 362 of the Public Acts of 1993, being part 6A of the Revised School Code, being sections 380.501 to 380.507 of the Michigan Compiled Laws.

BE IT RESOLVED, That the University Board approves and authorizes the execution of a contract to charter a public school academy to Livingston FlexTrac and authorizes the chair of the board of trustees to execute a contract to charter as a public school academy and related documents between Livingston FlexTrac and the Central Michigan University Board of Trustees, provided that, before execution of the contract, the university

PSA Activities - continued

president or designee affirms that all terms of the contract have been agreed upon and Livingston FlexTrac is able to comply with all terms and conditions of the contract.

Noor International Academy

Recitals:

1. The Michigan legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993.
2. The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy.
3. The Michigan legislature has mandated that public school academies organized under Act No. 362 of the Public Acts of 1993 achieve certain specific educational purposes.
4. The Michigan legislature has mandated that authorizing bodies establish by resolution the method of selection, length of term, and number of members of the board of directors of Noor International Academy.
5. According to this legislation, the Central Michigan University Board of Trustees, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies.
6. The Central Michigan University Board of Trustees has requested applications for organizing public school academies and has reviewed the applications according to the provisions set forth by the Michigan legislature.
7. The Central Michigan University Board of Trustees has established chartering policies in addition to the policy titled The Method of Selection, Appointment, and Removal as required by the Michigan legislature.
8. The university president or designee has recommended the issuance of a contract to charter as a public school academy to Noor International Academy for a term not to exceed five (5) years.
9. Noor International Academy's application has been submitted under Act 362 of the Public Acts of 1993, being part 6A of the Revised School Code, being sections 380.501 to 380.507 of the Michigan Compiled Laws.

BE IT RESOLVED, That the University Board approves and authorizes the execution of a contract to charter a public school academy to Noor International Academy and authorizes the chair of the board of trustees to execute a contract to charter as a public school academy and related documents between Noor International Academy and the Central Michigan University Board of Trustees, provided that, before execution of the contract, the university president or designee affirms that all terms of the contract have been agreed upon and Noor International Academy is able to comply with all terms and conditions of the contract.

ESTABLISH A NEW 501(C)(3) CORPORATION TO SERVE AS UNIVERSITY PARTICIPANT IN CLINICAL PRACTICE ENTITIES AND MEDICAL EDUCATION RELATIONSHIPS:

It was moved by Mr. Fannon, seconded by Dr. Kottamasu, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the president is delegated authority to establish a new 501(c)(3) Michigan nonprofit corporation to serve as the University's participant in establishing and maintaining relationships with Synergy Medical Education Alliance and its member corporations, Covenant Healthcare System and St. Mary's of Michigan.

ESTABLISHMENT OF A PARTNERSHIP WITH SYNERGY MEDICAL EDUCATION ALLIANCE:

It was moved by Mr. Fannon, seconded by Dr. Kottamasu, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the president is delegated authority to complete negotiations with Synergy Medical Education Alliance and its member institutions, Covenant Health System and St. Mary's of Michigan, for the purpose of establishing a partnership for creation of undergraduate, graduate, and continuing medical education programs.

COLLEGE OF BUSINESS ADMINISTRATION (CBA) FOUNDATION:

It was moved by Mr. Fannon, seconded by Mr. Hurd, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the president or designee is authorized to establish the Central Michigan University College of Business Administration Foundation, by such name or another name as may be in the best interest of the university, with the founding board to include members of the college's Dean's Business Advisory Council (DBAC).

LAND LEASE FOR HOTEL AND KELLY/SHORTS FOOTBALL STADIUM SUITES:

It was moved by Mr. Fannon, seconded by Mr. Hurd; Ms. Torreano and Mr. Wardrop recused themselves; and carried, that the following resolution be adopted.

BE IT RESOLVED, That the president is authorized to negotiate a fair market value land lease with the project developer.

BE IT FURTHER RESOLVED, That the president is authorized to negotiate a lease of stadium suites from the project developer, and, if in the best interest of the university, create a commercial park for the leased land.

BE IT FURTHER RESOLVED, That the president is authorized to execute any documents necessary to implement this resolution.

BE IT FURTHER RESOLVED, That the president is authorized to grant easements as needed for the utilities and roadways that may be needed at the site.

POOLED OPERATING CASH INVESTMENT POLICY:

It was moved by Mr. Fannon, seconded by Ms. Opperman, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the Pooled Operating Cash Investment Policy as amended and dated December 2, 2010, is adopted.

STATE OPERATING BUDGET REQUEST FOR 2011-2012: CONSENT AGENDA

BE IT RESOLVED, That the state operating budget request for 2011-2012 is approved as submitted to the Department of Management and Budget. A copy of the final document will be on file in the Office of the Secretary.

CONSENT TO LEASE ASSIGNMENTS: CONSENT AGENDA

BE IT RESOLVED, That the president is authorized to sign agreements consenting to the assignment to LaBelle Limited Partnership of a Ground Lease Agreement dated on or about July 15, 1988, and a Ground Lease Agreement dated on or about October 14, 1994, subject to any due diligence requirements recommended by the administration.

PREAUTHORIZATION OF CONTRACTS EXCEEDING \$200,000: CONSENT AGENDA

BE IT RESOLVED, That the Board of Trustees authorizes the president or designee to sign contracts required to perform work necessary for the potential projects listed below.

Wayne State University/HRSA, project titled "Michigan Great Lakes Area Health Education Center (MI-AHEC)," not to exceed \$229,738.

Old Dominion University/Department of Defense, project titled "Development of Models to Quantify Injuries from Laser Threats," not to exceed \$209,776.

University of Oklahoma/National Science Foundation, project titled "Collaborative Research: Records of Permian Environments and Climate from Mid-continent Redbeds and Evaporites," not to exceed \$301,391.

Michigan State University/National Science Foundation, project titled "Nuclear Structure, Nuclear Astrophysics and Mesoscopic Systems," not to exceed \$248,040.

Michigan State University/U.S. Department of Energy, project titled "Nuclear Structure, Mesoscopic Physics and Double-Beta Decay," not to exceed \$248,040.

PREAUTHORIZATION FOR ACCEPTANCE OF GRANTS: CONSENT AGENDA

BE IT RESOLVED, That the College of Communication and Fine Arts and Anne Gochenour, project director, are authorized to requesting funding up to \$7,500 from the Michigan Council for Arts and Cultural Affairs for an exhibition titled "Graphic Protest."

CONTRIBUTIONS: CONSENT AGENDA

BE IT RESOLVED, That contributions received during the quarter ended September 30, 2010, in the amount of \$2,568,805 are accepted.

NAMING OPPORTUNITIES: CONSENT AGENDA

BE IT RESOLVED, That the following rooms are named in honor of the donor in grateful recognition of their gifts to Central Michigan University:

Name/Location	Donors
Don and Ruth Volz Family (EHS display case)	Don and Ruth Volz
Dr. Raymond W. and Jane N. Francis Reading Nook (EHS)	Raymond and Jane Francis
McGuirk Arena (Events Center)	McGuirk Family
John G. Kulhavi Court (Events Center)	John G. Kulhavi
Dick Parfitt Gymnasium (Events Center)	Multiple Donors

ENDOWMENTS / AWARDS / SCHOLARSHIPS: CONSENT AGENDA

BE IT RESOLVED, That the following endowments/awards/scholarships are established or changed as requested by the donor and statements approved for publication:

The Daniel L. Bookey Endowed Award

Established in 2008 by friends and colleagues in honor of Daniel L. Bookey, emeritus CMU athletics equipment manager. Income from the endowment will support an award for a student equipment manager in their sophomore year or higher who best epitomizes the character traits of Dan Bookey: selflessness, dedication, integrity, and love of the game. Student must maintain 2.5 or higher GPA.

Richard R. and Mary Ellen Brandell Volunteer Center Endowment

Established in 2010 by the estate of Mary Ellen Brandell '55, '72, '84 dean and vice-provost emerita. Mary Ellen and her husband Richard were an inspiration and volunteered with many CMU and local committees and charities. Income from this endowment will support activities and programs of the Central Michigan University Volunteer Center.

Endowments / Awards . . . - continued

Brannan Family Scholarship

Established in 2010 by family and friends in memory of Samuel J. Brannan '59, '62, mathematics professor at Central Michigan University for 38 years. Income from the endowment will support a renewable award for a full-time junior or senior enrolled in the teacher education program in the College of Education and Human Services with a minimum 3.0 GPA.

Dennis L. Durkee Endowed Award in Journalism

Established in 2010 by Dennis L. Durkee '78. Income from this endowment will support an award for a full-time sophomore or higher majoring in journalism with a minimum GPA of 3.0.

Robert and Marilouise Knott Special Education Award

Established in 2010 by the estate of Robert Knott '41, '57, to commemorate Robert and his sister, Marilouise. Income from the endowment will support a renewable award for a student enrolled in the Master of Arts (M.A.) in the Special Education graduate program within the College of Education and Human Services with a minimum of five credit hours and a 3.5 GPA.

C. W. Olmstead Award in Geography

Established in 1992 by Clarence W. Olmstead, '37. Income from the endowment will support a renewable award for a sophomore or higher with a signed major in geography. Recipient must have completed or be currently enrolled in GEO 105 or its equivalent (GEO 120, GEO 121, and GEO 203), and also completed three additional courses towards the major at or above the 300 level. Student must have a minimum GPA of 3.5 in their major and a minimum overall GPA 3.5. Recipient must submit an application and cover letter as requested by the Department of Geography.

Prasad Financial Management Association Endowed Scholarship

Established in 2010 by Rose Prasad, CMU Finance and Law professor. Income from the endowment will support a renewable award for a sophomore or junior enrolled in the College of Business Administration, majoring in one of the Finance and Law programs with a minimum GPA of 3.0.

Deobold B. and Marcella M. Van Dalen Scholarship Fund

Established in 2010 by the estate of Deobold B. '35 and Marcella M. Van Dalen. Income from the endowment will be divided equally between three areas: physical education majors (The Herbert H. and Grace A. Dow College of Health Professions); education majors (College of Education and Human Services) and a major in a non-education field. The recipients will be juniors or seniors demonstrating financial need pursuing an approved major program of study while maintaining a minimum 3.0 grade point average. Priority will be given to students who are seeking graduate school, research work or leadership roles in their respective fields. The scholarship may be renewable for one additional year.

MISSION STATEMENT AND CORE VALUES:

It was moved by Mr. Wardrop, seconded by Dr. Kottamasu, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the Mission Statement and Core Values as revised and dated December 2, 2010, are adopted.

Mission Statement:

At Central Michigan University, 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.

Core Values:

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

Amended by CMU Board of Trustees: 10-1202
Endorsed by CMU AS: 10-1116
Replaces document dated: 02-0912

REVISION TO BOARD BYLAWS AND POLICIES RELATED TO CONTRACTING AUTHORITY:

It was moved by Mr. Wardrop, seconded by Ms. Opperman, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the Board *Bylaws*, and the following policies, practices, or guidelines in the *Manual of Board of Trustees Policies, Practices and Regulations* ("Board Manual") are revised as set forth in the attachments to this resolution:

Policy on Board of Trustees Bylaws

Guidelines for Implementation/Acceptance of Restricted Gifts

Policy on Contracting Authority

BE IT FURTHER RESOLVED, That the Board members present unanimously waive the ten-day notice requirement set forth in the Board Bylaws, Article X, Section 7.

BE IT FURTHER RESOLVED, That the president is directed to revise the university policies, procedures, and guidelines, consistent with the Board revisions to its bylaws and Board Manual, and to update the university's *Manual of University Policies, Procedures, and Guidelines*.

ELECTION OF BOARD OFFICERS:

It was moved by Ms. Torreano, seconded by Dr. Kottamasu, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the following slate of officers is elected for the calendar year 2011:

Chair	Sarah R. Opperman
Vice Chair	Sam R. Kottamasu
Vice Chair	Marilyn French Hubbard
Secretary	Mary Jane Flanagan
Treasurer	David A. Burdette

CORPORATION FOR PUBLIC BROADCASTING: CONSENT AGENDA

BE IT RESOLVED, That acceptance of a grant from the Corporation for Public Broadcasting for a project titled "FY 2011 TV Community Service, Interconnection Service and Distance Service Grant" in the amount of \$992,426 is ratified.

CONSENT AGENDA:

It was moved by Dr. Kottamasu, seconded by Ms. Torreano, and carried, that the items listed on the consent agenda be adopted, approved, accepted or ratified as submitted.

Public comment on any item/matter not listed on the agenda: none.

The meeting adjourned at 1:41 p.m.

Mary Jane Flanagan
Secretary to the Board of Trustees

Stephanie Comai
Chair, Board of Trustees

Criterion 1 Evidence
Board of Trustees Minutes December 6, 2012

CENTRAL MICHIGAN UNIVERSITY

BOARD OF TRUSTEES

December 6, 2012

**Central Michigan University Board of Trustees
Mt. Pleasant, Michigan
December 6, 2012**

Chair Sam Kottamasu called the meeting of the Board of Trustees to order at 9:30 a.m. in the Presidents Conference Room.

Members present: Dr. Sam Kottamasu, chair, Mr. Brian W. Fannon, Dr. Marilyn French Hubbard, Mr. John D. Hurd, Mr. William R. Kanine, Dr. Patricia A. Maryland, Ms. Sarah Opperman, Dr. George E. Ross, president, and Mr. Robert F. Wardrop II

Member absent: None

Also attending: Mr. David A. Burdette, vice president for finance and administrative services and treasurer of the Board; Ms. Mary Jane Flanagan, executive assistant to the president and secretary to the Board of Trustees; Mr. Steven L. Johnson, vice president for enrollment and student services; Dr. E. Gary Shapiro, executive vice president/provost; Ms. Kathleen M. Wilbur, vice president for development and external relations.

Public comment related to agenda items: None

REPORT OF THE UNIVERSITY PRESIDENT

EMERITUS RANK: CONSENT AGENDA

**Sam R. Kottamasu, Board of Trustees
January 27, 2005 – December 31, 2012**

WHEREAS, Sam R. Kottamasu, M.D. has conscientiously served as a member of the Central Michigan University Board of Trustees since January 2005; and

WHEREAS, During his term with the Board of Trustees – which included serving as Board chair in 2012 and vice chair in 2009, 2010 and 2011 – CMU experienced tremendous growth, including record enrollment in 2010, increased financial and educational support for students, and the building of many new facilities; and

WHEREAS, Since his appointment to the Board in 2005, he shared his perspectives as a leading member of various committees such as the college of medicine, finance and audit, policy and bylaws, and trustees-faculty liaison committees; and

WHEREAS, He was steadfast in enhancing CMU student experiences as a member of student-related committees during seven of his eight years on the Board, including five on the academic and student affairs committee and two on the trustees-student liaison committee; and

WHEREAS, In his eight years serving as a trustee, he was never absent from a regularly scheduled board meeting; and

WHEREAS, He has been a role model for others through his generous support of the university and its academic programs; and

WHEREAS, He was a leader among the visionary members of the board's ad hoc committee that investigated and recommended the university pursue establishing a College of Medicine focused on a medical education program leading to the Doctor of Medicine degree; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Sam R. Kottamasu, M.D. for his contributions to Central Michigan University and extends trustee emeritus rank effective January 1, 2013.

**Marilyn French Hubbard, Board of Trustees
January 27, 2005 – December 31, 2012**

WHEREAS, Marilyn French Hubbard has wisely served as a member of the Central Michigan University Board of Trustees since January 2005; and

WHEREAS, She brought more than twenty-five years of experience as a business and community leader to her role as a trustee; and

WHEREAS, She earned her graduate degree from CMU, and her actions as a member of the Board were driven by the interest of an alumna eager to contribute to the success of her alma mater; and

WHEREAS, During her term with the Board of Trustees – which included serving as Board vice chair in 2010 and 2011 – CMU experienced tremendous growth, including record enrollment in 2010, increased financial and educational support for students, and the building of many new facilities; and

WHEREAS, Since her appointment to the Board, she shared her perspectives as a leading member of various committees such as the college of medicine, finance, policy and bylaws, and trustees-faculty liaison committees; and

WHEREAS, She was steadfast in enhancing CMU student experiences as a member of student-related committees, including six years on the academic and student affairs committee and four years on the trustees-student liaison committee; and

WHEREAS, She was among the visionary members of the board's ad hoc committee that investigated and recommended the university pursue establishing a College of Medicine focused on a medical education program leading to the Doctor of Medicine degree; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Marilyn French Hubbard for her contributions to Central Michigan University and extends trustee emerita rank effective January 1, 2013.

**Daniel W. Benjamin, Faculty, Biology
July 2, 1972 – September 30, 2012**

WHEREAS, Daniel Benjamin has faithfully served the students and staff of Central Michigan University for more than forty-two years, first earning a Bachelor of Science in Biology with an Education emphasis and a Master of Science in Biology with research on Lake Trout; and

WHEREAS, He has devoted many years to the Introductory Biology program mentoring undergraduate and graduate students, and faculty as to the lab used in the introductory courses, juggling up to 60 plus lab sections in five rooms and over 2000 students during some fall semesters; and

WHEREAS, As a testament to his patience, his high standard of performance and the high esteem in which he is held by his colleagues, he earned two staff excellence awards; and

WHEREAS, He was recognized by his students and colleagues as an outstanding teacher, strongly committed to sharing his knowledge of and passion for biology with students who planned to become teachers themselves; and

WHEREAS, He diligently served with dedication on committees at the department, college, and university levels; and

WHEREAS, He has been instrumental in the upkeep and utilization of Dow-Veit's Woods and Neithercut Woodland; and

WHEREAS, He enjoyed teaching Introduction to Field Biology at the CMU Biological Station on Beaver Island, working with high school students, helping to shape their love of Biology, and he taught several Honors courses on Beaver Island as well; and

WHEREAS, He is a walking encyclopedia for his understanding of the rich history in working with the Biological Station and the Beaver Island community, knowing the natural history and human impact history of Michigan's ecosystems; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Daniel W. Benjamin for his contributions to Central Michigan University and extends emeritus rank.

**Bernadette A. Bland, Dean of Students
July 29, 1985 – June 30, 2012**

WHEREAS, Bernadette "Bernie" Bland has been a valued member of the Central Michigan University community since 1970; and

WHEREAS, She has served in several capacities over the years and retired this summer from her position as Coordinator of Administrative Services in the Office of the Dean of Students; and

WHEREAS, She has distinguished herself through her excellent service to the dean, unit directors, staff, and students throughout the division and the university; and

WHEREAS, Her warmth, sense of humor, and dedicated work made her someone that students enjoyed meeting; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Bernadette A. Bland for her contributions to Central Michigan University and extends emerita rank.

**Gerald N. Edgar, Libraries
August 13, 1990 – December 31, 2012**

WHEREAS, Gerald Edgar has provided more than twenty-two years of dedicated service to the Libraries and Central Michigan University; and

WHEREAS, He has provided excellent managerial service through leadership and supervision of the Libraries' Business Services unit; and

WHEREAS, He has provided expert guidance and support to innumerable search committees and thereby aided recruitment of an outstanding library staff; and

WHEREAS, He has served superbly as the Libraries' liaison with multiple campus business offices, including but not limited to Human Resources, Facilities Management, and Purchasing, insuring successful accomplishment of library needs; and

WHEREAS, He had contributed significantly to the planning and construction project for the beautiful Park Library facility and has affectionately stewarded and updated the facility, with consistently fine support from Facilities Management, to maintain the premier appearance, functionality, and popularity of the library over almost eleven years; and

WHEREAS, He has been a trusted and wise colleague and valued member of the library and broader university community; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Gerald N. Edgar for his contributions to Central Michigan University and extends emeritus rank effective January 1, 2013.

**Diane L. Fleming, Scholarships and Financial Aid
February 14, 1983 – October 31, 2012**

WHEREAS, Diane Fleming began her duties as a Receptionist in the Office of Scholarships and Financial Aid in 1983; and

WHEREAS, She was promoted to her current position of Associate Director–Client Services in 2001; and

WHEREAS, She has provided over twenty-nine years of dedicated service to Central Michigan University in the Office of Scholarships and Financial Aid; and

WHEREAS, She has actively participated in, and held numerous leadership positions, in state, regional and national financial aid associations; and

WHEREAS, She has been instrumental in assisting in the development and implementation of many national financial aid policy decisions; and

WHEREAS, She has left an indelible mark on the financial aid community and the thousands of students that she has tirelessly served during her career; and

WHEREAS, Her warmth and sense of humor and her ability to work with others in accomplishing complex tasks have made her an invaluable and integral part of the Department of Scholarships and Financial Aid and the university; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Diane L. Fleming for her contributions to Central Michigan University and extends emerita rank.

**Alexandra Ulana Klymyshyn, Institutional Diversity
January 1, 1984 – July 15, 2012**

WHEREAS, Alexandra Ulana Klymyshyn has provided more than twenty-eight years of dedicated service to Central Michigan University in the Office of Institutional Diversity; and

WHEREAS, She has exemplified unlimited patience, kindness, empathy, personal responsibility, a sense of collective responsibility, strength of character, the initiative of a team player; and

WHEREAS, She remains a strong link between the department, students, and other campus departments, and continues to mentor those wishing to be active in diversity issues on campus; and

WHEREAS, Her warmth, diplomacy, and ability to work with others in accomplishing tasks have made her an invaluable and integral part of the Office of Institutional Diversity and the university; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Alexandra Ulana Klymyshyn for her contributions to Central Michigan University and extends emerita rank.

**Kathryn E. Koch, Professor, Human Environmental Studies
August 10, 1986 – August 31, 2012**

WHEREAS, Kathryn Koch has served the Department of Human Environmental Studies since 1986 as a professor in the field of apparel merchandising and design; and

WHEREAS, She has helped meet the educational needs of undergraduate students pursuing degrees in Apparel Merchandising and Design serving as a teacher, advisor and mentor; and

WHEREAS, She has contributed actively to the professional and scholarly life of the department, college and university, through research and presentations focused on textile recycling and sustainability and the use of Computer Aided Design (CAD) technology in the classroom; and

WHEREAS, She has distinguished herself to students, colleagues, and the university by developing and growing a CAD curriculum that is recognized nationally; and

WHEREAS, She willingly took an active role in the life of the Department of Human Environmental Studies serving as department chair, demonstrating support of faculty development, the promotion of high quality teaching, research and service, and high quality academic performance by students; and

WHEREAS, She expanded her service to the College of Education and Human Services when called upon by serving as Associate Dean and Interim Dean to ensure the continued growth and delivery of quality academic programs and outreach efforts; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Kathryn E. Koch for her contributions to Central Michigan University and extends professor emerita rank.

**Colleen Moore, Associate Professor, Teacher Education and Professional Development
August 7, 1988 – August 15, 2012**

WHEREAS, Colleen Moore has served since 1988 as a faculty member in the Department of Teacher Education and Professional Development; and

WHEREAS, She has helped meet the educational needs of students served by the College of Education and Human Services; and

WHEREAS, She has distinguished herself through her service to the faculty, staff, and students, as well as members of the educational community who hosted student teachers within their school districts; along with recent membership on university committees, including the International Education Council, and Excellence in Teaching Award Committee; and

WHEREAS, She has contributed actively to the professional and scholarly life of the teacher education profession by contributing 25 years of professional experience, including co-writing *Service Learning and Elementary Science: Connecting Science and Helping Others*, along with securing a \$100,000 grant for *The Central Michigan GEMS Center*, receiving the Faculty Distinguished Service Award in 2004, along with numerous grants, publications and presentations; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Colleen Moore for her contributions to Central Michigan University and extends professor emerita rank.

**Frederick Phelps, Associate Professor, Physics
July 27, 1970 – August 15, 2012**

WHEREAS, Frederick Phelps has served as Associate Professor in the Department of Physics since 1970; and

WHEREAS, He has helped meet the educational needs of students served by the Department of Physics and Central Michigan University through his dedicated work with students inside and outside of the classroom; and

WHEREAS, He has contributed actively to the professional and scholarly life of the Department of Physics and the broader physics community, including compiling the *M.I.T. Wavelength Tables Vol. 2, Wavelengths by Elements*, and serving as president of the American Association of Physics Teachers Michigan Section; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Frederick M. Phelps, III for his contributions to Central Michigan University and extends professor emeritus rank.

**Judith L. Prince, Graduate Studies
November 10, 1997 – December 31, 2012**

WHEREAS, Judith Prince has provided more than fifteen years of dedicated service to Central Michigan University in the College of Graduate Studies; and

WHEREAS, She has exemplified patience and genuine care for her colleagues and students, and maintained throughout her career a sense of responsibility and dedication to the international graduate student population at the university; and

WHEREAS, She has served as a strong link between the College of Graduate Studies faculty, staff, other departments and units, and the international student community; and

WHEREAS, Her warmth and sense of humor and knowledge of international student issues and global affairs have made her an invaluable and integral part of the College of Graduate Studies and the university; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Judith L. Prince for her contributions to Central Michigan University and extends emerita rank effective January 1, 2013.

**Doris J. Ramsey, Communication and Dramatic Arts
September 4, 1967 – December 31, 2012**

WHEREAS, Doris Ramsey has provided more than forty-six years of dedicated service to Central Michigan University in the Department of Communication and Dramatic Arts; and

WHEREAS, She has designed and built thousands of costumes for hundreds of productions for the University Theatre and guided students as they also built costumes; and

WHEREAS, She has passed on to thousands of students the history, craft, and artistry of makeup and costuming for theatre, as well as essential life lessons that reach far beyond the costume shop; and

WHEREAS, Her wit, passion, creativity, care, and professionalism will be sorely missed, but will live on in her students and the young people that they mentor and educate for decades to come; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Doris J. Ramsey for her contributions to Central Michigan University and extends emerita rank effective January 1, 2013.

**Joyce Salisbury, Libraries
December 20, 1982 – June 30, 2012**

WHEREAS, Joyce Salisbury has served since 1982 in various capacities across Central Michigan University in support of the educational mission of the institution; and

WHEREAS, She has helped meet the informational and educational needs of thousands of Central Michigan University students during her three decades of service; and

WHEREAS, She has distinguished herself through her service to the faculty, staff, and students of the university, in particular to the individuals she personally assisted in her positions in the Office of Personnel and Staff Relations, the Museum of Cultural and Natural History, and the Libraries' Reference and Instructional Services; and

WHEREAS, She has earned the respect of the colleagues with whom she worked; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Joyce Salisbury for her contributions to Central Michigan University and extends emerita rank.

**Michael Shields, Professor, Economics
August 1, 1993 – August 15, 2012**

WHEREAS, Michael Shields diligently served as a member of the Department of Economics faculty since 1993; and

WHEREAS, He has provided leadership to the Department of Economics by serving as Chair for nine years as well as serving in a wide variety of assignments at the college and university levels; and

WHEREAS, He has enriched the lives of many undergraduate students by promoting an appreciation of cultural diversity through sharing his perspectives on the process of economic development; and

WHEREAS, He has instilled in many graduate students a passion for knowledge and the confidence to pursue their dreams; and

WHEREAS, He has made significant advances to the body of knowledge regarding the forces contributing to the wealth and poverty of nations; and

WHEREAS, He has demonstrated an unwavering commitment to treating every person he meets with dignity and respect regardless of their origins or social standing; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Michael Shields for his contributions to Central Michigan University and extends professor emeritus rank.

**Marsha P. Thomas, Global Campus
March 18, 2002 – July 20, 2012**

WHEREAS, Marsha Thomas has provided more than ten years of dedicated service to Central Michigan University, and especially on behalf of the CMU Global Campus; and

WHEREAS, She is loyal, hardworking, and professional; and

WHEREAS, Her knowledge, work ethic and commitment to students, faculty, and colleagues have been instrumental in her success; and

WHEREAS, Her experience, consideration and outstanding high level of customer service have made her an invaluable and integral part of the Student Services unit, Global Campus and the university; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Marsha P. Thomas for her contributions to Central Michigan University and extends emerita rank.

**Calvin D. Tormanen, Professor, Chemistry
August 16, 1981 – August 15, 2012**

WHEREAS, Calvin Tormanen has served in the Department of Chemistry since 1981, first as an Assistant Professor, with promotion in 1986 to Associate Professor and in 1991 to Professor; and

WHEREAS, He has provided high quality instruction to undergraduate students in general chemistry and to undergraduate and graduate students in biochemistry; and

WHEREAS, He has distinguished himself through his service to the department, Academic Senate, the university community, and the chemical profession; and

WHEREAS, He contributed significantly to the architectural planning of the chemistry facilities in the Dow Science Building; and

WHEREAS, He has contributed actively to the scholarly life of the department, including peer-reviewed manuscripts that have appeared in scholarly publications such as *Proceedings of the National Academy of Sciences USA*, *Journal of Enzyme Inhibition*, and *Journal of Inorganic Biochemistry*; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to Calvin D. Tormanen for his contributions to Central Michigan University and extends professor emeritus rank.

**William T. Weaver, Central Health Improvement Program (CHIP facility)
October 3, 1988 – August 17, 2012**

WHEREAS, William Weaver, certified athletic trainer, has provided more than twenty-three years of dedicated service to Central Michigan University in the Central Health Improvement Program (CHIP facility); and

WHEREAS, He has been a pioneer in the Industrial Athletic Training setting; and

WHEREAS, He has shared his knowledge and experience serving as a teacher and mentor to students; and

WHEREAS, Throughout his many years of service, William has served CHIP clients with fairness, compassion, dedication and a willingness to help; he has earned the respect and admiration of the university community for his knowledge and personal attention; and he will be missed by all; Now be it therefore

RESOLVED, That the Board of Trustees expresses appreciation and gratitude to William T. Weaver for his contributions to Central Michigan University and extends emeritus rank.

PROSPECTIVE GRADUATES DECEMBER 2012: CONSENT AGENDA

BE IT RESOLVED, That the prospective list of graduates for December 2012, as certified by the registrar and accepted by the academic senate, is approved.

HONORARY DEGREES: CONSENT AGENDA

BE IT RESOLVED, That the Board of Trustees approves the awarding of honorary degrees at the December 2012 commencement ceremonies to:

James P. Hackett	Doctor of Commercial Science
Mary Evans Sias	Doctor of Public Service
Joseph E. Steinmetz	Doctor of Science

FACULTY PERSONNEL: CONSENT AGENDA

BE IT RESOLVED, That the sabbatical leave recommendations are approved as submitted.

Sabbatical Leave Change:

Gil Musolf, Professor, Sociology, Anthropology, and Social Work, requests to change sabbatical leave from 2012 fall semester with full pay to 2013 spring semester with full pay.

Steven Gorsich, Associate Professor, Biology, requests to change sabbatical leave from 2013 spring semester with full pay to the 2014 spring semester with full pay.

<u>Sabbatical Leave:</u>	<u>Leave</u>	<u>Pay</u>
Concha Allen Marketing and Hospitality Services Administration	Spring 2014	Full
Mahmood Bahaee Management	Spring 2014	Full
Joyce Baugh Political Science	Spring 2014	Full
Martin Baxter Earth and Atmospheric Sciences	Spring 2014	Full
Robert Bromley School of Accounting	Fall 2013	Full
Kevin Corbett Broadcast and Cinematic Arts	Spring 2014	Full
Cynthia Damer Biology	Spring 2014	Full
James Damitio School of Accounting	Spring 2014	Full
Gary Dunbar Psychology	Spring 2014	Full
Robert Faleer Libraries	7/1 – 12/31/13	Full
John Fierst Libraries	7/1 – 12/31/13	Full
Bryan Gibson Psychology	Fall 2013	Full
Alan Gumm School of Music	Spring 2014	Full
Troy Hicks English Language and Literature	2013-2014	One-Half

Catherine Hicks Kennard English Language and Literature	Spring 2014	Full
Michael Hixson Psychology	Fall 2013	Full
Monica Holmes Business Information Systems	Fall 2013	Full
Koblar Jackson Physics	Fall 2013	Full
Tamara Jetton Teacher Education and Professional Development	Spring 2014	Full
Eric Johnson History	Spring 2014	Full
Stephen Juris Biology	Fall 2013	Full
Susan Knight Foreign Languages, Literatures, and Cultures	Spring 2014	Full
Peter Kourtev Biology	Spring 2014	Full
Van Miller Management	Fall 2013	Full
Sven Morgan Earth and Atmospheric Sciences	Spring 2014	Full
Kirsten Nicholson Biology	Fall 2013	Full
Chris Owens Political Science	Fall 2013	Full
Won Paik Political Science	2013-2014	One-Half
Juan Peralta Physics	Fall 2013	Full
Luis Perez-Batres Management	Fall 2013	Full
Cheryl Priest Human Environmental Studies	Fall 2013	Full

Stuart Quirk Psychology	Fall 2013	Full
Amy Ransom Foreign Languages, Literatures, and Cultures	Fall 2013	Full
Ann Ratcliff (approval contingent upon proof of funding) Communication Disorders	Spring 2014	Full
Daniela Richter (approval contingent upon Fall 2012 positive tenure application) Foreign Languages, Literatures, and Cultures	Spring 2014	Full
Yae Sock Roh Marketing and Hospitality Services Administration	Spring 2014	Full
Michael Sandstrom Psychology	Fall 2013	Full
Greg Smith History	2013-2014	One-Half
Joshua Smith Philosophy and Religion	Fall 2013	Full
Robert Stecker Philosophy and Religion	Spring 2014	Full
Michelle Steinhilb Biology	Fall 2013	Full
Bradley Swanson Biology	Spring 2014	Full
Lawrence Sych Political Science	Spring 2014	Full
Jill Taft-Kaufman Communication and Dramatic Arts	Fall 2014	Full
Ksenia Ustinova Physical Therapy	Spring 2014	Full
Thomas Weirich School of Accounting	Spring 2014	Full
Carmen White Sociology, Anthropology, and Social Work	Fall 2013	Full
Tao Zheng Geography	Spring 2014	Full

RESEARCH AND SPONSORED PROGRAMS (ORSP) QUARTERLY REPORT: CONSENT AGENDA

BE IT RESOLVED, That awards received during the quarter ended September 30, 2012, in the amount of \$2,089,036 are accepted.

PUBLIC SCHOOL ACADEMY ACTIVITIES: CONSENT AGENDA

Change in Members of Board of Directors of Public School Academy

Central Academy

Recitals:

1. At its December 7, 2006, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Central Academy. On July 1, 2007, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is seven (7).
3. Elaine Rumman resigned September 15, 2011, therefore leaving a vacant position on the board of directors. The term of the vacant position expires June 16, 2013.
4. The board of the academy and university president or designee have recommended Jeffrey Bates for appointment to a term which expires June 16, 2013, and for an additional term expiring June 16, 2017.

BE IT RESOLVED, That Jeffrey Bates is appointed to serve as a member of the board of directors of Central Academy commencing the date upon which the oath of public office is taken.

Jeffrey Bates
South Lyon, Michigan
account representative, AA Alarm Company
(to fill a term ending June 16, 2017)

Cole Academy

Recitals:

1. At its April 12, 2012, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Cole Academy. On July 1, 2012, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).

3. Jared Burkhart resigned September 21, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires April 4, 2013.
4. The board of the academy and university president or designee have recommended Nathan Kissling for appointment to a term which expires April 4, 2013, and for an additional term expiring April 4, 2017.

BE IT RESOLVED, That Nathan Kissling is appointed to serve as a member of the board of directors of Cole Academy commencing the date upon which the oath of public office is taken.

Nathan Kissling
Fenton, Michigan
legislative aide, State Representative Ed McBroom
(to fill a term ending April 4, 2017)

Dr. Charles Drew Academy

Recitals:

1. At its April 12, 2012, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Dr. Charles Drew Academy. On July 1, 2012, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Rosa Cruz-Avila became no longer eligible to serve on October 6, 2010, therefore leaving a vacant position on the board of directors. The term of the vacant position expires December 2, 2015.
4. The term of Debirley Porter expired December 2, 2012.
5. The board of the academy and university president or designee have recommended Monica Esquivel for appointment to a term which expires December 2, 2015, and Debirley Porter for reappointment to a term which expires December 2, 2016.

BE IT RESOLVED, That Monica Esquivel is appointed to serve as a member of the board of directors of Dr. Charles Drew Academy commencing the date upon which the oath of office is taken.

BE IT FURTHER RESOLVED, That Debirley Porter is reappointed to serve as a member of the board of directors of Dr. Charles Drew Academy commencing the date upon which the oath of public office is taken.

Monica Esquivel
Wyandotte, Michigan
grants manager, Wayne Metropolitan Community Action Agency
(to fill a term ending December 2, 2015)

Debirley Porter
Detroit, Michigan
pastor, Pinegrove Baptist Church
(to fill a term ending December 2, 2016)

FlexTech High School

Recitals:

1. At its December 2, 2010, meeting this board authorized the issuance of a contract to charter as a public school academy to FlexTech High School. On April 26, 2011, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Mark Langwerowski resigned December 7, 2011, therefore leaving a vacant position on the board of directors. The term of the vacant position expires February 16, 2014.
4. The board of the academy and university president or designee have recommended Jordan Genso for appointment to a term which expires February 16, 2014.

BE IT RESOLVED, That Jordan Genso is appointed to serve as a member of the board of directors of FlexTech High School commencing the date upon which the oath of public office is taken.

Jordan Genso
Milford, Michigan
real estate agent, Coldwell Banker Town & Country
(to fill a term ending February 16, 2014)

Jalen Rose Leadership Academy

Recitals:

1. At its February 17, 2011, meeting this board authorized the issuance of a contract to charter as a public school academy to Jalen Rose Leadership Academy. On April 25, 2011, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is nine (9).
3. The terms of Timothy Gale and Dennis Archer, Jr. expire December 15, 2012, and December 16, 2012, respectively.
4. Diane Manica resigned February 29, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires December 15, 2013.
5. The board of the academy and university president or designee have recommended Timothy Gale and Dennis Archer, Jr. for reappointment to terms which expire December 15, 2016, and Rumia Burbank for appointment to a term which expires December 15, 2013.

BE IT RESOLVED, That Timothy Gale and Dennis Archer, Jr. are reappointed to serve as members of the board of directors of Jalen Rose Leadership Academy commencing the date upon which the oaths of public office are taken, but not prior to December 16, 2012.

BE IT FURTHER RESOLVED, That Rumia Burbank is appointed to serve as a member of the board of directors of Jalen Rose Leadership Academy commencing the date upon which the oath of office is taken.

Timothy Gale
Rochester Hills, Michigan
president, T.A. Systems
(to fill a term ending December 15, 2016)

Dennis Archer, Jr.
Detroit, Michigan
president, Archer Corporate Services
(to fill a term ending December 15, 2016)

Rumia Burbank
Shelby Township, Michigan
president, Vendor Managed Solutions
(to fill a term ending December 15, 2013)

Nataki Talibah Schoolhouse of Detroit

Recitals:

1. At its December 7, 2006, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Nataki Talibah Schoolhouse of Detroit. On July 1, 2007, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is nine (9).
3. Jeanette Turner's term expired August 28, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires August 28, 2016.
4. The board of the academy and university president or designee have recommended Sarah Lile for appointment to a term which expires August 28, 2016.

BE IT RESOLVED, That Sarah Lile is appointed to serve as a member of the board of directors of Nataki Talibah Schoolhouse of Detroit commencing the date upon which the oath of public office is taken.

Sarah Lile
Detroit, Michigan
retired of counsel, Williams Acosta, PLLC
(to fill a term ending August 28, 2016)

New Branches School

Recitals:

1. At its December 4, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to New Branches School. On July 1, 2009, the contract was effective.

2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is seven (7).
3. Erica Curry Van Ee resigned August 30, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires May 17, 2015.
4. Stephanie Schaertel's term expired May 17, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires May 17, 2016.
5. The board of the academy and university president or designee have recommended Steven Null for appointment to a term which expires May 17, 2015, and Sarah Rapa for appointment to a term which expires May 17, 2016.

BE IT RESOLVED, That Steven Null and Sarah Rapa are appointed to serve as members of the board of directors of New Branches School commencing the date upon which the oaths of public office are taken.

Steven Null
Norton Shores, Michigan
member, UDECON, LLC
(to fill a term ending May 17, 2015)

Sarah Rapa
Grand Rapids, Michigan
independent educational consultant, National Heritage Academies
(to fill a term ending May 17, 2016)

Renaissance Public School Academy

Recitals:

1. At its April 24, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Renaissance Public School Academy. On July 1, 2008, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. The terms of Mark Smith and Geoffrey Quick expire December 7, 2012.
4. The board of the academy and university president or designee have recommended Mark Smith for reappointment to a term which expires December 7, 2016, and Kenneth Kopke for appointment to a term which expires December 7, 2016.

BE IT RESOLVED, That Mark Smith is reappointed to serve as a member of the board of directors of Renaissance Public School Academy commencing the date upon which the oath of public office is taken, but not prior to December 8, 2012.

BE IT FURTHER RESOLVED, That Kenneth Kopke is appointed to serve as a member of the board of directors of Renaissance Public School Academy commencing the date upon which the oath of public office is taken.

Mark Smith
Mt. Pleasant, Michigan
general manager/partner, Krapohl Ford
(to fill a term ending December 7, 2016)

Kenneth Kopke
Mt. Pleasant, Michigan
president, Athletic Training Services, Inc.
(to fill a term ending December 7, 2016)

Starr Detroit Academy

Recitals:

1. At its September 22, 2011, meeting this board authorized the issuance of a contract to charter as a public school academy to Starr Detroit Academy. On January 11, 2012, the contract was effective.
2. This board appointed the initial board of directors of the academy. The current number of members of the board is five (5).
3. Virgil Taylor resigned January 19, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires March 1, 2016.
4. The board of the academy and university president or designee have recommended Richard Beal for appointment to a term which expires March 1, 2016.

BE IT RESOLVED, That Richard Beal is appointed to serve as a member of the board of directors of Starr Detroit Academy commencing the date upon which the oath of public office is taken.

Richard Beal
West Bloomfield, Michigan
finance manager, Robert Bosch, LLC
(to fill a term ending March 1, 2016)

West Michigan Academy of Environmental Science

Recitals:

1. At its February 19, 2009, meeting this board reauthorized the issuance of a contract to charter as a public school academy to West Michigan Academy of Environmental Science. On July 1, 2009, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).

3. Maureen Paluska resigned May 11, 2011, therefore leaving a vacant position on the board of directors. The term of the vacant position expires August 17, 2014.
4. The board of the academy and university president or designee have recommended Peter Vandersluis for appointment to a term which expires August 17, 2014.

BE IT RESOLVED, That Peter Vandersluis is appointed to serve as a member of the board of directors of West Michigan Academy of Environmental Science commencing the date upon which the oath of public office is taken.

Peter Vandersluis
Grandville, Michigan
field sales engineer, Walter USA
(to fill a term ending August 17, 2014)

West Michigan Academy of Environmental Science

Recitals:

1. At its February 19, 2009, meeting this board reauthorized the issuance of a contract to charter as a public school academy to West Michigan Academy of Environmental Science. On July 1, 2009, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Nancy Brewer resigned June 7, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires August 17, 2015.
4. The board of the academy and university president or designee have recommended Julia Kozminski for appointment to a term which expires August 17, 2015.

BE IT RESOLVED, That Julia Kozminski is appointed to serve as a member of the board of directors of West Michigan Academy of Environmental Science commencing the date upon which the oath of public office is taken.

Julia Kozminski
Coopersville, Michigan
executive assistant, City of Walker
(to fill a term ending August 17, 2015)

Change in Member and Number of Members to Board of Directors of Public School Academy

Mid-Michigan Leadership Academy

Recitals:

1. At its April 12, 2012, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Mid-Michigan Leadership Academy. On July 1, 2012, the contract was effective.

2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Paul Grienke resigned June 11, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires July 28, 2013.
4. The board of the academy and university president or designee have recommended an increase in the number of members of the board of directors of the academy from five (5) to seven (7).
5. The board of the academy and university president or designee have recommended Howard Cousins for appointment to a term which expires July 28, 2014; Nettavia Curry for appointment to a term which expires July 28, 2015; and Mia McNeil for appointment to a term which expires July 28, 2013, and for an additional term expiring July 28, 2017.

BE IT RESOLVED, That the university president or designee is authorized to amend the contract to charter to increase the number of members of the board of directors from five (5) to seven (7). This is effective immediately.

BE IT FURTHER RESOLVED, That Howard Cousins, Nettavia Curry, and Mia McNeil are appointed to serve as members of the board of directors of Mid-Michigan Leadership Academy commencing the date upon which the oaths of public office are taken.

Howard Cousins
Lansing, Michigan
retired principal, Lansing Public Schools
(to fill a term ending July 28, 2014)

Nettavia Curry
Lansing, Michigan
academic specialist, Michigan State University
(to fill a term ending July 28, 2015)

Mia McNeil
Lansing, Michigan
government relations consultant, Kelley Cawthorne
(to fill a term ending July 28, 2017)

Ratification of Exigent Appointment of Members of Board of Directors of Public School Academy

Summit Academy

Recitals:

1. At its February 17, 2011, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Summit Academy. On July 1, 2011, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).

3. Rockne Smith and Michael Porter resigned November 27, 2012, and November 21, 2012, respectively; therefore leaving vacant positions on the board of directors. The terms of the vacant positions expire July 22, 2014, and July 22, 2015, respectively.
4. Michael Baldwin's term expired July 22, 2012, therefore leaving a vacant position on the board of directors. The term of the vacant position expires July 22, 2016.
5. On November 26, 2012, under exigent conditions, in compliance with the University's policy titled *Public School Academy Board of Directors: Method of Selection, Appointment, and Removal*, the Executive Director of the Governor John Engler Center for Charter Schools, with the approval of the University Board's chair and president, appointed Deborah Duyck for appointment to a term which expires July 22, 2014; Kari Pardoe to a term which expires July 22, 2015; and Lawrence Almeda to a term which expires July 22, 2016.

BE IT RESOLVED, That the appointments of Deborah Duyck, Kari Pardoe, and Lawrence Almeda are ratified; service as members of the board of directors of Summit Academy commenced the date upon which the oaths of public office were taken.

Deborah Duyck
 Center Line, Michigan
 executive director of public relations, Wayne County Community College District
(to fill a term ending July 22, 2014)

Kari Pardoe
 Royal Oak, Michigan
 director, Michigan Nonprofit Association
(to fill a term ending July 22, 2015)

Lawrence Almeda
 Canton, Michigan
 shareholder/partner, Brinks Hofer Gilson & Lione
(to fill a term ending July 22, 2016)

Summit Academy North

Recitals:

1. At its February 17, 2011, meeting this board reauthorized the issuance of a contract to charter as a public school academy to Summit Academy North. On July 1, 2011, the contract was effective.
2. This board appointed the initial board of directors of the academy, and has subsequently made changes in the membership of the board of directors of the academy. The current number of members of the board is five (5).
3. Ricky Marcum, Jodi Zinnen-Nowak, and Ken Sawicki all resigned November 26, 2012, therefore leaving vacant positions on the board of directors. The terms of the vacant positions expire January 8, 2015, January 8, 2016, and January 8, 2016, respectively.
4. On November 26, 2012, under exigent conditions, in compliance with the University's policy titled *Public School Academy Board of Directors: Method of Selection, Appointment, and Removal*, the

Executive Director of the Governor John Engler Center for Charter Schools, with the approval of the University Board's chair and president, appointed Susan Mozena for appointment to a term which expires January 8, 2015; Jennifer Dale to a term which expires January 8, 2016; and Timothy Aben to a term which expires January 8, 2016.

BE IT RESOLVED, That the appointments of Susan Mozena, Jennifer Dale, and Timothy Aben are ratified; service as members of the board of directors of Summit Academy North commence the date upon which the oaths of public office are taken.

Susan Mozena
Grosse Pointe Farms, Michigan
chaplain, Oakwood Annapolis Hospital
(to fill a term ending January 8, 2015)

Jennifer Dale
Belleville, Michigan
director of marketing and community relations, United Healthcare
(to fill a term ending January 8, 2016)

Timothy Aben
Eaton Rapids, Michigan
retired, State of Michigan
(to fill a term ending January 8, 2016)

Appointment of Initial Board of Directors of Public School Academy

International Academy of Livonia

Recitals:

1. At its September 20, 2012, meeting this board authorized the issuance of a contract to charter as a public school academy to International Academy of Livonia for a term not to exceed five (5) years, provided that, before execution of the contract, the university president or designee affirms that all terms of the contract have been agreed upon and International Academy of Livonia is able to comply with all terms and conditions of the contract.
2. As required by Michigan law, the Central Michigan University Board of Trustees has established by resolution the method of selection, length of term, and number of members of the board of directors in the policy titled *Public School Academy Board of Directors: Method of Selection, Appointment, and Removal*.
3. The university president or designee has recommended Constance Harvey for appointment to a term which expires April 1, 2014; Blair Hess to a term which expires April 1, 2015; Eric Brown to a term which expires April 1, 2016; and Dean Johnson to a term which expires April 1, 2013, plus an additional term expiring April 1, 2017.

BE IT RESOLVED, That Constance Harvey, Blair Hess, Eric Brown, and Dean Johnson are appointed to serve as members of the board of directors of International Academy of Livonia commencing the date upon which the oaths of public office are taken.

Initial Members of the Board of Directors. The initial board of directors of International Academy of Livonia shall consist of five (5) positions.

Constance Harvey
Wayne, Michigan
senior pastor, Rose of Sharon Christian Assembly
(to fill a position ending April 1, 2014)

Blair Hess
Grosse Pointe Farms, Michigan
attorney, The Pointe Law Group
(to fill a position ending April 1, 2015)

Eric Brown
Canton, Michigan
human resources employee & labor relations
representative, Blue Cross Blue Shield of Michigan
(to fill a position ending April 1, 2016)

Dean Johnson
Royal Oak, Michigan
president and founder, Center for Global
Innovation Leadership
(to fill a position ending April 1, 2017)

To be filled by a parent at a later date
(to fill a position ending April 1, 2016)

Appointment of Initial Board of Directors of Strict Discipline Academy

Deerfield Academy

Recitals:

1. At its September 20, 2012, meeting this board authorized the issuance of a contract to charter as a strict discipline academy to Deerfield Academy, formerly known as Crossroads Academy, for a term not to exceed five (5) years, provided that, before execution of the contract, the university president or designee affirms that all terms of the contract have been agreed upon and Deerfield Academy is able to comply with all terms and conditions of the contract.
2. As required by Michigan law, the Central Michigan University Board of Trustees has established by resolution the method of selection, length of term, and number of members of the board of directors in the policy titled *Public School Academy Board of Directors: Method of Selection, Appointment, and Removal*.
3. The university president or designee has recommended Adrienne Cottingham for appointment to a term which expires April 1, 2014; Mary Sutton to a term which expires April 1, 2015; Stephen Hiatt to a term which expires April 1, 2016; and Amy Moore to a term which expires April 1, 2013, plus an additional term expiring April 1, 2017.

BE IT RESOLVED, That Adrienne Cottingham, Mary Sutton, Stephen Hiatt, and Amy Moore are appointed to serve as members of the board of directors of Deerfield Academy commencing the date upon which the oaths of public office are taken.

Initial Members of the Board of Directors. The initial board of directors of Deerfield Academy shall consist of five (5) positions.

Adrienne Cottingham
Bruce, Michigan
homemaker
(to fill a position ending April 1, 2014)

Mary Sutton
Huntington Woods, Michigan
retired social worker
(to fill a position ending April 1, 2015)

Stephen Hiatt
Oxford, Michigan
president, Quality Fastener and Supply
(to fill a position ending April 1, 2016)

Amy Moore
Oxford, Michigan
therapist, Lapeer County Community Mental Health
(to fill a position ending April 1, 2017)

To be filled by a parent at a later date
(to fill a position ending April 1, 2016)

Authorization of Public School Academy

Oakland FlexTech Academy

Recitals:

1. The Michigan legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993.
2. The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy.
3. The Michigan legislature has mandated that authorizing bodies establish by resolution the method of selection, length of term, and number of members of the board of directors.
4. According to this legislation, the Central Michigan University Board of Trustees, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies.
5. The Central Michigan University Board of Trustees has requested applications for organizing public school academies and has reviewed the applications according to the provisions set forth by the Michigan legislature.
6. The Central Michigan University Board of Trustees has established chartering policies in addition to the policy titled *Public School Academy Board of Directors: Method of Selection, Appointment, and Removal* as required by the Michigan legislature.
7. The university president or designee has recommended the issuance of a contract to charter as a public school academy to Oakland FlexTech Academy for a term not to exceed five (5) years.

8. Oakland FlexTech Academy's application has been submitted under Act 362 of the Public Acts of 1993, being part 6A of the Revised School Code, being sections 380.501 to 380.507 of the Michigan Compiled Laws.

BE IT RESOLVED, That the University Board approves and authorizes the execution of a contract to charter a public school academy to Oakland FlexTech Academy and authorizes the chair of the board of trustees to execute a contract to charter as a public school academy and related documents between Oakland FlexTech and the Central Michigan University Board of Trustees, provided that, before execution of the contract, the university president or designee affirms that all terms of the contract have been agreed upon and Oakland FlexTech is able to comply with all terms and conditions of the contract.

College of Medicine Committee Report

GENDER EQUITY COMMITTEE FINDINGS:

It was moved by Trustee Fannon, seconded by Trustee Kanine and carried that the following resolution be adopted as submitted.

BE IT RESOLVED, That the Board of Trustees hereby recognizes and accepts the recommendations of the Gender Equity Committee and authorizes the president to take appropriate action to ensure the university's ongoing compliance with Title IX, starting with the addition of a women's golf program no later than 2014-2015 and women's lacrosse no later than 2015-2016. Also, CMU will achieve substantial proportionality with the ratio of male/female sport participation to male/female undergraduate enrollment no later than 2018-2019. The implementation of these actions shall be contingent upon the acceptance by the U.S. Department of Education Office of Civil Rights of CMU's plans for achieving substantial proportionality as set forth in the Gender Equity Plan.

CMED EAST PLANNING AND DESIGN:

It was moved by Trustee Fannon, seconded by Trustee Maryland, and carried that the following resolution be adopted as submitted.

BE IT RESOLVED, That those individuals identified in section 3.a. and 3.b. of the contracting authority policy are authorized to contract to continue the planning and design for the CMED East project for an additional \$525,000; total approved to date is \$2,275,000. Funding to be from Reserve for Future Construction.

COLLEGE OF MEDICINE ADMINISTRATIVE SPACE LEASE:

It was moved by Trustee Fannon, seconded by Trustee Opperman, and carried that the following resolution be adopted as submitted.

BE IT RESOLVED, That those individuals identified in section 3.a. and 3.b. of the contracting authority policy are authorized to execute a lease for administrative office space in Mount Pleasant, Michigan, for a cost not to exceed fair market rates, estimated to be \$15 per square foot per year or \$240,000 annual rent based on 16,000 square feet. Funding will be from College of Medicine's operating budget.

CLINICAL SPACE LEASE:

It was moved by Trustee Fannon, seconded by Trustee Kanine, and carried that the following resolution be adopted as submitted.

BE IT RESOLVED, That those individuals identified in section 3.a. and 3.b. of the contracting authority policy are authorized to execute a lease for clinical space in Mount Pleasant, Michigan, for a cost not to exceed fair market rates, estimated to be \$15 per square foot per year. Funding will be from College of Medicine's operating budget.

STATE OPERATING BUDGET LETTER FOR 2013-2014: CONSENT AGENDA

BE IT RESOLVED, That the state operating budget letter for 2013-2014 is approved as submitted to the State Budget Office. A copy of the final document will be on file in the Office of the Secretary.

STATE CAPITAL OUTLAY REPORT FOR 2013-2014: CONSENT AGENDA

BE IT RESOLVED, That the 2013-2014 capital outlay report submitted by the president to the State Budget Office is approved as submitted. A copy of the final document will be on file in the Office of the Secretary.

CONTRIBUTIONS QUARTERLY REPORT: CONSENT AGENDA

BE IT RESOLVED, That contributions received during the quarter ended September 30, 2012, in the amount of \$1,627,766 are accepted.

ENDOWMENTS/AWARDS/SCHOLARSHIPS: CONSENT AGENDA

BE IT RESOLVED, That the following scholarships, awards and endowments are established or changed and the statements approved for publication as applicable:

Nikoline A. Bye Endowed Award

Established in 2012 from the estate of Nikoline A. Bye '32. Income from the endowment will support an award for a student enrolled in the College of Science and Technology who is a second semester junior or senior and has been admitted to the teacher education program. First preference will be a mathematics major on the elementary curriculum. The recipient will have a record of academic excellence as demonstrated by a GPA of 3.6 or higher in the mathematics major and have at least one year left before graduation.

Center for Research on Poverty Endowment

Established in 2012 by Brigitte H. Bechtold and Donald E. Socha '95, '00, professors at Central Michigan University, to support learning and research about human poverty with the intent of enlightening both government policy makers and the general public. The Center's activities include but are not limited to programming and financial support for visiting speakers, conferences, film series, student theses, and publications. The Center for Research on Poverty supports activities that enhance the understanding and eventual alleviation of both life-threatening and relative human deprivation. It employs a broad conceptualization of poverty that includes threats to human dignity, social inclusion, the quality of life, and environmental sustainability.

Richard and Virginia Feusse Scholarship

Established in 2012 by Tom '80 and Wendy Feusse '79, in honor of Tom's parents, Richard '50 and Virginia Feusse '48, '52, both retired teachers. Income from the endowment will support a renewable award for a student enrolled in the College of Business Administration. Recipient will have an interest in the study of accounting or finance with a minimum GPA of 3.5.

Dr. Frederick C. and Lois M. Kabbe Scholarship

Established in 2012 by Robert '78 and Connie Kabbe '97 and Jon and Alice Kabbe in memory of their parents, Dr. Frederick C. and Lois M. Kabbe '61. Dr. Kabbe was a CMU chemistry professor. Income from the endowment will support a renewable award for a student enrolled in chemistry or mathematics with a minimum GPA of 3.0. Preference will be given to a part-time or full-time single parent household graduating from an Isabella or contiguous county high school.

Ihor and Christa Kamenetsky Library Endowment

Established in 2012 by Christa Kamenetsky '60, '63, English professor emerita, in memory of Ihor Kamenetsky, who was a CMU political science professor from 1963 to 1997. Income will be used to support the children's literature collection of the Clarke Historical Library. The use of the funds will be for historical and international children's literature resources.

Dave and Sue Keilitz Family CMU Baseball Endowment

Established in 2010 by Dave '64, '65, '75, '05 and Sue Keilitz. Dave has been the Executive Director of the American Baseball Coaches Association (ABCA) since 1994. He has served on many NCAA councils and committees. He served as ABCA President in 1983 and was inducted into their Hall of Fame in 1989. He has also been inducted into Midland County's Hall of Fame. He received the Lefty Gomez Award in 2002 (the highest award in amateur baseball). Dave is a current member of the Development Board. He was inducted into the CMU Athletic Hall of Fame in 1994 and has been affiliated with CMU since he received his BSED in 1964. Dave was head baseball coach for 14 years and served as athletic director for 10 years before retiring in 1994. Susan was employed as a staff member in various offices on campus. Income from the endowment will be used to enhance the CMU baseball facilities, including but not limited to, the stadium, clubhouse and equipment.

Ron L. Nelson Memorial Award

Established in 2012 by Brenda Nelson, in memory of Ron L. Nelson, former Physician Assistant faculty at Central Michigan University. Income from this endowment will support an award for a full-time first year Physician Assistant student in The Herbert H. and Grace A. Dow College of Health Professions who has a minimum GPA of 3.5. Preference will be given to a student from a rural or underserved area, demonstrating previous community involvement and leadership skills along with proven financial need.

Phi Chi Theta Endowed Award

Established in 2012 by Linda Wicander '81, Director of Business Student Services, and friends and members of Phi Chi Theta. Income from the endowment will support an award for a junior or senior with a minimum GPA of 2.5. Recipient must also be enrolled in the College of Business Administration and a member of Phi Chi Theta.

Dr. Leonard E. Plachta Accounting Scholarship

Established in 2012 by Louise A. (Mrs. Leonard E.) Plachta '92 in memory of Dr. Leonard E. Plachta, professor of accounting, Dean of the College of Business Administration, and President of Central Michigan University from 1992 – 2000. Income from the endowment will support a scholarship for a student enrolled in the College of Business Administration. The recipient shall be a junior, a senior, or a master's degree candidate majoring in the study of accounting. The recipient must have a minimum GPA of 3.0 overall and a GPA of 3.2 in accounting courses. Preference will be given to candidates who aspire to receive a Ph.D. in accounting and plan to teach at the collegiate level.

Summit Petroleum Corporation Medical Scholarship

Established in 2012 by Summit Petroleum Corporation and Robert and Jeanne Long. Income from the endowment will support a renewable award for a full-time student enrolled in the College of Medicine who has a minimum GPA of 3.2 and is a Michigan resident. Recipient must have expressed financial need which is evident through required essay.

Troutman-Munson Education Scholarship

Established in 2012 by Linda Munson George '69 in memory of her father, Dr. Carl Munson '34 and her great uncle, Oliver W. Troutman. Oliver Troutman was a professor at CMU and the Oliver Troutman Residence Hall is named in his honor. He and his wife raised four nephews, including Carl Munson, while he taught classes from 1913 - 1933. Income from the endowment will support a renewable award for a full-time student enrolled in the College of Education and Human Services with a minimum GPA of 3.0. Preference will be given to students from Michigan or New York.

Denis and Linda Walterreit Endowment for CMU Public Radio

Established in 2012 by Linda Walterreit. Income from this endowment will be used for the purpose of supporting general operating funds of CMU Public Radio.

Denis and Linda Walterreit Endowment for CMU Public Television

Established in 2012 by Linda Walterreit. Income from this endowment will be used for the purpose of supporting general operating funds of CMU Public Television.

Change of Endowment Name/Criteria

Laurel Wood Brice Endowed Award (name and criteria change)

Established in 2007 by Pat Loers in memory of her mother, Laurel Wood Brice. Income from this endowment will support a scholarship for a full-time junior or senior enrolled in Early Childhood Development Program in the elementary education program with a GPA of at least 3.0. Preference will be given to students from Mecosta or Isabella County.

Philip Kintzele Accounting Scholarship (criteria change)

Established in 1986 for a non-Centralis scholar School of Accounting senior. Recipient will be pursuing an MBA and will have completed at least 100 credit hours with the highest overall grade point average of those applying for the scholarship.

Martin Steinbis Endowed Scholarship in Science and Technology (criteria change)

Established in 2006 by Martin Steinbis '75. Income from this endowment will be used to support a freshman enrolled in the College of Science and Technology with a minimum high school GPA of 3.4, preference given to students from rural areas. Recipient will have demonstrated leadership skills in school and the community. May be renewed for a second year with a CMU GPA of 3.4 or higher.

NAMING OPPORTUNITIES: CONSENT AGENDA

BE IT RESOLVED, That the following rooms in the College of Medicine be named in honor of the donor(s) in grateful recognition of their gifts to Central Michigan University:

Name/Location	Donor(s)
Outdoor Courtyard (First Floor)	William and Janet Maar Strickler
Locker Room (First Floor - CMED 1423)	Dr. Michael and Dr. Tamara Moutsatson

Anatomy Lab
(Second Floor - CMED 2410)

Sandra, Dennis and Mark Olson

Faculty Office Wing
(Second Floor - CMED 2400E)

Sandra, Dennis and Mark Olson

FACILITIES UPDATE: Updates were provided on the Biosciences building and an overview of campus facilities master planning.

Audit Committee Report

VISION STATEMENT AND STRATEGIC PRIORITIES

It was moved by Trustee Wardrop, seconded by Trustee Maryland, and carried that the following resolution be adopted as submitted.

BE IT RESOLVED, That the Vision Statement and Strategic Priorities, as attached, are adopted.

Vision Statement:

Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation.

Strategic Priorities:

Priority 1:

Student Success - Challenge our students to develop the knowledge, skills, and values to be successful and contributing global citizens.

Priority 2:

Research and Creative Activity - Promote excellence in research and creative activities.

Priority 3:

Quality Faculty and Staff – Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance, and respect.

Priority 4:

Community Partnerships - Develop and strengthen learning experiences through collaboration with local, national, and global partners to enhance cultural awareness, the natural environment, health and wellness, and local economies.

Priority 5:

Infrastructure Stewardship – Align university resources and infrastructures to support the university's mission and vision.

NAMING OPPORTUNITIES POLICY REVISION: CONSENT AGENDA

BE IT RESOLVED, That the Board of Trustees approves the following minimum guidelines for endowed scholarships and annual awards in the College of Medicine:

Named Endowed College of Medicine Full Scholarship	\$1,000,000
Named Endowed College of Medicine Partial Scholarship	\$100,000
Named College of Medicine Annual Award	\$50,000

REPORT OF PRESIDENTIAL REVIEW COMMITTEE:

It was moved by Trustee Fannon, seconded by Trustee Hurd, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the report and recommendations presented by the Presidential Review Committee at the formal session of the Board of Trustees are accepted.

Trustee-Faculty Liaison Committee Report

Trustee-Student Liaison Committee Report

CONSENT AGENDA:

It was moved by Trustee Hurd seconded by Trustee Opperman, and carried that the items listed on the consent agenda be adopted, approved, accepted or ratified as submitted.

OTHER/NEW BUSINESS:

ELECTION OF BOARD OF TRUSTEES OFFICERS FOR 2013:

It was moved by Trustee Opperman, seconded by Trustee Kanine, and carried, that the following resolution be adopted.

BE IT RESOLVED, That the following slate of officers is elected for the calendar year 2013:

Chair	Brian W. Fannon
Vice Chair	John D. Hurd
Vice Chair	Robert F. Wardrop II
Secretary	Mary Jane Flanagan
Treasurer	David A. Burdette

EASEMENT – CONSUMERS ENERGY COMPANY

It was moved by Trustee Fannon, seconded by Trustee Wardrop, and carried, that the following resolution be adopted.

WHEREAS, Consumers Energy Company has sought an easement from the university to install certain utility cable through certain property owned by the university which abuts Denison Drive; and

WHEREAS, the university fully supports granting an easement for the property so described;

BE IT RESOLVED, That the president or his designee is hereby authorized to grant an easement to Consumers Energy Company to install utility cable through certain property owned by the university.

Public comment on any item/matter not listed on the agenda: Michelle Campbell, President of the Graduate Student Union (GSU), asking trustees to approve bargaining.

The meeting adjourned at 12:16 p.m.

Mary Jane Flanagan
Secretary to the Board of Trustees

Sam R. Kottamasu
Chair, Board of Trustees

Criterion 1 Evidence
Budget Priorities Committee Charge



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CentralLink > Budget Priorities Committee

Budget Priorities Committee charge



Working with the President and vice presidents, the CMU Budget Priorities Committee shall:

1. share with campus constituents information regarding the university's budget and promote knowledge and understanding of the budget process, regarding both operating budgets and capital outlay budgets;
2. provide a channel of communication from various university groups to contribute information essential or of value to the budget process; and
3. provide well-informed advice to the President about university-wide priorities that should factor into budget development, including increased commitments or reductions, as aligned with CMU's strategic plan.

A major obligation of each Committee member is to become well informed about

Budget Priorities Committee

- ▶ Departmental Budget Dashboards
- ▶ Submit a question
- ▶ View questions for the committee
- ▶ Reports and meeting minutes
- ▶ Financial Planning & Budgets Portal
- ▶ Budget Forum Archive

CMU's budget and budget processes. The discussions of the CMU Budget Priorities Committee shall address issues affecting the good of the whole university. Suggestions put forward by the Committee shall focus on priorities at the macro level, not details of allocations among or within individual units. The Committee will also serve as a sounding board, as needed by the President, regarding initiatives and priorities. The Committee will not make allocation decisions and shall not advocate for specific interests, individual personnel matters or details of management at any level. Neither the Committee as a whole nor any of its members individually will delve into matters or make use of information discussed to promote a collective bargaining position.

It is expected that some of the information provided to the members of the BPC will be of a sensitive or confidential nature and must be treated so by the BPC members. Written summaries prepared by the Chair in collaboration with senior administrators to be posted on the public BPC web site will inform the committee members as to those matters that should remain confidential.

Budget Priorities Committee members

Ray Christie, Committee Co-Chair - Senior Vice Provost, Academic Administration

David Whale, Committee Co-Chair - Faculty, Educational Leadership

Harold Bell - Faculty, College of Medicine

Jeff Betts - Department Chairperson, School of Health Sciences

Ian Davison - Dean, College of Science and Technology

Joe Garrison - Associate Director, Financial Planning and Budgets

Carol Haas - Ex officio, Director, Financial Planning and Budgets

Lori Olsen - Faculty, Accounting, College of Business Administration

Peter Orlik - Department Chairperson, Broadcast and Cinematic Arts

Sarah Rohloff - Graduate Student

Maximilian Sarvello - Undergraduate Student

Stan Shingles - Assistant Vice President, University Recreation, Events and Conferences

Larry Sych - Chairperson, Political Science & Public Administration

Marcy Taylor - Ex officio, Faculty, English Language and Literature

Christopher Tycner - Chairperson, Physics, College of Science and Technology

Barrie Wilkes - Ex officio, Vice President, Finance and Administrative Services

Criterion 1 Evidence
CARRS



College of
Humanities & Social
& Behavioral Sciences

CentralLink > College of Humanities and Social and Behavioral Sciences > Centers and Institutes > CARRS

Center for Applied Research and Rural Studies - CARRS

The Center for Applied Research and Rural Studies (CARRS) has completed more than 100 projects since its creation in 1995, through a Michigan Research Excellence Fund grant.



Mission Statement

- promote a coordinated, inter-disciplinary approach for using Central Michigan University (CMU) resources and the research skills of CMU faculty, students, and staff to address issues of significant concern to local governments and non-profit organizations in central and northern Michigan;
- assist departments and administrative units within Central Michigan University that have needs for research design, data collection, and analysis, unless such efforts duplicate or interfere with the responsibilities assigned to CMU's Office of Institutional Research;
- assist faculty members at CMU who have funding to use CARRS's resources for research design, data collection, and analysis; and
- contribute to the education of undergraduate and graduate students at CMU by providing hands-on instruction in applied social science research.

CARRS

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- Central Community Connections

CARRS Home

Content Editor



School of
Public Service
& Global Citizenship



Past Projects & Clients

Past projects and clients of CARRS include:

- County wide social service assessments
- Customer satisfaction surveys
- Technology, land use, health department, and library use surveys
- Focus groups allowing customers to express their viewpoints and contribute to program improvement
- A community-wide economic impact study
- An alcohol prevention program evaluation
- An analysis of existing records to document the success of new treatment regimens
- Evidence-based strategic planning using data collected using multiple methods

[->Click here to view past projects & clients](#)

Social Science Research Resources

CARRS maintains social science research resources including: state-of-the-art survey software for sophisticated and customized telephone interviews (using Computer-Assisted Telephone Interviewing), surveys delivered through U.S. mail, and on-line surveys. In addition, CARRS works with clients to conduct focus groups and open-ended qualitative interviews. Whenever possible, CARRS attempts to maximize the ways in which clients can use the data that they have already gathered for administrative and client service purposes.

[->Click here to view the CARRS social science research resources](#)

CARRS Advisory Committee

CARRS is governed by an advisory committee.

[->Click here to view the CARRS Advisory Committee](#)

Civic Engagement & Public Service Division

The [Civic Engagement and Public Service Division](#) has joined CARRS. This Division promotes deliberation, collective problem solving, and diverse interactions as a remedy to a variety of public issues and concerns. Affiliated faculty rely on CARRS resources to attract funding, implement projects, and involve students.



Criterion 1 Evidence
Center for Child and Family Well-being



[Mental Health First Aid](#)

[Bridges Together](#)

[Poverty Simulation](#)

[Child Development and Learning Laboratory](#)

[Upcoming Events](#)

The Center for Child and Family Well-being

Students and faculty in Human Development and Family Studies thrive in a collaborative climate and culture that infuses the educational environment with applied research, experiential learning and intervention services. Our teaching and research demonstrate a commitment to prevention and intervention with individuals and families throughout the lifespan. The learning process is characterized by a focus on the relationships among theory, research and practice, preparing quality graduates for professional and academic pursuits, as well as community leadership.

The educational, research and intervention components of our vision all come together within The Center for Child and Family Well-being. Structured to enhance student learning and stimulate current and future research, the Center is also a community resource delivering a variety of programs all intent on improving the quality of life for individuals and families across the lifespan.

Ed Long, PhD
Interim Co-Director
EHS 228
Mount Pleasant, MI 48859
longlec@cmich.edu

Chris Latty, PhD
Interim Co-Director
EHS 228
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Criterion 1 Evidence
Central Autism Assessment and Treatment Clinic



CMU News

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CentralLink > CMU News > CMU takes on autism

CMU takes on autism

New CMU center to provide assessment, treatment and training

October 30, 2014

A new center at Central Michigan University will help tackle Autism Spectrum Disorder. ASD is the fastest growing developmental disability in the U.S., affecting approximately one in 68 children according to the Centers for Disease Control and Prevention.



The Central Autism Assessment and Treatment Clinic will provide diagnosis and treatment to children and adolescents in central and northern Michigan. The new center is one of only eight of its kind in Michigan, and one of only two that train professionals in diagnosis and treatment.

The center, which opened this week with [financial support from the Michigan Department of Community Health](#), is addressing priority needs in Michigan by decreasing the wait time for a diagnosis and for receiving applied behavior analysis therapy.

"With an increase in ASD referrals, we need more practitioners who have specific training in this area to promote accurate diagnosis," said center director Christie Nutkins. "We can help one child at a time but we can impact many more people by training CMU students on how to accurately diagnose this growing disability."

For those visiting the new clinic, a comprehensive multi-disciplinary assessment is completed in order to reach a diagnosis. The assessment includes interviews with parents and/or caregivers, speech and language evaluation, a full psychological battery test, and a medical examination by a CMU College of Medicine pediatrician.

Latest Stories

Central Michigan Life named top college newspaper in Michigan, one of top in nation

Analyzing the 2016 Academy Awards

Crafting the next great brew

Investigating Lake Michigan's food web

Getting students to graduation: A focus on the first year

Featured Videos



According to the CDC, it is estimated to cost at least \$17,000 more per year to care for a child with ASD compared to a child without ASD.

"The diagnosis portion is very important as a diagnosis is needed for insurance companies to cover treatment," said Nutkins.

Following diagnosis, patients will be treated at the center through applied behavior analysis. Graduate and undergraduate students will be involved to assist in treatment.

"Intensive intervention makes a difference," said psychology faculty member and board certified behavioral analyst Deborah Grossett. "We'll do whatever we can to help children learn their best and teach them to be more independent."

Autism spectrum disorder can cause significant social, communication and behavior challenges. Symptoms often emerge between two and three years of age. The American Academy of Pediatrics recommends children be screened for ASD at the ages of 18 and 36 months. A diagnosis at a young age can improve the opportunities for early interventions. Learn more about ASD at the [Centers for Disease Control and Prevention's website](#).

For information on assessment and treatment through The Central Autism Assessment and Treatment Clinic, call 989-774-2850.

Categories:

[Academics and Research](#); [College of Humanities and Social and Behavioral Sciences](#); [College of Medicine](#)

Media Contact

CMU News
989-774-3197
news@cmich.edu



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Criterion 1 Evidence
Civic Engagement and Public Service Division



College of Humanities & Social & Behavioral Sciences

CentralLink > College of Humanities and Social and Behavioral Sciences > Centers and Institutes > CARRS > The Civic Engagement and Public Service Division

The Civic Engagement and Public Service Division

Mission Statement:

The Civic Engagement and Public Service Division at Central Michigan University brings researchers, students, and community members together in collaborative projects to address contemporary civil and political issues through deliberation, collective problem solving and interactions with a diverse society.

Background:

The historic strength of American society is spelled out on the Great Seal of the United States with a succinct Latin phrase: *E Pluribus Unum*...Out of Many, One. Sustaining democracy in a free and diverse society requires that citizens develop a shared, overarching identity despite their differences, and that they learn to coordinate their endeavors to participate effectively in the civic and political affairs of their local, state, national and global communities. Yet research indicates that American society has become increasingly fragmented. At the same time, citizens' willingness and ability to assume responsibility for civil and political problems has declined. Learning to negotiate and to act upon a shared definition of the common good with those who are different is increasingly important – not only within the United States' deliberative organizations and institutions, but also beyond our borders. Such endeavors are essential to successful U.S. diplomacy and foreign relations and for sustaining democracies around the globe during an era of increasing immigration.

The Division will address these concerns, not only by cultivating engagement among CMU students and community members, but also by researching which approaches to reinvigorating participation in public life are most effective.

Strategies:

The Division has goals and objectives in terms of teaching, research, and student & community outreach:

Teaching:

- Revitalize pedagogy in relevant courses at all levels of instruction, with emphasis on social studies, environmental studies, government and political science courses, so that deliberative skills are gained through participatory learning experiences.
 - Objective 1.1 Identify existing organizations and programs within CMU and the surrounding community committed to deliberative civic education in order to leverage existing resources and build on existing strengths and resources.
 - Objective 1.2 Develop new undergraduate and graduate courses on deliberation in political science and public administration courses that emphasize participatory learning modules.
 - Objective 1.3 Integrate participatory learning modules into existing political science and public administration courses where appropriate.
 - Objective 1.4 Incorporate participatory learning modules as an option for undergraduate and graduate students to complete a certificate program or capstone experience.
 - Objective 1.5 Implement participatory learning modules in other CMU and non-CMU departments and programs when appropriate.

CARRS

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- Civic Engagement and Public Service Division**
- Central Community Connections

[CARRS Home](#)

Teaching:

The Division will sponsor undergraduate and graduate concentrations and/or certificates, as well as in-class experiences, internships and extra-curricular activities that supplement current course offerings. These experiences would purposefully address elements that are missing from current students' natural political socialization - notably participation in voluntary associations and civil society. For example, failure to participate in inclusive and democratically structured voluntary organizations means that today's college students have limited experience with deliberation, problem solving and multi-cultural interactions. Yet research shows such experiences are the key to cultivating healthy civic identities, increasing tolerance and willingness to engage in perspective-taking, and promoting long term participation in public life. The Division would focus on providing more students with deliberative problem solving experiences.

- **New graduate level certificate and/or capstone experience:** A certificate program will be based on practical experiences and largely existing coursework in political science/public administration. Practical experiences, specifically intended to focus attention on engaging citizens will include moderating discussion sessions and participating in community research projects undertaken by CARRS. Coding data from discussion sessions will also be included in these practical experiences, as such coding requires students to pay careful attention to how the structure and rules of the game affect who participates effectively in deliberative settings.
- **New undergraduate certificate and/or capstone experience:** Undergraduates would need to be carefully screened for participation in the practical experiences described above. Perhaps the undergraduate certificate could focus on fulfilling course requirements and participation in deliberative programming experiences rather than the types of apprenticeships undertaken by graduate students. Reflection on participation in a series of deliberative experiences may be the final component of a capstone experience - which is an increasingly popular element of a liberal arts education. This topic should remain open for discussion among those who will be involved in the Division's initial work.
- **Undergraduate experiences:** Currently the political science department requires most of its PSC 105 students to participate in deliberative discussion sessions - which is the classroom experience most closely linked to the development of long-term adult political participation. These opportunities have received overwhelmingly positive feedback from students, and they are linked to increased enrollment in the sections where the experience is provided. The Division will build on this success to develop similar opportunities for students in more undergraduate courses. Collecting data on improvements in students' civic identity and political efficacy could also be used as assessment data to demonstrate that CMU is accomplishing key elements of its mission statement and recent vision plans.
- **Social Studies Education:** Specific experiences, designed to help future social studies teachers learn how to incorporate deliberative problem solving in secondary education, will be developed and incorporated into required political science courses. Eventually, this emphasis could lead to the continuing education workshops for practicing teachers.

If the Division is successful in attracting funding from an external grant or endowment, funding could be directed toward supporting an adjunct instructor associated with the Division's teaching priorities.

Service/Public Programming:

The Division will provide service to the campus and Mt. Pleasant community by sponsoring related public programs. Initially, the Division would be designed to support the implementation of several projects geared toward facilitating healthy civil society on campus and in Mt. Pleasant.

- The Division's inaugural civil society project, for example, will develop a campus/community volunteer project carefully designed to build a more inclusive and deliberative community. The program will be explicitly structured to help participants overcome prejudice by building a common, inclusive identity. The entire project will require a two year cycle, with the first year dedicated to public deliberation to identify an ideal project, and the second focused on implementation. Ideally, this cycle will become institutionalized - so that all graduating students will see a joint project come to fruition during their years at CMU.
- The Division will also explicitly further findings of CMU's 2010 Diversity Research Project, which found that participation in student organizations increases interracial interactions and friendships - both of which are linked to the important civic skills of perspective-taking and critical thinking. The Division will build on this strength by identifying the "best RSO practices" responsible for this outcome, as well as those practices that diminish RSO contributions to the goals of a liberal arts education. These recommendations will be used as the basis for training and workshops for RSO executives and members on the CMU campus.

Research:

Several faculty members have research interests related to the goals of the Division. Hence all of the teaching and service activities associated with the Division have the potential to serve as interventions in carefully conducted experimental designs. They will provide a rich and on-going source of data for faculty publications. These research endeavors could be facilitated by linking the Project to the CARRS Center, which is a well-established and self-sustaining research center on campus.

- Research on pedagogy for engagement in public life, for example, will assess the impact of different deliberative discussion formats on participating undergraduates; the impact of moderating these discussion sessions on graduate students; and the impact of explicit training in deliberation for social studies teachers on their classroom instruction and on their students' attitudes toward participation.
- Data will also be collected on the effectiveness of the campus-community project. In particular, the goal of this project is to continue to monitor the campus and community climate for race and diversity - a task initially undertaken by the 2010 Diversity Research Project. Quantitative surveys to assess participants' attitudes toward race and diversity -- conducted before, during and after the implementation of the program -- will serve as the pre and post tests in this naturally occurring experimental design. Results will also be compared to similar prior surveys to assess changes in the campus and community climate over a longer period of time. These data will be supplemented with qualitative focus groups and interviews to provide in-depth insight into participant experiences.
- Similarly, the outcome of encouraging RSO members to adopt the "best" civil society practices will be assessed with qualitative surveys and quantitative interviews with participants. These case study findings of outcomes on the CMU campus will be confirmed with a larger, multi-campus survey that will attempt to confirm the link between different features of student organizations and their members' civic identities and attitudes toward public life.
- Once established, the Division would ideally become a resource for faculty with related research interests, in the department and across the college and university. Pending successful grantsmanship, the Division may eventually be able to fund relevant projects independently. More importantly, however, it would immediately provide infrastructure for externally funded projects that need a "home" on campus. In short, the Division could provide the infrastructure and administrative support necessary to successfully attract, support and administer such projects.

Criterion 1 Evidence
CMU Biological Station on Beaver Island



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Biological Station on Beaver Island

Facilities, Housing, Costs & Reservations

Faculty and Staff

Research

Institute for Great Lakes Research

CMUBS Mesocosm Facility

CMUBS MV Chippewa

Information for Students

Bring Your Group to the CMUBS

Alumni, Friends, and Donors

Back to the Biology Department Page

News

Beaver Island to offer new summer courses

EPA awards CMU \$20 million in six years for Great Lakes research

CMU's custom-designed research tanks replicate Great Lakes ecosystems

DEQ Awards grants to protect Great Lakes

[View All](#)

Events

July 9-13, 2015
23rd North American Diatom Symposium

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Contact Us

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Criterion 1 Evidence
CMU Research Corporation



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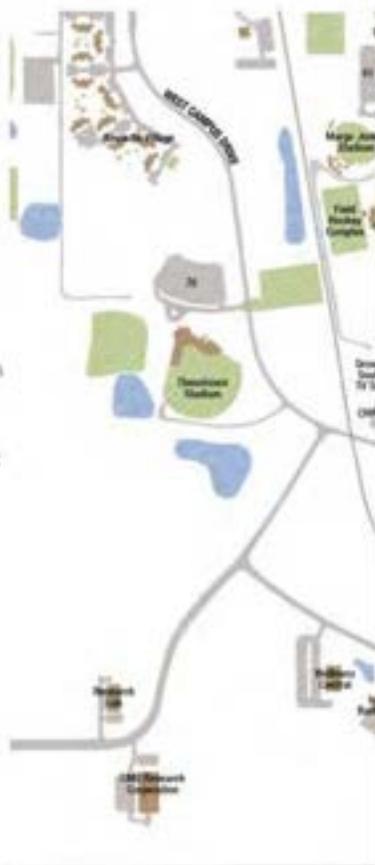
CentralLink > About CMU > Locations and Maps > Campus Map > Southwest Campus > CMU Research Corporation

CMU Research Corporation



CMU Research Corporation

CMURC is a nonprofit business incubator and accelerator, located in a 350-acre area designated by the Michigan Economic Development Corporation as one of the eleven designated Michigan SmartZones. The Mount Pleasant SmartZone has been designed to attract and stimulate high-tech businesses that require a synergistic relationship with a research-intensive university.



Southwest Campus

- > Northwest Campus
- > Northeast Campus
- > West Campus
- > East Campus
- > Southwest Campus
- CMU Research Corporation**
- Field Hockey Complex
- Grounds/CHIP
- Grounds/Storage
- Kewadin Village
- Margo Jonker Stadium
- Theunissen Stadium
- Wellness Central
- > Southeast Campus
- > Building Index
- > Building Locations - GPS Coordinates

Criterion 1 Evidence
CMU Strategic Plan 2015-2019



University Priorities and Initiatives For the Year Ended June 30, 2015 and For the Five Years Ended June 30, 2019

September 18, 2014

The Central Michigan University goals for 2014-2015 and beyond are reflected in the university Strategic Plan, specifically the five priorities and corresponding initiatives. The success of these initiatives will be measured by the metrics presented below, stated as one-year and five-year goals. The status of the 2014-2015 goals will be reported on following the end of the fiscal year.

Each of the five divisions of the university and the various colleges, departments and administrative units has goals for 2014-2015, which will be measured against divisional metrics. It is expected that these various plans will support the university-wide priorities, in addition to completing specific goals and action steps that will further enhance the goals of their divisions.

Priority 1:

Student Success - Challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens.

Priority 1 Initiatives:

- 1.1 Educate students in a broad base of liberal studies and mastery of an academic discipline.
- 1.2 Enrich students' communication, inquiry, creative and critical-thinking skills.
- 1.3 Engage students in relevant and responsive academic and co-curricular experiences with a focus on the value of diverse perspectives and personal responsibility.

Priority 1 Metrics:

- By 2019, the four-year graduation rate of fall cohort first-time, full-time entering students will increase to 25% and the six-year graduation rate will increase to 63%.
- By 2019, 95% of graduates are employed in their field of choice or are engaged in postgraduate studies.
- CMU students will demonstrate competence on the Collegiate Learning Assessment that exceeds peer institutions.
- By 2019, 95% of graduating seniors rate their entire educational experience as good or excellent on the Graduating Student Exit Survey.
- By 2019, improve the freshmen to sophomore retention rate to 80%.

PRIORITY 1 STUDENT SUCCESS	HISTORICAL DATA FY11	1-YEAR GOAL	5-YEAR GOAL
		FY 15	FY 19
Four-Year Graduation Rate	20.5%	21%	25%
Six-Year Graduation Rate	57.7%	60%	63%
Graduate Employment or Postgraduate Studies	91.1%	92%	95%
Collegiate Learning Assessment Total Mean Score for Graduates	2009 Mean 1124 Peer Mean=1222	Exceed mean score of peers	
Graduating Seniors Rate Educational Experience as Good or Excellent on GSES	86%	88%	95%
Freshmen to Sophomore Retention Rate	2010 75.8%	77%	80%

Priority 2:

Research and Creative Activity - Promote excellence in research and creative activities.

Priority 2 Initiatives:

- 2.1 Enhance and improve incentives, infrastructure and support services for research and creative activities.
- 2.2 Support field-defining areas of research and creative activities across the university.
- 2.3 Enhance efforts to promote the active involvement of students in research and creative activities.
- 2.4 Support emerging areas of interdisciplinary, international and cross-cultural research and creative activities that build on the university's strengths.

Priority 2 Metrics:

- By 2019, Using impact factors in the sciences, social sciences and business, CMU will improve its rank among peer institutions to be in the top 50% of peer institutions.
- Faculty participation in invited, peer-reviewed/juried performances and exhibitions in national or international venues will increase annually by 5%.
- By 2019, the percent of faculty engaged in research or creative endeavors will increase to 65%.
- By 2019, external funding for research and creative endeavors received by CMU will improve to rank in the top 50% among peer institutions.
- The number of students engaged in regional, national, and international research and creative activities will increase annually by 5%.

PRIORITY 2 RESEARCH AND CREATIVE ACTIVITY	HISTORICAL DATA FY11	1-YEAR GOAL	5-YEAR GOAL
		FY 15	FY 19
Sciences, Social Sciences and Business Impact Factors	Calendar Year 2010 CMU 3.778 Peers 4.546	Rank >50% among peers	Rank >50% among peers
Faculty Participation in Invited, Peer-reviewed/ juried Performances and Exhibitions in National or International venues	Faculty =30 Performances & Exhibitions =70	Increase by 5% annually	
Percent of Faculty Engaged in Research or Creative Endeavors	47%	59%	65%
Research & Creative Endeavors External Funding	\$14,089,970	\$15M	\$25M
Number of Students Engaged in Regional, National, and International Research and Creative Activities	Pub =161 Pres=88 Exhib=1	Increase by 5% annually	

Priority 3:

Quality Faculty and Staff – Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance and respect.

Priority 3 Initiatives:

- 3.1 Invest in the recruitment, development and retention of an outstanding, diverse faculty and staff.
- 3.2 Provide professional support for the ongoing development of faculty and staff in the areas of teaching, leadership, research and cultural competence.
- 3.3 Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures and practices that promote inclusiveness and facilitate shared governance.

Priority 3 Metrics:

- 90% of the time, we will be successful in hiring the first-choice finalist.
- Staff agree or strongly agree that CMU is a good place to work.
- Fixed-term faculty and graduate assistants agree or strongly agree that CMU is a good place to work (source: new faculty survey).
- CMU will provide professional development opportunities to faculty and staff at least bi-annually.
- Foster and maintain a welcoming and inclusive campus environment for ALL CMU community members.

PRIORITY 3 QUALITY FACULTY AND STAFF	HISTORICAL DATA FY11	1-YEAR GOAL	5-YEAR GOAL
		FY 15	FY 19
Hire First-choice Finalists	Fac= 77% Staff= 89.4%	Fac=87% Staff=91%	Fac=85% Staff=92%
Staff Agree or Strongly Agree that CMU is a Good Place to Work	84% 2010 President's Transition Team Survey	88%	86%
Fixed-term Faculty and Graduate Assistants Agree or Strongly Agree that CMU is a Good Place to Work (source: New Faculty Survey).	FT= GA= Fixed-term (FT) and Graduate Assistants (GA)	84%	86%
Bi-annual Faculty and Staff Professional Development Opportunities	No Data	90%	100%
Foster and Maintain a Welcoming and Inclusive Campus Environment	Fac= 55% Staff= 66% Students=50%	Fac= 60% Staff= 70% Students=55%	Fac= 80% Staff= 85% Students=75%

Priority 4:

Community Partnerships - Develop and strengthen learning experiences through collaboration with local, national and global partners to enhance cultural awareness, the natural environment, health and wellness and local economies.

Priority 4 Initiatives:

- 4.1 Generate opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.
- 4.2 Involve students, faculty and staff with community members to support and sustain healthy environments.
- 4.3 Foster and enhance relationships with tribal, governmental, business and non-profit entities.

Priority 4 Metrics:

- The proportion of students who have enrolled in service-learning courses will be 20% within five years.
- The proportion of graduating seniors who have completed an academic community-oriented co-curricular activity or internship will exceed 50%.
- The proportion of graduating seniors who are involved with volunteering/community service work as reported on the National Survey of Student Engagement (NSSE) will be 80% within five years.
- Health and wellness is perceived as an integral part of CMU's culture as reported on the bi-annual Staff Satisfaction Survey.
- Increase CMU's economic impact on the local and State economies as measured by an economic impact study conducted every five years.

PRIORITY 4 COMMUNITY PARTNERSHIPS	HISTORICAL DATA FY11	1-YEAR GOAL	5-YEAR GOAL
		FY 15	FY 19
Percent Students Enrolled in Service-learning Courses	8-10%	15%	20%
Percent of Graduating Seniors Who Have Completed an Academic Internship*	51%	53%	>55%
Percent of Graduating Seniors Who Are Involved with Volunteering/Community Service	NSSE 2012 68%	70%	>80%
Health and Wellness is perceived as an Integral Part of CMU's Culture	FY 13 69%	74%	80%
Increase CMU's economic impact on the local and State economies**	FY 05 \$837M	\$1.02B	\$1.10B

Calculated with 2% annual increase

*Includes Internships, Student Teaching and Clinical Experiences for students who registered for credit.

** Impact study has not been conducted since 2004.

Priority 5:

Infrastructure Stewardship – Align university resources and infrastructures to support the university’s mission and vision.

Priority 5 Initiatives:

- 5.1 Enhance university financial, technological and physical infrastructure.
- 5.2 Define and implement a long-term enrollment and retention strategy.
- 5.3 Increase ongoing investments in strategic environmental and sustainable energy optimization efforts and seek opportunities to share this knowledge and experience.

Priority 5 Metrics:

- Increase fundraising by 10% annually.
- Maintain the CMU credit rating (currently Aa3/Moody’s and A+ S&P), relative to our peer institutions.
- Increase total available research space to meet or exceed peer average as identified in the campus facilities master plan.
- Reduce energy consumption per square foot by 5% within five years.
- Implement an enrollment management plan that determines optimum enrollment profile and size to ensure appropriate growth and sustainability.

PRIORITY 5 INFRASTRUCTURE STEWARDSHIP	HISTORICAL DATA FY11	1-YEAR GOAL	5-YEAR GOAL
		FY 15	FY 19
Increase Fundraising Revenues	\$12.3M	\$15.8M	\$23M
Maintain CMU Credit Rating	Aa3/Moody's A+/S&P	Aa3/Moody's A+/S&P	Aa3/Moody's A+/S&P
Increase Total Available Research Space as Reported on Campus Facilities Master Plan	2012 Existing 136,641 sq. ft.	142,307 sq. ft.	210,595 sq. ft.
Reduce Energy Consumption per Square Foot	148,358 BTU/sq. ft.	Reduce by 1.5% per sq. ft.	Reduce by 5% per sq. ft.
Develop a Long-term Enrollment & Retention Strategy	691,275* Student Credit Hours	642,505 Student Credit Hours	637,500 Student Credit Hours

*Historical data and goals restated to include SCH for total university.

email: spt@cmich.edu

web site: https://centrallink.cmich.edu/about/Strategic_Planning

Criterion 1 Evidence
College of Medicine



College of Medicine



Mission, Vision and Values

[CentralLink](#) > [College of Medicine](#) > [About Us](#) > Mission, Vision and Values

Mission

The CMU College of Medicine will prepare diverse, culturally competent physicians focused on improving access to high quality health care in Michigan with an emphasis on rural and medically underserved regions. Our graduates will aspire to excellence in providing patient-centered and evidenced-based care to their patients and their communities. We will engage physicians in leading health care transformation, lifelong learning and team-based education.

Vision

We will facilitate the transformation of health care in Central and Northern Michigan through:

- Delivering innovative programs in medical education.
- Preparing our students to incorporate the College of Medicine's values into their daily lives.
- Promoting inter-professionalism and team-based approaches in progressive health care.
- Creating team-based educational opportunities and programs.
- Creating an environment supportive of lifelong learning for our graduates, faculty, staff and partners.
- Supporting and serving community educational needs across the continuum of medical education.

Values

In all that we do, we strive for integrity, respect, empathy, inclusiveness, social responsibility, excellence and innovation.

About Us

Mission, Vision and Values

Message from the Dean

Leadership Team

Administrative Offices

Faculty

Diversity

Affiliations

Contact Us

About the Great Lakes Bay Region

Jobs at CMU

Criterion 1 Evidence
Diversity Training and Workshops



Multicultural Academic Student Services

[CentralLink](#) > [Office of the Provost](#) > [Institutional Diversity](#) > [Multicultural Academic Student Services](#) > [Programs and Resources](#) > Diversity Training and Workshops

Diversity Training and Workshops

Large and small group workshops, training, dialogue, team building and leadership development...we offer it all.

Are you and your office, team, staff or organization interested in diversity training and workshops? The intent of our training is to create businesses and organizations; as well as individuals, that value and celebrate differences not only in their workplace and organizations, but in their everyday life.

All workshops, training and exercises are built especially around your needs. Through a preliminary needs assessment and conversation, a tailored presentation and/or workshop will be prepared for you and your team.

Some diversity topics include but are not limited to:

- Social Justice Dialogues for Faculty/Staff (Bi-weekly Mondays, 12 noon, CID starting September 8)
- Hate
- LGBTQ, Safe Zone (through our [LGBTQ Services office](#))
- Self loeroty
- Stereotypes
- Cultural Competency and Cultural Awareness
- Cultural Assumptions and Isms
- Ice breakers surrounding diversity
- Communication (Difficult dialogues around diversity)
- Privilege
- Intergroup Dialogue and more

For more information, please contact Multicultural Academic Student Services at 989.774.3945.

Multicultural Academic Student Services

[About Us](#)

[King Chavez Parks \(KCP\) Initiatives](#)

[Programs and Resources](#)

[Cultural Celebrations and Events](#)

[Current and Upcoming MASS Events](#)

[Get Involved](#)

[Frequently Asked Questions](#)

[Stay Connected](#)

[Contact Us](#)

Criterion 1 Evidence
Endowed Speaker Series



CentralLink > College of Humanities and Social and Behavioral Sciences > School of Public Service and Global Citizenship > Endowed Speaker Series

Endowed Speaker Series

Dr. Harold Abel Endowed Lecture Series in the Study of Dictatorship, Democracy and Genocide

Established in 2009 by the family of Dr. Harold Abel to honor and memorialize his 44-year career as an educator, which included a 10-year term as president of Central Michigan University from 1975 to 1985. Dr. Abel passed away in 2002. The lecture series brings to campus distinguished scholars to discuss the past, present and future of worldwide genocide. The series focuses on the impact of historical events such as the Holocaust and mass murders in Africa, Southeast Asia, and Central America.

[>>View Abel Lecture Series website](#)

The Philip A. Hart and William G. Milliken Endowed Speaker Series for Integrity in Politics

The Endowed Speaker Series for Integrity in Politics at CMU serves to honor the legacies of two Michigan politicians: Philip A. Hart, U.S. senator (1958 - 1976) and William G. Milliken, governor (1969 - 1982). Both Hart and Milliken's distinguished careers in public office serve as shining examples of cooperation and tolerance in a political climate where partisanship and divisiveness are common obstacles that work to tarnish, rather than enhance, the legislative process.

This thematic speaker series is designed to emphasize political integrity and will challenge students to approach politics in a way that embraces America's diversity of ideas and perspectives, working to supplant negativity and partisanship with creativity and innovation in shaping future public policy.

School of Public Service and Global Citizenship

- School Home
- Affiliated Centers and Institutes
- Affiliated Programs
- Endowed Faculty Positions
- Endowed Speaker Series**
- Awards and Recognition
- Contact Us
- America from the Ground Up

[CHSBS Website](#)

[SPSGC Home](#)

[Cultural and Global Residential College](#)

The Endowed Speaker Series for Integrity in Politics at CMU serves to honor the legacies of two Michigan politicians: Philip A. Hart, U.S. senator (1958 - 1976) and William G. Milliken, governor (1969 - 1982). Both Hart and Milliken's distinguished careers in public office serve as shining examples of cooperation and tolerance in a political climate where partisanship and divisiveness are common obstacles that work to tarnish, rather than enhance, the legislative process.

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The series will seek out guest speakers whose work embodies the ideals set forth by leaders like Hart and Milliken, providing a forum where students may listen, learn and engage in meaningful dialogue focusing on a range of current political and policy-making issues.

[->View Hart-Milliken Speaker Series website](#)

William B. Nolde Lecture Series

The William B. Nolde Lecture Series seeks to promote an understanding of the role of the United States Armed Forces in the life and history of the United States and to recognize the tie between military science and the broader disciplines within the university. The lectures serve as a stimulus to intellectual activity for future leaders both in the military and across the campus and community.

Colonel William B. Nolde was the last official casualty of the Vietnam War. He twice served as an Assistant Professor of Military Science at Central Michigan University. Shortly after his death in 1973, his family, former students, friends and cadets established the William B. Nolde Scholarship in his memory. Col. Nolde is buried in Arlington National Cemetery. In February 1997, he was posthumously inducted into the CMU ROTC Hall of Fame as a Charter Member.

The Nolde lectures are hosted and organized by the [Department of Military Science and Leadership](#) during the fall and spring semesters.



Criterion 1 Evidence
English Language Institute



[Centrallink](#) > [College of Humanities and Social and Behavioral Sciences](#) > [Centers and Institutes](#) > [English Language Institute](#)

English Language Institute (ELI)



English Language Institute

- [ELI Home](#)
- [About the ELI](#)
- [Costs and Scholarships](#)
- [Programs](#)
- [Conversation Partner Program](#)
- [ELI Test Dates](#)
- [Contact Us](#)

[ELI Student Handbook](#)

[Apply to the ELI now!](#)



MISSION STATEMENT:

The English Language Institute (ELI) at Central Michigan University 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. Our faculty and staff work to help students become independent, critical thinkers who make beneficial contributions to their academic, social, and global communities.

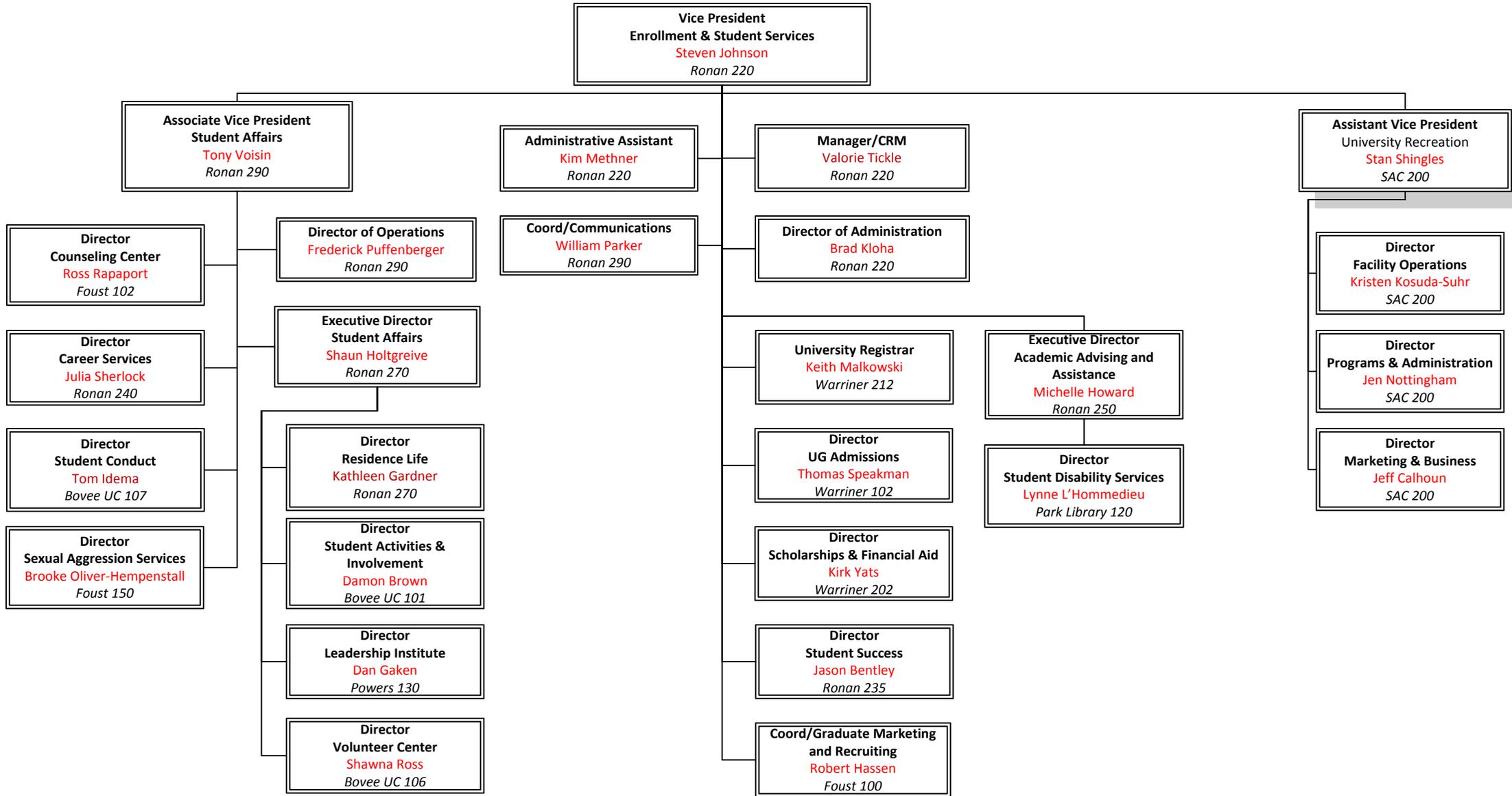
Links and Resources

- [Visit the Office of International Affairs \(OIA\) website](#)
- [View the OIA Student Handbook](#)
- [View the ELI brochure](#)
- [Find us on Facebook](#)
- [Visit the Computer Based Testing Center website](#)

Criterion 1 Evidence
ESS Org Chart

Organization Chart

Division of Enrollment and Student Services



Criterion 1 Evidence
Faculty Awards

CMU News

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[CentralLink](#) > [CMU News](#) > Inspiring students beyond the classroom

Inspiring students beyond the classroom

CMU professor named top college science teacher in Michigan

February 26, 2016

Carrying a globe around his classroom, Central Michigan University geography professor Mark Francek stops to spin it on the tip of his finger. Later, he climbs onto a table so every awe-struck student in the class can see a demonstration he has planned.



Unconventional, maybe, but it is this dedication to college students and unabashed passion for science that earned Francek the 2016 Michigan College Science Teacher of the Year.

“I believe in seizing every opportunity as a teachable moment,” Francek said. “Students want interaction. They don’t want to know how much you know until they know how much you care.”

Francek, who was a first-generation college student, believes the opportunity to learn is one of the greatest gifts students have. He has created his own teaching philosophy based on more than 27 years of experience, including teaching at a maximum security prison. The model he developed – community, accountability and relevance, or CAR – was designed to foster effective instruction while creating relationships. His philosophy [was included on an education blog at Stanford University](#).

One of the ways he makes lessons relevant is by using concepts that relate to most students to look for

Latest Stories

CMU’s provost advocates for undergraduate funding equity

Women's basketball coach Sue Guevara named top in the MAC

Student life master plan to address housing, dining services, recreational facilities

‘Selma’ director and a doctor growing living human bones to take the stage at CMU

Shining a spotlight on science

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[CentralLink](#) > [CMU News](#) > Gary Dunbar named Michigan Distinguished Professor of the Year

Gary Dunbar named Michigan Distinguished Professor of the Year

CMU neuroscience professor recognized for transforming lives

March 19, 2015

Central Michigan University neuroscience professor Gary Dunbar's passion for teaching and mentoring has transformed the lives of hundreds of students throughout his 33-year career at CMU, all while guiding CMU's neuroscience program to national prominence.



On this foundation, Dunbar has earned recognition as a 2015 Michigan Distinguished Professor of the Year, sponsored by the [Presidents Council, State Universities of Michigan](#).

Dunbar, a CMU alumnus, is a nationally recognized leader in neuroscience education. He developed and has nurtured CMU's undergraduate neuroscience program, leading it to be named the country's top program in 2013.

Dunbar has attained national recognition for his program of student-centered research and actively garners experiential learning opportunities for his students. Working alongside him, Dunbar's students have conducted hands-on research, primarily using stem cells, that has resulted in significant findings related to the stroke, as well as diseases such as Alzheimer's and Huntington's.

Latest Stories

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Shining a spotlight on science

Featured Videos



Criterion 1 Evidence
FTIAC Enrollment Profile 2015

Fall 2015 First Time in Any College (FTIAC) Profile Report

Central Michigan University's fall 2015 entering class consisted of 3,486 First Time in Any College students including 3,443 on-campus and 43 global campus students. The profile of these students is given in the tables below.

1. Gender
2. Ethnic Background
3. Full Vs. Part Time
4. Residence Hall Vs. Off Campus
5. Top 50 Feeder High Schools
6. MI Counties
7. States/Territories
8. Countries
9. Top 50 Areas of Interest
10. ACT and HSGPA Breakdown
11. Historic ACT and HSGPA
12. ACT and HSGPA Trends

1. Gender

Gender	N	%
Female	2055	59%
Male	1431	41%
Total	3486	100%

2. Ethnic Background

Ethnicity	N	%
Nonresident alien	8	0.2%
Native Hawaiian or Other Pacific Islander	11	0.3%
Black or African American	389	11.2%
American Indian or Alaska Native	80	2.3%
Asian	78	2.2%
Hispanic/Latino	141	4.0%
White	2751	78.9%
Race and ethnicity unknown	28	0.8%
Total	3486	100.0%

3. Full vs. Part Time

Full Vs. Part Time	N	%
Part Time	38	1.1%
Full Time	3448	98.9%
Total	3486	100.0%

4. Residence Hall vs. Off Campus

Residency	N	%
Off Campus	161	4.6%
Res Hall	3325	95.4%
Total	3486	100%

5. Top 50 Feeder High Schools*

High Schools	N	%
MOUNT PLEASANT HIGH SCHOOL	48	1.4%
OUT OF STATE HIGH SCHOOL	45	1.3%
LAKE ORION HIGH SCHOOL	42	1.2%
EISENHOWER SENIOR HIGH SCHOOL	39	1.1%
ROCKFORD SENIOR HIGH SCHOOL	37	1.1%
CLARKSTON HIGH SCHOOL (MI)	34	1.0%
GRAND BLANC COMMUNITY SCHOOL	29	0.8%
WALLED LAKE NORTHERN	29	0.8%
BRIGHTON HIGH SCHOOL	27	0.8%
ADLAI E STEVENSON H S (STERLING HEIGHTS)	23	0.7%
EAST KENTWOOD HIGH SCHOOL	23	0.7%
HOWELL HIGH SCHOOL	22	0.6%
SALINE AREA HIGH SCHOOL	22	0.6%
WEST OTTAWA HIGH SCHOOL	22	0.6%
CHIPPEWA VALLEY HIGH SCHOOL	21	0.6%
TROY HIGH SCHOOL	21	0.6%
GREENVILLE HIGH SCHOOL	20	0.6%
HARTLAND HIGH SCHOOL	20	0.6%
HOLT HIGH SCHOOL	20	0.6%
OXFORD HIGH SCHOOL	20	0.6%
MIDLAND HIGH SCHOOL	19	0.6%
NORTHVILLE HIGH SCHOOL	19	0.6%
PAUL K. COUSINO SR HIGH SCHOOL	19	0.6%
ROMEO HIGH SCHOOL	19	0.6%
ST JOHNS HIGH SCHOOL	19	0.6%
STONEY CREEK HIGH SCHOOL	19	0.6%
ADLAI E STEVENSON HIGH SCHOOL (LIVONIA)	18	0.5%

High Schools	N	%
NORTHVIEW HIGH SCHOOL	18	0.5%
NOVI HIGH SCHOOL	18	0.5%
ROYAL OAK HIGH SCHOOL	18	0.5%
DEWITT HIGH SCHOOL	17	0.5%
GROSSE POINTE NORTH HIGH SCHOOL	17	0.5%
LAKELAND HIGH SCHOOL (MI)	17	0.5%
LAPEER EAST HIGH SCHOOL	17	0.5%
PLYMOUTH-SALEM HIGH SCHOOL	17	0.5%
SHEPHERD HIGH SCHOOL	17	0.5%
ATHENS HIGH SCHOOL (TROY)	16	0.5%
BENJAMIN FRANKLIN HIGH SCHOOL	16	0.5%
CALEDONIA HIGH SCHOOL	16	0.5%
CASS TECHNICAL HIGH SCHOOL	16	0.5%
DAKOTA HIGH SCHOOL	16	0.5%
GROSSE POINTE SOUTH HIGH SCH	16	0.5%
HOLLY SENIOR HIGH SCHOOL	16	0.5%
OWOSSO HIGH SCHOOL	16	0.5%
SOUTH LYON HIGH SCHOOL	16	0.5%
SWARTZ CREEK HIGH SCHOOL	16	0.5%
UTICA HIGH SCHOOL	16	0.5%
WALLED LAKE WESTERN HIGH SCH	16	0.5%
WATERFORD KETTERING HIGH SCHOOL	16	0.5%
HERBERT HENRY DOW HIGH SCHOOL	15	0.4%
PINCKNEY COMMUNITY HIGH SCHOOL	15	0.4%
ROCHESTER HIGH SCHOOL	15	0.4%
WALLED LAKE CENTRAL HIGH SCH	15	0.4%

*Of a total of 682 feeder high schools

6. MI Counties

MI County	N	%
OAKLAND	572	17.6%
WAYNE	376	11.6%
MACOMB	314	9.7%
KENT	228	7.0%
GENESEE	130	4.0%
LIVINGSTON	104	3.2%
ISABELLA	95	2.9%
OTTAWA	95	2.9%
INGHAM	77	2.4%
WASHTENAW	72	2.2%
SAGINAW	63	1.9%
CLINTON	60	1.9%
SAINT CLAIR	56	1.7%
JACKSON	54	1.7%
BAY	48	1.5%
MIDLAND	48	1.5%
EATON	43	1.3%
SHIAWASSEE	34	1.0%
KALAMAZOO	32	1.0%
LAPEER	32	1.0%
MUSKEGON	32	1.0%
LENAWEE	29	0.9%
MONTCALM	28	0.9%
ALLEGAN	27	0.8%
IONIA	27	0.8%
GRATIOT	26	0.8%
HURON	26	0.8%
MONROE	24	0.7%
SANILAC	22	0.7%
MECOSTA	20	0.6%
BARRY	19	0.6%
NEWAYGO	19	0.6%
TUSCOLA	19	0.6%
BERRIEN	18	0.6%
GRAND TRAVERSE	18	0.6%
CLARE	17	0.5%
CHARLEVOIX	16	0.5%
CALHOUN	15	0.5%
IOSCO	15	0.5%
BRANCH	13	0.4%

MI County	N	%
CHEBOYGAN	13	0.4%
CHIPPEWA	13	0.4%
OTSEGO	13	0.4%
WEXFORD	13	0.4%
ALPENA	12	0.4%
OCEANA	12	0.4%
DELTA	11	0.3%
HILLSDALE	11	0.3%
DICKINSON	10	0.3%
GLADWIN	10	0.3%
MARQUETTE	10	0.3%
MISSAUKEE	10	0.3%
OSCEOLA	10	0.3%
CRAWFORD	9	0.3%
EMMET	9	0.3%
ROSCOMMON	9	0.3%
MANISTEE	8	0.2%
OGEMAW	8	0.2%
SAINT JOSEPH	8	0.2%
VAN BUREN	8	0.2%
ANTRIM	7	0.2%
LEELANAU	6	0.2%
LAKE	5	0.2%
MASON	5	0.2%
MENOMINEE	5	0.2%
PRESQUE ISLE	5	0.2%
ALCONA	4	0.1%
ALGER	4	0.1%
ARENAC	4	0.1%
BENZIE	4	0.1%
IRON	4	0.1%
CASS	3	0.1%
KALKASKA	3	0.1%
MONTMORENCY	3	0.1%
HOUGHTON	2	0.1%
LUCE	2	0.1%
OSCODA	2	0.1%
SCHOOLCRAFT	2	0.1%
MACKINAC	1	0.0%

7. States/Territories Other Than MI

State	N
IL	111
IN	16
OH	15
PA	9
WI	8
MN	7
CA	6
MO	6
NY	6
MD	5
TX	5
VA	5
GA	4
AK	3
CO	3
FL	3
AZ	2

State	N
DE	2
KY	2
NC	2
NE	2
UT	2
AL	1
CT	1
HI	1
MA	1
NJ	1
NM	1
NV	1
SC	1
TN	1
VI	1
WA	1
WY	1

8. Countries

Country	N
Canada	4
China	2
Italy	1
Saudi Arabia	1
South Korea	1

9. Top 50 Primary Areas of Interest

Interest	N	%
HEALTH PROFESSIONS PREPARATION CHP	559	16.5%
BUSINESS, MANAGEMENT	553	16.4%
SOCIAL SCIENCES	319	9.4%
TEACHING	310	9.2%
HEALTH SCIENCES	259	7.7%
EXPLORATORY, UNDECIDED	241	7.1%
ENGINEERING	179	5.3%
SCIENCES	173	5.1%
HUMAN SERVICES	136	4.0%
COMMUNICATION, JOURNALISM	127	3.8%
ART, DESIGN	118	3.5%
BROADCAST, CINEMA, THEATRE	117	3.5%
TECHNOLOGY	75	2.2%
MUSIC	69	2.0%
ENGLISH, HUMANITIES, FOREIGN LANGUAGES	55	1.6%
MATHEMATICS	30	0.9%
PSYCHOLOGY MAJOR: GENERAL	10	0.3%
ADM: ORGANIZATION ADMIN	8	0.2%
UNDECIDED	5	0.1%
POLITICAL SCIENCE MAJ: GEN CONCENTRATION	5	0.1%
COMM DEV MJ: CONC IN COMM SERVICES	3	0.1%
INTEGRATED LEADERSHIP STUDIES MAJOR	3	0.1%

Interest	N	%
PHYSICAL THERAPY	2	0.1%
COMM DEV MJ: CONC IN HEALTH SCIENCES	2	0.1%
ENTREPRENEURSHIP MAJOR	2	0.1%
INTERIOR DESIGN MAJOR	2	0.1%
MECHANICAL ENGINEERING	2	0.1%
COMPUTER TECHNOLOGY	1	0.0%
ENGLISH	1	0.0%
MECHANICAL ENGINEERING	1	0.0%
PRE-MEDICINE & OSTEOPATHY	1	0.0%
PRE-OPTOMETRY	1	0.0%
PSYCHOLOGY	1	0.0%
SOCIAL WORK	1	0.0%
ADM: BUILDING CODE ADMINISTRATION	1	0.0%
ADVERTISING MAJOR	1	0.0%
BROADCAST & CINEMATIC ARTS MAJOR	1	0.0%
COMM DEV MJ: CONC IN PUBLIC ADMIN	1	0.0%
COMMUNICATION MAJOR	1	0.0%
CONSTRUCTION MANAGEMENT MAJOR	1	0.0%
COMPUTER SCIENCE MAJOR	1	0.0%
HUMAN RESOURCES MANAGEMENT MAJOR	1	0.0%
MUSIC THEATRE MAJOR	1	0.0%
SPE MAJ: TCHRS-STDNTS W COGNITIVE IMPAIR	1	0.0%

10. ACT and HSGPA Breakdown

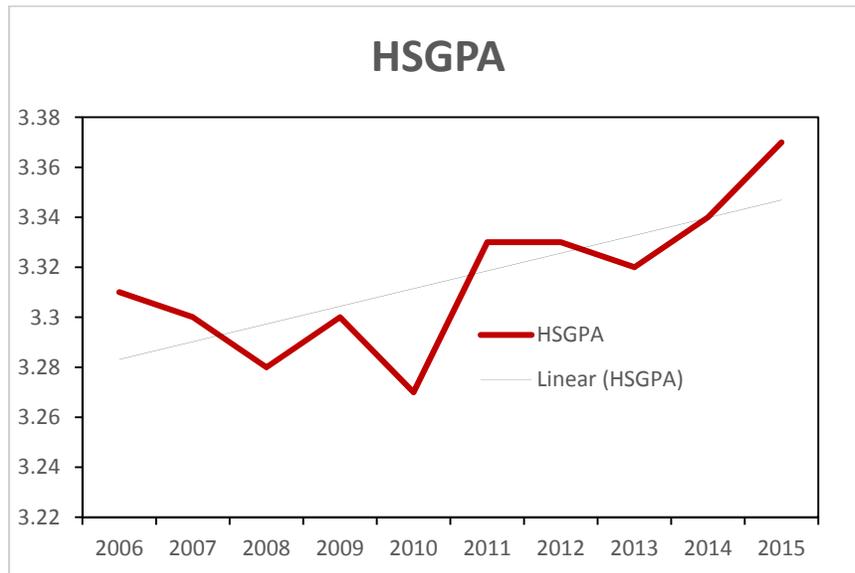
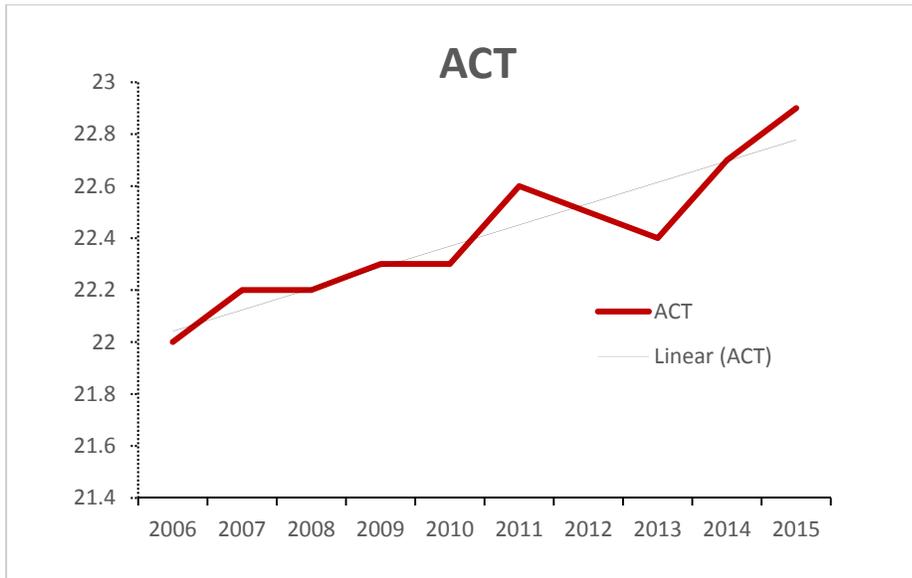
ACT Score	N	%
15-17	165	5%
18-21	1188	34%
22-24	1021	29%
25-27	628	18%
28-36	403	12%
Not Reported	81	2%
Total	3486	100%
Mean	22.9	
Median	22	
25th Percentile	20	
75th Percentile	25	

HSGPA	N	%
2.00-2.49	36	1%
2.50-2.99	681	20%
3.00-3.49	1260	36%
3.50-4.0	1453	42%
Not Reported	56	2%
Total	3486	100%
Mean	3.37	
Median	3.38	
25th Percentile	3.05	
75th Percentile	3.73	

11. Ten Year History of ACT and HSGPA

Year	ACT	HSGPA
2006	22.0	3.31
2007	22.2	3.30
2008	22.2	3.28
2009	22.3	3.30
2010	22.3	3.27
2011	22.6	3.33
2012	22.5	3.33
2013	22.4	3.32
2014	22.7	3.34
2015	22.9	3.37

12. ACT and HSGPA Trends



Criterion 1 Evidence
Global Campus Degrees and Programs

Global Campus Degrees and Programs

Bachelor's Degrees:

Administration
Community Development
Education, Elementary Emphasis
Engineering Technology
Integrated Leadership Studies
Political Science
Psychology

Undergraduate Certificates:

Cybersecurity
Social Media

Master's Degrees:

Master of Arts degree in Counseling
Master of Arts degree in Education
Master of Arts degree in Educational Leadership
Master of Arts degree in Educational Technology
Master of Arts degree in Reading and Literacy K-12
Master of Arts in Teacher Leadership
Master of Business Administration
Master of Health Administration
Master of Public Administration
Master of Science in Administration
Master of Science in Nutrition and Dietetics

Graduate Certificates:

Acquisitions Administration
College Teaching
Cybersecurity
ERP Using SAP Software
Engineering Management
General Administration
Health Services Administration
Health Systems Leadership
Human Resources Administration
Information Resource Management
International Administration
International Health
Leadership
Logistics Management

Philanthropy and Fundraising
Public Administration
Recreation & Park Administration
Research Administration

Specialist Degrees:

Specialist in Education in General Educational Administration

Doctoral Degrees:

Doctor of Education in Educational Leadership
Doctor of Educational Technology
Doctor of Health Administration

Criterion 1 Evidence
Global Campus Locations

Global Campus Locations (3/16/2016)

Michigan Centers

Auburn Hills Center
Battle Creek Air National Guard
Bay-Arenac ISD
Clinton Township Center
Dearborn Center
Detroit Center
East Lansing Center
Flint Center
Grand Rapids Center
Holland Hospital
Michigan Tech Advanced Technology and Development Center
MidMichigan Health-Midland
Northern Michigan University
Petoskey, NCMC
Saginaw Center
Schoolcraft College
Southfield Center
Traverse City Center
Troy Center
Warren Center
West Shore Community College

Out-of-State Centers

Aberdeen Proving Ground Center
Atlanta Metro Center
Camp Pendleton Center
Columbus Center
Defense Supply Center - Philadelphia
Defense Supply Center - Richmond
DeKalb Center
Douglasville Center
Embassy Suites - Pentagon
Fayetteville Center
Fort Belvoir Center
Fort Hamilton Center
Fort Leavenworth Center
Fort Lee Center
Fort Meade Center
Fort Polk Center
Fort Riley Center
Joint Base Andrews
Joint Base McGuire-Dix-Lakehurst
Joint Base Myer-Henderson Hall
Joint Base Pearl Harbor-Hickam
Minot AFB Center
Pentagon Center
Schofield Center

Seymour Johnson AFB Center
Tripler Army Medical Center
Wright Patterson AFB Center

International

Durham College
George Brown College
Georgian College
Humber College
Loyalist College
Mohawk College
Red River College
Universidad Autonoma de
Guadalajara

Criterion 1 Evidence
Great Lakes Institute for Sustainable Systems



CentralLink > College of Humanities and Social and Behavioral Sciences > GLISS

Great Lakes Institute for Sustainable Systems



The Great Lakes Institute for Sustainable Systems at Central Michigan University promotes academic programs, research, community outreach, and campus operations that are dedicated to the advancement of sustainable systems.

The work of the institute will be built on four foundational pillars:

- Promoting sustainable management of natural resources and the environment.
- Promoting sustainable economic systems.
- Promoting sustainable communities and societies.
- Promoting sustainable energy systems.

Contact Us

Tom Rohrer
Great Lakes Institute for Sustainable Systems
989-774-3341
sustain@cmich.edu

GLISS

[GLISS Homepage](#)

[About](#)

[Academic Programs](#)

[Sustainability in Action](#)

[News & Announcements](#)

[Speakers & Presentations](#)

[Research & Projects](#)

[Sustainability Links and Resources](#)

[CMU Sustainability Reports](#)

[Publications](#)

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[2012-2015 University Sustainability Report](#)

[Make a Donation to GLISS](#)



Sustainability Spotlight - GLISS

from CHSBS Video

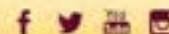


Criterion 1 Evidence
Health on Wheels



CMU News

STORIES TO GET FIRED UP ABOUT!



- Academics & Research
- Student Life
- University
- Global
- Events & Community
- Athletics
- All Stories
- Contact Us

CentralLink > CMU News > Health on Wheels

Health on Wheels

CMU health professions vehicle to visit rural areas and improve access to health care

June 17, 2014

The Herbert H. & Grace A. Dow College of Health Professions at Central Michigan University is ready to take its faculty, staff and students on the road.

Parked behind the north end of the Health Professions building on a cement pad, Mobile Health Central is a customized, 39-foot motor home that will serve rural Michigan residents by providing access to high-quality health care and preventative health education through community outreach efforts.



"Mobile Health Central expands the college's mission of serving and enhancing health care in areas of need in Michigan," said Christopher D. Ingersoll, dean of The Herbert H. & Grace A. Dow College of Health Professions. "It will be incorporated into our student learning, research and outreach efforts."

Funded by a \$500,000 grant from The Herbert H. and Grace A. Dow Foundation of Midland, Mobile Health Central will act as an extension of CMU's Carls Center for Clinical Care and Education, which serves more than 8,000 patients each year in the Health Professions building on CMU's Mount Pleasant campus. The goal is to improve health and quality of life by reaching into communities through local partnerships and collaborations to address gaps in access to health care services.

The cost of the services provided will be similar to what a patient would pay if visiting the Carls Center on CMU's campus, however, it is hoped that free services could be provided through sponsors or investors. Many insurances are accepted.

When the grant was announced in January, Margaret Ann Riecker, then president of The Herbert H. and Grace A. Dow Foundation, said the vehicle provides an excellent opportunity for the

Latest Stories

Central Michigan Life named top college newspaper in Michigan, one of top in nation

Analyzing the 2016 Academy Awards

Crafting the next great brew

Investigating Lake Michigan's food web

Getting students to graduation: A focus on the first year

Featured Videos



college's students and faculty to collaborate with rural health organizations across the state to improve the quality of life for community members.

"CMU health professions students and faculty will be able to work with local school districts and civic groups to promote healthy lifestyles and research regional health issues," she said.

While not uncommon in the field of medicine, the Mobile Health Central vehicle is unique to a college campus. Equipped with medical necessities such as exam tables, sinks and a soundproof booth for hearing testing, it will provide additional training opportunities for CMU health professions students and interdisciplinary partnership opportunities in health care research across campus.

"It's great to be able to have the opportunity to extend the clinic's services and education for our students and for patients," Karen Haskin, director of clinical services for the Carls Center, said. "Health care is moving toward a focus on the community. Mobile Health Central fits right in with that."

The college will make the vehicle available for public viewing and an informational walk-through tour during an open house in September. A date will be announced soon.

For more information about bringing Mobile Health Central to your community, contact Karen Haskin, Carls Center director of clinical services, at (989) 774-6624 or haskinlk@cmich.edu.

The Herbert H. & Grace A. Dow College of Health Professions offers students a challenging, vibrant and diverse learning community, rich in clinical experiences, internships, research and community outreach. A national leader in a variety of health professions, CMU graduates students with physician assistant, physical therapy, audiology, speech-language pathology and athletic training degrees. For more information, visit chp.cmich.edu.

Categories:

[Academics and Research](#); [Events and Community](#); [The Herbert H. and Grace A. Dow College of Health Professions](#)

Media Contact

Lisa Keith
989-774-3272
lisa.a.keith@cmich.edu



Criterion 1 Evidence
Institute for Great Lakes Research



Institute for Great Lakes Research

[About IGLR](#)

[Faculty and Staff](#)

[Research](#)

[CMU Biological Station on Beaver Island](#)

[Current Seminars](#)

[Alumni, Friends, & Donors](#)

[Back to Department of Biology](#)

The Institute for Great Lakes Research @ CMU

[cmich.edu](#) > [Colleges](#) > [College of Science and Engineering](#) > Institute for Great Lakes Research

The Great Lakes contain nearly 20% of the world's surface fresh water and the Institute for Great Lakes Research (IGLR) takes a multidisciplinary approach to understanding the complex environmental issues affecting the Great Lakes basin. This area includes associated ecosystems such as tributaries, wetlands, and coastal regions, as well as the lakes themselves.



The IGLR is committed to promoting and facilitating collaborative research and education on the Great Lakes. We partner with other institutions and agencies to leverage our expertise and training.

IGLR faculty members are nationally and internationally recognized experts on coastal wetlands, conservation genetics, fisheries, invasive species, limnology, aquatic population modeling, microbial ecology, landscape ecology, and geographic information sciences. External agencies supporting research include the Environmental Protection Agency, the U.S. Fish and Wildlife Service, the Michigan Department of Natural Resources and Environment, and the Sea Grant.

News and Events

[TechCentury Magazine visits with CMU Institute for Great Lakes Research](#)

My time at CMU started with Donald G. Uzarski, who has one of the academic world's truly cool jobs. Not only is he director of the CMU Institute for Great Lakes Research, he's also director of the CMU Biological Station on Beaver Island."

[VIEW HERE](#)

[EPA awards CMU \\$20 million in six years for Great Lakes research](#)

Second \$10 million coastal wetlands grant to help protect the Lakes' future and economy of 8 states and 2 Canadian provinces

[VIEW HERE](#)

[Mussel relocation aids dam removal project in mid-Michigan](#)

Removing obsolete, unsafe and unnecessary dams from...

[VIEW HERE](#)

[CMU's custom-designed research tanks](#)

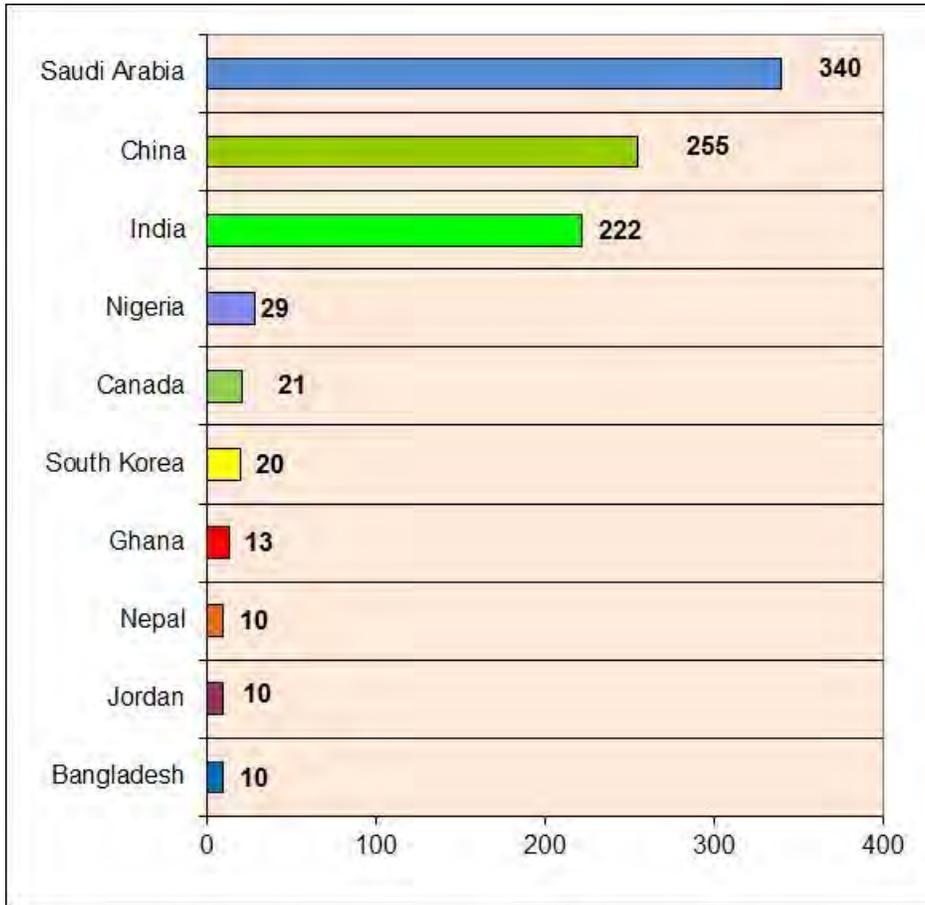
replicate Great Lakes Ecosystems

[VIEW HERE](#)

Criterion 1 Evidence
International Student Enrollment Fall 2014



Fall 2014 International Students by Top Countries



By Top Countries and Level

Country name	Undergraduate/ ELI	Graduate	MD	TOTAL
Saudi Arabia	234	106		340
China	113	142		255
India	5	216	1	222
Nigeria	9	20		29
Canada	8	8	5	21
South Korea	13	7		20
Ghana	1	12		13
Bangladesh	1	9		10
Jordan		10		10
Nepal		9	1	10
Total	384	539	7	930



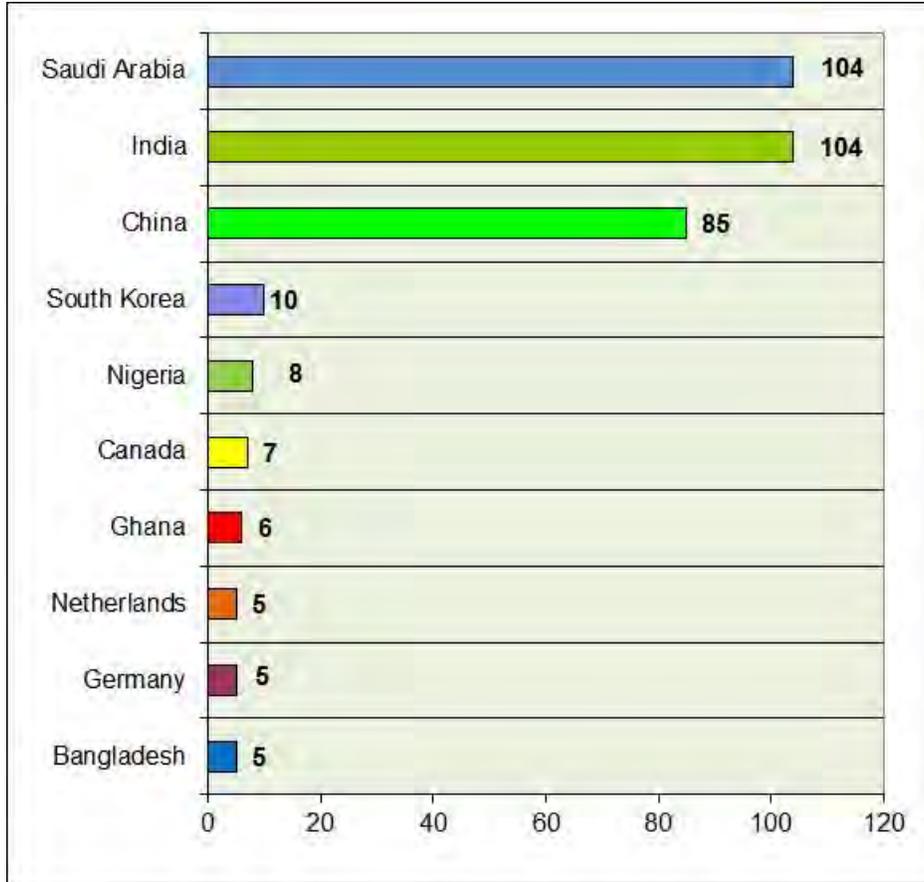
Office of International Affairs
 330 Ronan Hall
 Mount Pleasant, MI 48859

Fall 2014 International Students By Country and Level

COUNTRY	UG/ELI	GRAD	MD	TOTAL	COUNTRY	UG/ELI	GRAD	MD	TOTAL
Bangladesh	1	9		10	Mongolia	1			1
Barbados		1		1	Nepal		9	1	10
Belgium	1			1	Netherlands	5	1		6
Canada	8	8	5	21	New Zealand	1			1
Chile	1	1		2	Nigeria	9	20		29
China	113	142		255	Norway	1			1
Congo	2			2	Pakistan		2		2
Denmark	1			1	Poland	1			1
Ecuador		1		1	Portugal		2		2
Egypt	6			6	Russian Fed.	2	2		4
El Salvador	1			1	Saudi Arabia	234	106		340
Ethiopia		2		2	Serbia	2			2
France	2			2	Singapore	2			2
Germany	6	1		7	Slovenia		1		1
Ghana	1	12		13	South Africa	2			2
Greece	0	2		2	South Korea	13	7		20
India	5	216	1	222	Spain	1	2		3
Indonesia	1	3		4	Sri Lanka		7		7
Iran	1	5		6	Swaziland		1		1
Ireland		4		4	Taiwan		3		3
Israel	1			1	Tanzania		1		1
Italy		1		1	Thailand		1		1
Ivory Coast		1		1	Trinidad, Tobago	1			1
Jamaica	1			1	Turkey		4		4
Japan	4	1		5	Uganda		1		1
Jordan		10		10	Ukraine		1		1
Kazakhstan	1	1		2	United Kingdom	1	2		3
Kenya		1		1	Utd. Arab. Emir.	2	2		4
Kuwait	1	3		4	Uzbekistan		2		2
Lebanon	1			1	Vietnam	5			5
Malaysia		2		2	Yemen		1		1
Mexico	3	4		7	Zimbabwe		1		1
					TOTAL	445	610	7	1062



Fall 2014 NEW International Students



By Top Countries and Level

Country	Undergraduate/ ELI	Graduate	MD	Total Of Year
India	2	102		104
Saudi Arabia	61	43		104
China	35	50		85
South Korea	6	4		10
Nigeria	2	6		8
Canada	1	3	3	7
Ghana		6		6
Bangladesh		5		5
Germany	5			5
Netherlands	5			5
Total	117	219	3	339



Office of International Affairs
 330 Ronan Hall
 Mount Pleasant, MI 48859

Fall 2014 NEW International Students by Country and Level

COUNTRY	UG/ELI	GRAD	MD	TOTAL	COUNTRY	UG/ELI	GRAD	MD	TOTAL
Bangladesh		5		5	Mexico	2	1		3
Barbados		1		1	Mongolia	1			1
Canada	1	3	3	7	Nepal		3	1	4
China	35	50		85	Netherlands	5			5
Egypt	3			3	New Zealand	1			1
El Salvador	1			1	Nigeria	2	6		8
France	2			2	Pakistan		1		1
Germany	5			5	Russian Fed.	1			1
Ghana	0	6		6	Saudi Arabia	61	43		104
India	2	102		104	Singapore	2			2
Indonesia		3		3	South Korea	6	4		10
Iran		2		2	Sri Lanka		4		4
Ireland		2		2	Trinidad, Tobago	1			1
Israel	1			1	Turkey		1		1
Japan	3			3	United Kingdom	1	2		3
Jordan		2		2	Vietnam	1			1
Kuwait		2		2	Yemen		1		1
Lebanon	1			1	TOTAL	138	244	4	386

Criterion 1 Evidence
King Chavez Parks Future Faculty Fellows Program



Multicultural Academic Student Services

[CentralLink](#) > [Office of the Provost](#) > [Institutional Diversity](#) > [Multicultural Academic Student Services](#) > [Martin Luther King, Cesar Chavez, Rosa Parks \(KCP\) Future Faculty Fellows Program](#)

Martin Luther King, Cesar Chavez, Rosa Parks (KCP) Future Faculty Fellows Program



KING-CHÁVEZ-PARKS

The Center for Inclusion and Diversity, with the support of the KCP Initiative, sponsors the annual competition of the King-Chavez-Parks Future Faculty Fellowships. The Fellowship Program provides an [annual stipend](#) to recipients for one year. KCP fellows are eligible to reapply for additional years of support of up to three years or a maximum of \$20,000 (master's level) or \$35,000 (doctoral level).

The KCP Initiative, funded by the Michigan Workforce Development Agency, was developed with the intent to increase the number of Michigan's most educationally disadvantaged citizens to have the opportunity to complete college degrees and experience career success as active participants in a knowledge based global society and economy. The KCP Future Faculty Fellowship is one of six divisions of the KCP Initiative.

The intent of this competitive fellowship is to increase the pool of traditionally

Multicultural Academic Student Services

[About Us](#)

[King Chavez Parks \(KCP\) Initiatives](#)

[Martin Luther King, Cesar Chavez, Rosa Parks \(KCP\) Future Faculty Fellows Program](#)

[Martin Luther King, Cesar Chavez, Rosa Parks \(KCP\) Visiting Professors Program](#)

[Programs and Resources](#)

[Cultural Celebrations and Events](#)

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[Frequently Asked Questions](#)

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The intent of this competitive fellowship is to increase the pool of traditionally underrepresented candidates pursuing faculty careers in postsecondary education by providing financial support to students in their pursuit of a master's or doctoral degree. Applications are encouraged from minorities, women, people with disabilities, and individuals from cultural, linguistic, and socio-economic backgrounds who would otherwise not adequately be represented in graduate student and faculty populations. **The fellowship does not provide awards to persons obtaining a second master's or doctoral degree.**

ELIGIBILITY REQUIREMENTS:

- Be a citizen of the United States and a resident of Michigan
- Be currently enrolled or accepted into a degree program that facilitates a career in postsecondary education
- Be currently enrolled in an on-campus master's or doctoral program at full-time status at Central Michigan University
- Be in good academic standing
- Plan a career in postsecondary faculty teaching or administration in a public or private, 2- or 4-year, in-state or out-of-state public institution after graduation
- **NOT** be in default on any guaranteed student loan and/or KCP loan
- **NOT** be a current KCP Fellow at another institution or have already received a KCP Fellowship at the same degree level

FELLOWSHIP RESPONSIBILITIES

- Maintain good academic standing (3.0 GPA or higher)
- Attend all KCP required events
- Maintain contact with KCP staff
- Within one year of graduation, begin a career in postsecondary faculty teaching or administration in a public or private, 2- or 4-year, in-state or out-of-state public institution after graduation for three years
- Or, for master's students, pursue a doctoral degree within one year of graduation, complete the program within eight years and then begin a career in postsecondary faculty teaching or administration in a public or private, 2- or 4-year, in-state or out-of-state public institution after graduation for three years

REQUIRED EXPECTATIONS

All Fellows

- Semester meetings with Future Faculty Fellow administrators
- Annual attendance at statewide Equity in the Classroom conference
- Serve as a mentor and/or instructor for other KCP initiatives, such as GEAR UP, Pathways, STEP, Student Support Services and other mentoring programs
- Ten (10) hours of volunteer service in participating KCP Programs as mentioned above
- Adhere to the Statement of Personal Responsibility for the KCP FFF program
- Submit an annual progress report during your fellowship period (a template will be provided)

- Ten (10) hours of volunteer service in participating KCP programs as mentioned above
- Adhere to the Statement of Personal Responsibility for the KCP FFF program
- Submit an annual progress report during your fellowship period (a template will be provided)

APPLICATION PROCEDURE

To obtain a copy of the current KCP application, click [HERE](#). Applications are due April 1.

Included with your application, please submit the following:

- Personal statement including your educational and career goals linking your interests, academic preparation, and current studies with your future plans. The main focus of the statement should be your interest and research, as well as a tentative date for completing your coursework/dissertation. Explain the progress of your research, the time period in which you hope to use the KCP fellowship and how you expect to meet the conditions of the fellowship by using your degree in a postsecondary institution (1500 words)
- Three letters of recommendation from faculty members. Please submit only current recommendations. If you are currently in a program, a letter from your advisor should be included
- Current curriculum vitae (c.v.)/resume
- Current transcripts

A committee of Central Michigan University faculty and administrators will review the applications and recommend candidates to the KCP FFF Director. Selections will be made on a competitive basis using criteria that include academic performance, research accomplishments and potential, faculty and advisor recommendations, and the personal statement. Fellowship decisions are not subject to appeal. Award recipients will be notified no later than June 1.

QUESTIONS?

KCP Future Faculty Fellows Program

Center for Inclusion and Diversity

Dr. Traci Guinn, Executive Director

Ms. Bernie Cesena, Administrative Assistant

Bovee UC 108

(989) 774-3945

mass@cmich.edu

Criterion 1 Evidence
Leadership Safari



Leadership Safari

[CentralLink](#) > [Enrollment & Student Services](#) > [Residence Life](#) > Leadership Safari

Welcome to Leadership Safari at CMU!



On behalf of the Safari staff, the Office of Residence Life and the greater community of CMU, we would like to welcome you to Central Michigan University!

We are excited and pleased that you chose to attend CMU and are interested in attending this year's Leadership Safari! Please use the resources throughout this website to learn how leadership Safari is a proven success!

Leadership Safari 2016 is August 20th through the 24th, 2016.

Celebrating 20 Years at CMU!

Leadership Safari

- Home
- All About Leadership Safari
- Safari Family Information
- Registration Information
- Pizza with the Professors & Professionals
- Leadership Safari Staff
- Contact Us!
- CMU Leadership Institute

Safari at a Glance!



Criterion 1 Evidence
Michigan Special Olympics



CMU News

STORIES TO GET FIRED UP ABOUT!



- Academics & Research
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- Events & Community
- Athletics
- All Stories
- Contact Us

CentralLink > CMU News > Inspiration and impact at the Special Olympics Michigan State Summer Games

Inspiration and impact at the Special Olympics Michigan State Summer Games

Event engages CMU faculty, staff, students and alumni

May 27, 2015

For more than 40 years, [Special Olympics Michigan](#) has been a part of the Central Michigan University family. CMU's campus is home to its state headquarters, and its largest event, the State Summer Games, takes place annually on campus.



The 2015 State Summer Games, which will bring nearly 6,000 people to Mount Pleasant May 28 through 30, will engage hundreds of CMU faculty, staff, students, student-athletes and alumni as volunteers, as the event does each year.

Read about the impact some of these volunteers have had on Special Olympics Michigan athletes and how they have been impacted and inspired through their involvement, and feel the excitement with coverage from this year's games.



Competition, friendship and fun

Hear from State Summer Games athletes, coaches and volunteers



A passion for working with special needs students

Future CMU student: Special Olympics defined my career path



Learning about inclusion and acceptance

Games help CMU alumna teach students life lessons



Assisting and learning

Athletic training student gains hands-on experience through Special Olympics

Latest Stories

Central Michigan Life named top college newspaper in Michigan, one of top in nation

Analyzing the 2016 Academy Awards

Crafting the next great brew

Investigating Lake Michigan's food web

Getting students to graduation: A focus on the first year

Featured Videos



Criterion 1 Evidence
Mission, Vision, Core Values



University Mission, Vision and Values

University Vision Statement

"Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation."

-Adopted by the Board of Trustees, December 6, 2012

Mission Statement

At Central Michigan University, 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.

-Adopted by the Board of Trustees, December 2, 2010

Core Values

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation.

-Adopted by the Board of Trustees, December 2, 2010

To view the definition of mission statement core values, [click here](#).

About CMU

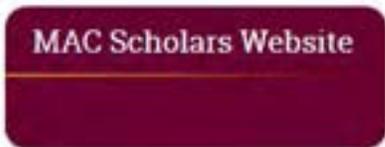
- University Leadership
- University Mission, Vision and Values
- Quick Facts
- History
- Awards and Highlights
- Notable Alumni
- Campus Map
- Driving Directions
- City of Mount Pleasant
- Saginaw Chippewa Indian Tribe
- Strategic Planning
- CMU Master Plan
- Emergency and Safety
- Embracing Diversity at CMU
- Careers at CMU

Criterion 1 Evidence
Multicultural Advancement Scholars



MAC Scholars Website

[CentraLink](#) > [Office of the Provost](#) > [Institutional Diversity](#) > [Multicultural Academic Student Services](#) > MAC Scholars Website



Multicultural Advancement and Lloyd M. Cofer Scholars

The Multicultural Advancement and Lloyd Cofer Scholarships are awarded to students who have previously exemplified in high school and pledged a continued commitment at Central Michigan University to academic achievement, community service, enhancing diversity, multiculturalism and inclusion. All freshmen scholars live in the Multicultural Advancement and Lloyd Cofer Scholars Residential College located in Troutman Hall. This dynamic new living and learning community aims to increase student success and retention through academic and social support services. Emphasis is placed on promoting academic achievement, increasing support through peer relationships, and encouraging individual growth at Central Michigan University.

The residents (also known as Diversity Champions) of the Multicultural Advancement and Lloyd Cofer Residential College believe in and are committed to promoting educational excellence, diversity, and community service in order to foster a welcoming and inclusive environment for all members of the Central Michigan University and Mt. Pleasant communities.



The workshops, social activities, and programs hosted by the MACRC provide students with valuable experiences that contribute to individual success through:

- Academic planning
- Career planning
- Graduate school preparation
- Campus involvement
- Peer mentoring/advising
- Peer tutoring
- Civic engagement
- Leadership development
- Diversity and cultural understanding

First year participants enjoy reduced occupancy with three people per suite. Second, third or fourth year participants enjoy reduced occupancy with two people per suite. In addition, some of the other unique opportunities offered include, but are not limited to:

- Assistance from peer advisors
- Access to personal tutors
- Study hall sessions
- Four-year academic planning sessions
- Cultural field trips
- Group community services projects
- Diversity training workshops
- End of the year all scholars awards banquet and dinner
- Serving as floor representatives for the residential college



Located centrally as part of the Towers complex, residents have the easy access to the fitness center, convenience

store, residential restaurant, video and gaming rental shop, math and writing center, academic advisors and computer lab. The MACRC accomplishes its goal by creating a close-knit community of scholars and University represented "diversity champions" who are socially active and concerned with promoting diversity and understanding on our campus and in our community.

Contact Information

Multicultural Academic Student Services
Bovee University Center 112
Mount Pleasant, MI 48859

(989) 774-3945

[MASS Office website](#)

Criterion 1 Evidence
New Program Request Form

Central Michigan University
NEW PROGRAM REQUEST
(APC and Blue Form)

**I. PROGRAM DESCRIPTION: Describe the New Program and list the program objectives.
Does this program replace another that is outdated or deleted?**

II. PROGRAM RATIONALE:

1. Mission and Goals:

- a) Describe the program's mission and goals and how the program supports the mission of the university. Specifically state how the program builds upon institutional strengths and supports the undergraduate or graduate education priorities of the institution.
- b) Describe how the program supports the mission and goals of the relevant department and college.
- c) Describe how the program impacts (positively and/or negatively) other university departments and programs.
- d) Describe how the program will enhance CMU's image to external constituents.
- e) For a Professional Education Unit program only: Show how the program reflects the CMU CLEAR conceptual framework for teacher preparation.

2. Market and/or Disciplinary Need:

- a) Describe the international, national, regional and/or statewide need for the program. Provide evidence, including external supporting documentation that such a need exists. Evidence of market need might include results of employer surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest are appropriate, but not sufficient evidence of need.
- b) Describe how the program meets the needs of, or advances, the state of the discipline or profession.
- c) Describe the internal institutional needs met by the program.
- d) Describe why the needs met by the program cannot be met through existing programs at CMU or other institutions within the state of Michigan.
- e) Describe any evidence that the program is a new or emerging field and any evidence that this field will continue to emerge?

3. Potential for a high-quality program:

- a) Describe how the program builds an intellectual framework that reflects an established or emerging body of scholarship. Doctoral programs: describe how external reviewers evaluated the proposed curriculum.
- b) Describe the courses and provide the overall sequence/structure of the program. *[All new courses must be approved through the curricular process before the program is approved by the Senate Review Committee. The Academic Planning Council does not review Master Course Syllabi. See Course-Related Proposals.]*
- c) If applicable, indicate the agency, the plan/timeline for seeking specialized accreditation/approval/certification and how the program meets the required standards.
- d) If there is currently a similar CMU program in the area, describe the general reputation (internally and/or externally) of that program.
- e) Describe the academic services available to assist students in succeeding in the program.

- f) Describe how quality will be documented and how continued quality will be ensured.
- g) Doctoral programs only: describe what students will be expected to accomplish in the program (e.g., original research, applied research, as well as competencies).

4. Student interest and the ability to attract quality students:

- a) Describe the target audience.
- b) Describe the domestic, ethnically diverse, and international students to be served by the proposed program.
- c) Describe how many students would optimally be enrolled in the program. Explain why this is the optimal program size. (Four year projection)
- d) Describe the potential of this program to attract, retain, graduate, and place students of high ability. For the Professional Education Unit, also show how the program prepares students to teach or to pursue advanced study.
- e) Describe the qualitative and quantitative measures that will be used as admissions criteria.
- f) Describe the opportunities which will be available to students who pursue this degree program. Describe the plan to establish external links which might be necessary for clinical practica or internships.

5. Plans for the ongoing assessment of student learning and the evaluation of the need for and feasibility of the program: (Copy and paste this information from your approved assessment plan in WEAVEonline.)

- a) Describe the student learning outcomes.
- b) Describe how the student learning outcomes will be assessed.
- c) Describe how and when the program will be evaluated.

6. Evidence that the faculty can provide a quality experience for students: (Attach resumes from the Online Faculty Information System (OFIS)).

- a) Describe the current faculty who would be involved in the program. Evidence should be provided as to how they are active in their discipline and productive in their area of scholarship (e.g., consultation, clinical work, grant writing, publications, and presentations).
- b) Explain how the number of the currently qualified faculty is adequate for the program. If additional faculty are necessary, is the university/college willing and able to commit funding to support additional positions? What evidence is there that the program can attract additional faculty?
- c) Describe the level of instructional effectiveness of the current faculty.
- d) Describe the effectiveness of current student advising.
- e) Describe the current ratio of faculty to students and the mentoring of students available and specify how this might change once the program is active.
- f) Describe the effectiveness of current mentoring for graduate student thesis/dissertation work.
- g) If applicable, describe the faculty plan to establish external links which might be necessary for clinical practica or internships.

7. Financial resources required to support the program: (Use the tables below to show anticipated enrollment (Section VI), a four-year budget projection to include revenue (Section VII), and costs including faculty and staff (Section VIII)).

- a) Describe the financial resources and opportunities that will be available to attract high-quality students.

- b) If applicable, is the university/college/department willing to commit graduate assistantships/fellowships to the program?
- c) Describe the anticipated cost effectiveness of the program (resources required/anticipated positive impact).
- d) Describe any additional staff needed to support the program. If so, is the university/college willing to commit funds to support additional staff positions?
- e) Describe how the program will garner external research dollars.
- f) Describe how the program will be able to garner gift money.
- g) Describe other venues the program will use to attract resources.

8. Additional resources to adequately support the new program:

- a) Describe the classroom space needed for the program. If currently available classroom space is inadequate, how will such space be made available?
- b) Describe the faculty and graduate assistant (for a graduate program) office space currently available. If currently available office space is inadequate, how will such space be made available?
- c) Describe the laboratory space and equipment currently available. If the currently available laboratory space and equipment is inadequate, how will such space be made available?
- d) Describe the computer resources currently available. If currently available computer resources are inadequate, will the university/college provide additional computer resources?
- e) Describe the library resources/holdings currently available for the program. If currently available resources are inadequate, what type of budget is necessary for the purchase of additional holdings? Is the university/college/department able to provide funds for the purchase of such?

9. If offered electronically, evidence that the program complies with *Best Practices for Electronically Offered Degree and Certificate Programs* by North Central Association:

- a) Explain how the institution will assure budgetary resources and technical support for the program, maintain academic oversight, and assure the integrity of student work and faculty instruction.
- b) Explain how interactions (synchronous or asynchronous) between instructor and student and among students are reflected in the design of the programs.
- c) Explain how the institution provides ongoing support and training for faculty members.
- d) Explain how the program will provide advising and logistical information to the student.

III. LIST SIMILAR PROGRAMS (and provide web links):

- 1. At CMU:
- 2. At other Michigan colleges and universities:
- 3. In other states:

IV. PROPOSED BULLETIN COPY: (Include complete program overview/description and Admission, Retention and Termination Standards.)

V. NEW COURSE DESCRIPTION(S):

VI. PROJECTED ENROLLMENT: Complete this section with assistance from the Vice Provost for Academic Administration.

1. For each year, estimate the total number of students who will be enrolled and whether they are likely to be full-time or part-time students, and the annual SCH.

Program Year	Full-time students	Part-time students	Total SCH
Year 1			
Year 2			
Year 3			
Year 4			

2. Do you expect these students to be new to the university or are they more likely to be students who will choose this program over another that is already offered at CMU?

VII. PROGRAM REVENUE: Estimate program revenue.

Revenue Source	Year 1	Year 2	Year 3	Year 4
Gross Tuition				
Other Revenue (i.e., state appropriation)				
College Tax Rate (XX%)				
Net Revenue				

1. Provide an explanation of revenue source(s).

VIII. PROGRAM COST: Estimate expenses and identify as base (B) or one-time (1T).

Cost	Year 1	Year 2	Year 3	Year 4
Faculty FTE: a. Number b. Type c. Salary + Benefits d. Start Up/Equipment, etc.				
Staff FTE: a. Number b. Type c. Salary + Benefits				
Other Compensation (including GA): a. Number b. Type c. Salary + Benefits d. GA Tuition Waiver				

College Work Study (CWS): a. Number b. Cost				
General Student Assist (GSA): a. Number b. Cost				
Library Expenses*: (print and electronic)				
Supplies and Equipment: a. Description b. Cost				
Remodeling and Space**: a. Description b. Cost				
*Work with Library bibliographer to estimate cost. **Attach FM feasibility study.				

1. Provide a rationale for each cost, the source of funding (for example, increased enrollment, reallocation, grant, other), and the impact on other programs if the source of funding is reallocation.
2. Describe any additional future needs that may enhance the program.

IX. PROJECTED REVENUE AND EXPENDITURES:

Projections	Year 1	Year 2	Year 3	Year 4
Net Program Revenue				
Program Expenditures				
Net Revenue - Expenditures				

Criterion 1 Evidence
Nondiscrimination Policy

Board of Trustees Nondiscrimination Policy

taken from

https://www.cmich.edu/office_president/OCRIE/Secure/Pages/Nondiscrimination_Policy.aspx

Central Michigan University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university.

Unlawful acts of discrimination or harassment by members of the campus community are prohibited. In addition, even if not illegal, acts are prohibited if they discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, gender, gender identity/gender expression, genetic information, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, or weight. Limitations are appropriate if they are directly related to a legitimate university purpose, are required by law or rules of associations to which the Board of Trustees has determined the university will belong, are lawfully required by a grant or contract between the university and the state or federal government. Limitations of current facilities related to gender identity/gender expression are excluded from this policy.

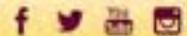
The president is directed to promulgate practices and procedures to realize this policy. The procedures shall include the identification of an office to which persons are encouraged to report instances of discrimination and a process for the investigation and resolution of these reports/complaints.

Criterion 1 Evidence
OID Award and Programs



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CentralLink > CMU News > Central Michigan University receives Higher Education Excellence in Diversity award

Central Michigan University receives Higher Education Excellence in Diversity award

CMU is one of 83 universities nationwide recognized for diversity efforts

September 16, 2014

Central Michigan University today received a 2014 Higher Education Excellence in Diversity award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.



The HEED award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. Eighty-three colleges and universities were recognized this year.

"At Central Michigan University, we are proud of our commitment to diversity, multiculturalism and inclusion amongst our faculty, staff and students," said Traci Guinn, executive director of the CMU Center for Inclusion and Diversity. "Our commitment is exemplified through our programs, curriculum and practices."

CMU's Institutional Diversity office is comprised of six units:

- **Multicultural Academic Student Services** works closely with diverse student groups and offers academic, social and recreational activities.
- The **Office of Diversity Education** coordinates diversity training and workshops.
- The **Office of Lesbian Gay Bisexual Transgender Queer Services** coordinates programs, presentations, forums and services related to sexual orientation/identity and gender identity/expression.
- **Native American Programs** focuses on the recruitment and retention of Native American students.
- **4S Pathways to Academic Student Success** program, which offers support services to low-

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CMU's Institutional Diversity office is comprised of six units:

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- **Native American Programs** focuses on the recruitment and retention of Native American students.
- **4S Pathways to Academic Student Success** program, which offers support services to low-income and first-generation students.
- **Student Transition Enrichment Program** provides support services for first-generation and low-income students who transfer from Bay Mills Community College, Delta College, Lansing Community College, Mid Michigan Community College and Saginaw Chippewa Tribal College.
- **Upward Bound**, a federally funded precollege program, works directly in two Detroit high schools to help prepare students for successful college careers.
- **MI GEAR UP**, also known as Michigan Gaining Early Awareness & Readiness for Undergraduate Programs, facilitates student tutoring and mentoring and offers workshops on college preparation and financial aid.

"We hope the HEED award serves as a way to honor those institutions of higher education that recognize the importance of diversity and inclusion as part of their everyday campus culture," said Lenore Pearlstein, publisher of INSIGHT Into Diversity magazine.

Categories:
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Criterion 1 Evidence
On-Campus Enrollment Profiles and Projections Fall
2015



**On-Campus
Enrollment
Profiles and Projections
Fall 2015**

**Institutional Research
Central Michigan University
Mt Pleasant Michigan**

October 2015

AN OVERVIEW OF CMU'S ON-CAMPUS ENROLLMENT

FALL 2015

Summary

This report contains information about the on-campus enrollment at CMU in fall 2015.

- The official fall headcount is 19,549. This is a decrease of 309 (1.56%) students over last fall.
- The number of undergraduates 17,265 is down 2.81% from last fall; the number of graduate students is 2,284, an increase of 190 (9.07%).
- The number of *new* freshmen is 3,443 a decrease of 330 (8.75%) from last fall's number.
- The Student Credit Hour (SCH) total for fall 2015 is 259,220, a decrease of 3,426 from the SCH for fall 2014. The average SCH per student remained the same.
- The one-year retention rate of fall 2014 new freshmen was 78.2%
- The number of new transfer students is 1,151, an increase from 1,091 the previous year.
- Just over ninety-three percent of first-time freshmen (FTIACs) are from Michigan.
- Minority student enrollment is 14% of the student population.
- The number of international students increased by 106 (9.96%) to 1,170.
- 55% of undergraduates, 53% of graduate students, and 59% of new freshmen are female.

To obtain copies of these reports, please contact the Office of Institutional Research at 989-774-3933. More detailed enrollment information is available on the [Institutional Research website](#).

Enrollment Numbers

ON-CAMPUS STUDENT PROFILE FALL 2015

The number of students registered for on-campus classes this fall is 19,549, a decrease of 309 from last fall. The 19,549 on-campus students enrolled for a total of 2259,220 SCH's. This was a decrease of 3,426 SCH's from the 262,464 SCH's for last fall. Of these SCH's, 231,918 were for undergraduates and 27,302 were for graduate students.

Of the 17,265 undergraduates, 4,330 are freshmen, 4,049 are sophomores, 3,440 are juniors and 5,453 are seniors. There are 398 fewer freshmen enrolled for classes this fall than last fall, 622 more sophomores, 295 fewer juniors, and 421 fewer seniors. Over 4,600 undergraduates are attending CMU for the first time. There are 3,443 new freshmen, a decrease of 330 from last year. There are 1,151 new transfer students, an increase of 60 from last year. The other new undergraduate students are guests, non-degree students, or high school concurrent students. Among the graduate students, 1,621 are continuing graduate students while 663 are new graduate students.

Of the undergraduate students, 19.5 percent are enrolled for 16 or more credit hours, 67 percent for 12-15 SCH, 11.5 percent for 6-11 SCH, and 2 percent are taking 5 or fewer hours. Of the graduate students, 65.8 percent are enrolled for 9 or more credit hours, 21.5 percent for 6-8 SCH, 1.4 percent for 4 or 5 SCH, and 11.3 percent are taking 3 or fewer hours this semester.

Women represent 55 percent of undergraduate students, while 53.2 percent of graduate students are women. The average age of undergraduate students is 21 years, while the average age of graduate students is 28 years.

This fall the number of minority students on campus is 2,743; 1,427 African-American, 337 American Indian/Alaskan Native, 364 Asian/Pacific Islander, and 615 Hispanic. The percentage of minority students on campus this fall, 14 percent, is an increase from last fall's percentage of 12.6. Of the minority students, 2,534 are undergraduates, while 209 are graduate students. There are also 1,170 international students on campus this fall, an increase of 106 from last year's total of 1064.

CMU has students enrolled from every county in Michigan. The greatest numbers of students come from Oakland County 2,765, followed by Wayne with 1,764, Macomb with 1,460, and Kent with 975. The counties with the fewest number of enrolled students are Keweenaw with 1 student, Gogebic with 4, Baraga with 6, Ontonagon with 8 and Luce with 8. Of those students whose home address is out of Michigan, 1,191 are students from foreign countries and 967 are from other states and territories. This fall we have a total of 46 states represented among on-campus students. The states with the greatest number of on-campus students are Illinois with 383, Ohio with 84, and Indiana with 80. This fall we have 63 countries represented. The greatest numbers of international students are from Saudi Arabia (361), India (313) and China (250).

Of the undergraduate students, 55.1 percent have a signed major. For seniors, 97.4 percent have signed their major, and 91.1 percent of juniors have. However, only 24.3 percent of sophomores and 2 percent of freshmen have signed majors. The most popular signed majors are Psychology (589), Marketing (466), Logistics Management (355), and Accounting (341).

The number of new freshmen, 3,443 is a decrease of 330 from fall of 2014. Of these new freshmen, 224 are from other states and U.S. territories, while 9 are from foreign countries. The greatest numbers of new freshmen come from the following high schools: Mt. Pleasant High School (48), Lake Orion Community High School (42), Eisenhower Senior High School (39), Rockford Senior High School (37) and Clarkston Senior High School (34). Of the new freshmen, 41 percent are male and 59 percent are female. Minority students are 19.8 percent of the new freshmen. The average ACT composite score for entering new freshmen in fall 2015 is 22.9, up from 22.7 for the fall 2014 freshmen. The percent of new freshmen with ACT composite scores of 27 and above is 17.3 percent. The average high school GPA of this year's new freshman class is 3.37, up from the fall 2014 freshman class.

Of the 1,151 new transfer students 1,064 are from Michigan. Among transfer students, 51 percent are male, 49 percent female; 15.2 percent minority, and 84.8 percent non-minority. The counties with the largest number of transfers to CMU are Oakland (121), Wayne (80), Macomb (61), and Isabella (77).

Enrollment Comparisons 2014-2015				
	Fall 2014	Fall 2015	Difference	Percent Change
Undergraduate Students	17,764	17,265	(499)	-2.81%
Graduate Students	2,094	2,284	190	9.07%
Students Enrolled at More than One Level	20	18	(2)	-10.00%
Unduplicated Total	19,858	19,549	(309)	-1.56%
FTIAC's (old definition)	3,684	3,383	(301)	-8.17%
Summer entrants	75	40	(35)	-46.67%
Former HS concurrents	14	20	6	42.86%
FTIAC's (new definition)	3,773	3,443	(330)	-8.75%
New Transfers	1,091	1,151	60	5.50%
Freshmen	4,728	4,330	(398)	-8.42%
Sophomores	3,427	4,049	622	18.15%
Juniors	3,735	3,440	(295)	-7.90%
Seniors	5,874	5,453	(421)	-7.17%
Graduate Certificates	10	25	15	150.00%
Masters	1,463	1,496	33	2.26%
Specialists	8	8	0	0.00%
Doctoral	613	748	135	22.02%
African American	1,321	1,427	106	8.02%
American Indian/Alaskan Native	285	337	52	18.25%
Asian	303	332	29	9.57%
Hawaiian/Pacific Islander	26	32	6	23.08%
Hispanic	568	615	47	8.27%
White	15,577	15,112	(465)	-2.99%
Unknown	714	524	(190)	-26.61%
Foreign National	1,064	1,170	106	9.96%
Female	10,739	10,703	(36)	-0.34%
Male	9,119	8,846	(273)	-2.99%

New Freshmen (FTIACs), Fall 2015

In Fall 1996, Institutional Research changed its method of counting new freshmen (FTIACs). For consistency with the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) definition, Institutional Research now includes students who entered CMU in the summer as well as students who had previously taken courses at CMU while in high school. These students had not been previously counted as new freshmen.

By the older method of counting FTIACs, there were 3,383 first time freshmen at CMU this fall. An additional 60 students were counted as FTIACs due to the change in procedure. On most reports, the Fall 2015 FTIAC number is given as 3,443. However, on some historical reports, in order to preserve data consistency, the older method resulting in a number of 3,383 has been used.

Ethnicity	Traditional	Summer	Former HS	TOTAL
Hawaiian/Pacific Islander	11	0	0	11
Black/African American	367	11	0	378
American Indian/Alaskan Native	78	2	0	80
Asian	72	1	2	75
Hispanic/Latino	138	0	0	138
White	2684	25	18	2727
Unknown	26	0	0	26
Non-Resident Alien	7	1	0	8
TOTAL	3383	40	20	3443

SELECTED ADMISSIONS STATISTICS					
1985-2015					
	Total Applications	Admits	Enrolled	Admits as % of Applications	Enrolled as % of Admits
NEW FRESHMEN					
Fall of 1985	10,688	8,029	3,018	75.1%	37.6%
1990*	8,169	6,426	2,693	78.7%	41.9%
1991	7,663	6,355	2,646	82.9%	41.6%
1992	7,304	6,263	2,557	85.7%	40.8%
1993	7,421	6,360	2,688	85.7%	42.3%
1994	7,122	6,251	2,748	87.8%	44.0%
1995	7,656	6,770	2,779	88.4%	41.0%
1996	7,302	6,854	2,826	93.9%	41.2%
1997	7,323	6,874	2,926	93.9%	42.6%
1998	8,533	7,613	3,281	89.2%	43.1%
1999	10,019	8,287	3,386	82.7%	40.9%
2000	10,935	9,019	3,533	82.5%	39.2%
2001	12,100	9,422	3,607	77.9%	38.3%
2002	12,717	9,076	3,553	71.4%	39.1%
2003	13,489	9,490	3,623	70.4%	38.2%
2004	13,593	10,106	3,741	74.3%	37.0%
2005	13,550	10,198	3,718	75.3%	36.5%
2006	14,009	10,915	3,789	77.9%	34.7%
2007	15,220	11,155	3,771	73.3%	33.8%
2008	16,311	11,367	3,864	69.7%	34.0%
2009	16,887	12,293	3,691	72.8%	30.0%
2010	18,084	13,120	4,173	72.6%	31.8%
2011	18,347	12,551	3,838	68.4%	30.6%
2012	17,957	12,504	3,345	69.6%	26.8%
2013	18,992	12,054	2,963	63.5%	24.6%
2014	18,025	12,584	3,773	69.8%	30.0%
2015	18,315	12,705	3,443	69.4%	27.1%
TRANSFERS					
Fall of 1985	2,641	2,014	1,292	76.3%	64.2%
1990*	2,519	1,721	1,268	68.3%	73.7%
1991	2,363	1,790	1,236	75.8%	69.1%
1992	2,093	1,654	1,135	79.0%	68.6%
1993	2,126	1,705	1,174	80.2%	68.9%
1994	2,085	1,645	1,159	78.9%	70.5%
1995	1,996	1,609	1,154	80.6%	71.7%
1996	1,882	1,549	1,106	82.3%	71.4%
1997	1,848	1,491	1,112	80.7%	74.6%
1998	1,937	1,558	1,121	80.4%	72.0%
1999	2,020	1,637	1,100	81.0%	67.2%
2000	1,989	1,565	1,132	78.7%	72.3%
2001	2,386	1,615	1,076	67.7%	66.6%
2002	2,086	1,478	1,080	70.9%	73.1%
2003	2,144	1,536	1,071	71.6%	69.7%
2004	2,054	1,496	1,101	72.8%	73.6%
2005	2,748	1,896	1,107	69.0%	58.4%
2006	2,367	1,676	1,180	70.8%	70.4%
2007	2,374	1,612	1,096	67.9%	68.0%
2008	2,585	1,588	1,062	61.4%	66.9%
2009	2,855	1,861	1,160	65.2%	62.3%
2010	3,038	2,038	1,270	67.1%	62.3%
2011	3,331	2,048	1,328	61.5%	64.8%
2012	3,077	1,875	1,215	60.9%	64.8%
2013	3,107	1,779	1,092	57.3%	61.4%
2014	2,810	1,725	1,091	61.4%	63.2%
2015	2,777	1,757	1,151	63.3%	65.5%

*Introduction of \$25.00 application fee.

NOTE: Prior to the ISIS student database in 1991, the number of new freshmen and the number of new transfers may have included special and guest students as well.

PROFILE OF ADMITTED AND ENROLLED FALL FRESHMEN 1980-2015								
Admit Year	Freshmen Admitted Fall*			Freshmen Enrolled	Freshmen Enrolled Fall			
	Number	HSGPA	ACT		Numbers***	HSGPA	ACT	E-ACT****
Fall of 1980	7,601	3.08	19.2	3,552	2,628	3.07	19.4	
1985	8,029	3.09	20.4	3,018	2,702	3.02	19.7	
1986	7,865	3.07	20.2	3,126	2,834	2.98	19.6	21.3
1987	7,839	3.12	20.3	2,859	2,640	3.02	19.7	21.3
1988	8,913	3.14	20.5	2,915	2,726	3.03	19.9	21.5
1989	8,707	3.16	20.6	2,872	2,704	3.07	20.2	21.7
1990**	6,426	3.10	NAV	2,693	2,578	3.02		21.5
1991	6,355	3.09	21.9	2,646	2,517	2.99		21.0
1992	6,263	3.07	22.0	2,539	2,538	3.02		21.0
1993	6,360	3.13	22.2	2,688	2,530	3.14		21.3
1994	6,251	3.15	22.2	2,748	2,584	3.14		21.5
1995	6,770	3.19	22.2	2,779	2,575	3.18		21.7
1996	6,854	3.15	22.0	2,826	2,652	3.14		21.3
1997	6,874	3.17	22.1	2,926	2,743	3.17		21.5
1998	7,613	3.24	21.6	3,281	3,084	3.24		21.7
1999	8,287	3.30	22.3	3,386	3,223	3.31		22.0
2000	9,019	3.34	22.1	3,533	3,370	3.35		22.2
2001	9,422	3.34	22.1	3,607	3,408	3.36		22.1
2002	9,076	3.33	22.0	3,553	3,406	3.36		22.2
2003	9,490	3.33	22.0	3,623	3,493	3.33		22.0
2004	10,106	3.31	22.0	3,741	3,586	3.28		21.8
2005	10,198	3.32	21.9	3,718	3,606	3.29		21.8
2006	10,915	3.34	22.2	3,789	3,687	3.31		22.0
2007	11,155	3.35	22.6	3,771	3,664	3.30		22.2
2008	11,367	3.34	22.6	3,864	3,825	3.28		22.2
2009	12,293	3.34	22.7	3,691	3,658	3.30		22.3
2010	13,120	3.32	22.6	4,173	4,123	3.27		22.3
2011	12,551	3.34	22.9	3,838	3,803	3.33		22.6
2012	12,504	3.34	22.7	3,344	3,296	3.33		22.5
2013	12,054	3.35	22.7	2,963	2,911	3.32		22.4
2014	12,584	3.36	22.8	3,773	3,717	3.34		22.7
2015	12,705	3.38	22.8	3,443	3,405	3.37		22.9

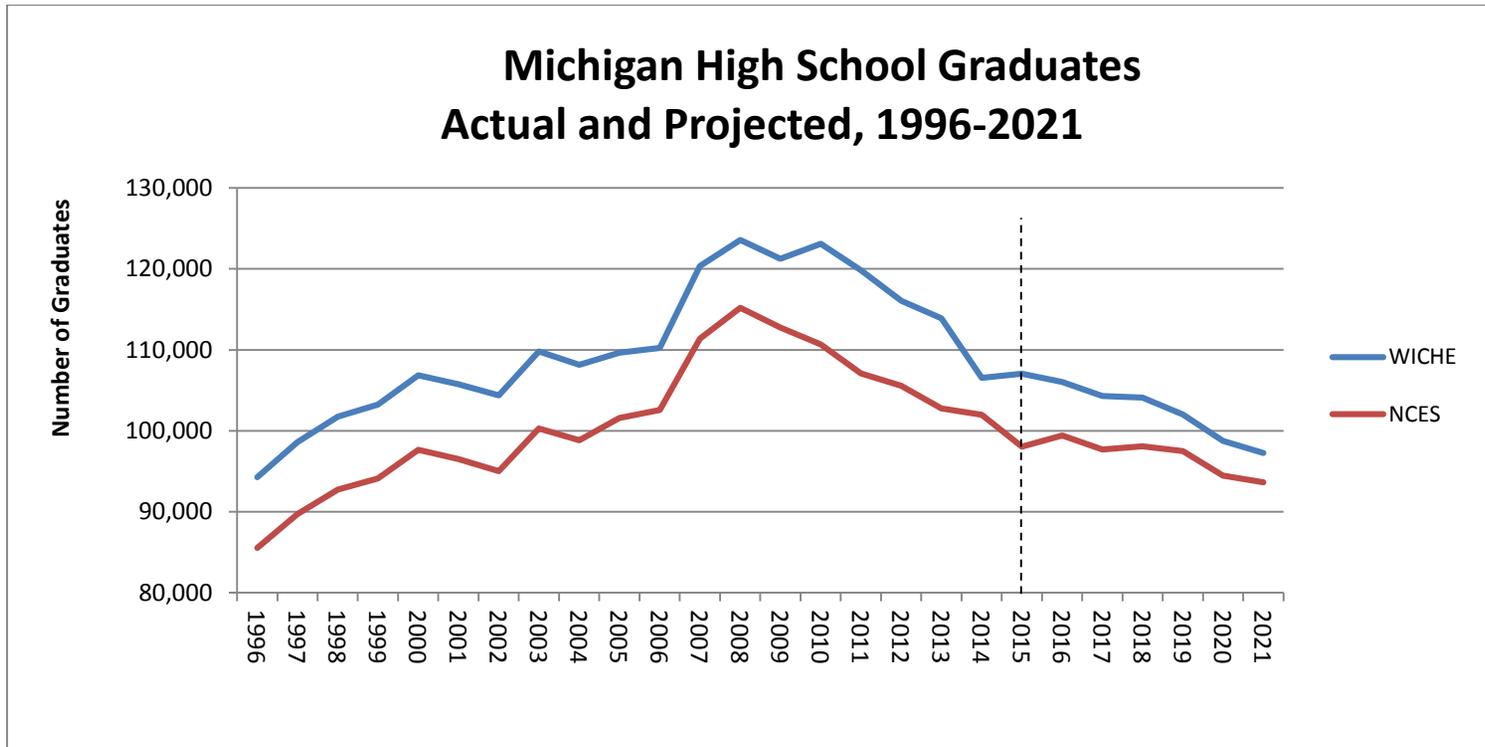
**Introduction of \$25 application fee

***Number with valid ACT and high school GPA scores.

****In 1990, ACT introduced a new ACT form, the Enhanced-ACT. Data for 1986-1990 reflect conversion of the older ACT scores into Enhanced ACT (E-ACT) scores.

Enrollment Projections

Historical & Projected On-Campus Enrollment Fall Terms 1977-2022			
Year	Undergraduate	Graduate	Total
1977	14,193	2,094	16,287
1978	14,353	1,850	16,203
1979	14,556	1,725	16,281
1980	15,195	1,717	16,912
1981	14,973	1,504	16,477
1982	14,801	1,390	16,191
1983	14,785	1,530	16,315
1984	14,467	1,455	15,922
1985	14,441	1,537	15,978
1986	14,988	1,755	16,743
1987	15,301	1,769	17,070
1988	15,353	1,679	17,032
1989	15,628	1,601	17,229
1990	15,312	1,554	16,866
1991	14,917	1,676	16,593
1992	14,515	1,834	16,349
1993	14,430	1,822	16,252
1994	14,350	1,776	16,126
1995	14,582	1,853	16,435
1996	14,640	1,957	16,597
1997	14,632	1,981	16,613
1998	15,202	1,953	17,155
1999	15,731	2,058	17,789
2000	16,374	2,097	18,471
2001	17,162	2,026	19,188
2002	17,453	1,927	19,380
2003	17,509	1,893	19,402
2004	17,949	1,843	19,792
2005	18,100	1,817	19,917
2006	18,331	1,694	20,025
2007	18,163	1,704	19,867
2008	18,454	1,792	20,246
2009	18,542	1,902	20,444
2010	19,368	1,922	21,290
2011	19,357	1,863	21,220
2012	18,686	1,818	20,504
2013	17,771	1,863	19,634
2014	17,764	2,094	19,858
2015	17,265	2,284	19,549
2016	16,940	2,371	19,311
2017	16,815	2,431	19,246
2018	16,689	2,431	19,120
2019	16,613	2,442	19,055
2020	16,330	2,447	18,777
2021	16,111	2,455	18,566
2022	15,953	2,462	18,415



WICHE – Western Interstate Commission for Higher Education. 1996-2008 data is actual and 2009-2021 is projected.

NCES – NCES Projections of Education Statistics. 1996-2008 data is actual and 2009-2021 is projected.

Percent of High School Graduates Enrolling at CMU					
Michigan High School Graduate Populations					
Year of Graduation	High School Projects		CMU Fall	% of HS Graduates (WICHE)	% of HS Graduates (NCES)
	Graduates* Historical Projected	Graduates** Historical Projected	New Freshmen Historical Projected		
1992	96,032	87,756	2,539	2.64%	2.89%
1993	93,269	85,302	2,688	2.88%	3.15%
1994	92,438	83,385	2,748	2.97%	3.30%
1995	93,722	84,628	2,779	2.97%	3.28%
1996	94,264	85,530	2,750	2.92%	3.22%
1997	98,581	89,695	2,852	2.89%	3.18%
1998	101,732	92,732	3,205	3.15%	3.46%
1999	103,239	94,125	3,284	3.18%	3.49%
2000	106,849	97,649	3,464	3.24%	3.55%
2001	105,741	96,515	3,520	3.33%	3.65%
2002	104,365	95,001	3,480	3.33%	3.66%
2003	109,803	100,301	3,538	3.22%	3.53%
2004	108,177	98,823	3,652	3.38%	3.70%
2005	109,633	101,582	3,646	3.33%	3.59%
2006	110,226	102,582	3,722	3.38%	3.63%
2007	120,360	111,383	3,771	3.13%	3.39%
2008	123,576	115,183	3,864	3.13%	3.35%
2009	121,261	112,742	3,691	3.04%	3.27%
2010	123,089	110,682	4,173	3.39%	3.77%
2011	119,845	107,080	3,838	3.20%	3.58%
2012	116,053	105,580	3,344	2.88%	3.17%
2013	113,887	102,770	2,963	2.60%	2.88%
2014	106,537	101,970	3,773	3.54%	3.70%
2015	107,056	98,030	3,443	3.22%	3.51%
2016	106,027	99,420	3,410	3.22%	3.43%
2017	104,320	97,710	3,355	3.22%	3.43%
2018	104,103	98,100	3,348	3.22%	3.41%
2019	102,015	97,490	3,281	3.22%	3.37%
2020	98,736	94,450	3,175	3.22%	3.36%
2021	97,259	93,630	3,128	3.22%	3.34%

*Western Interstate Commission for Higher Education (WICHE), 2012. Public and nonpublic High School Graduates.

**NCES Projections of Education Statistics (2022). High school graduates in public schools.

Note:

These freshmen enrollment numbers do not include students who matriculated in summer, nor do they include students who originally began attending CMU while in high school. Therefore, the freshmen numbers provided here do not include 70-100 freshmen that are included in the IPEDS definition of FTIAC. Starting Fall 2007, the CMU fall new freshmen enrollment includes summer cohorts.

CMU FALL HEADCOUNT ENROLLMENTS: PROJECTIONS AND ACTUAL						
Fall of	New Freshmen			Total Enrollment		
	Projected	Actual	Error	Projected	Actual	Error
1981	3,200	3,338	4.1%	16,873	16,477	-2.4%
1982	3,150	3,082	-2.2%	16,443	16,191	-1.6%
1983	3,000	3,089	2.9%	15,822	16,315	3.0%
1984	3,000	3,040	1.3%	16,000	15,922	-0.5%
1985	3,000	3,018	0.6%	15,545	15,978	2.7%
1986	2,960	3,126	5.3%	15,906	16,743	5.0%
1987	2,900	2,859	-1.4%	16,820	17,070	1.5%
1988	2,900	2,915	0.5%	17,012	17,032	0.1%
1989	2,900	2,872	-1.0%	16,926	17,229	1.8%
1990	2,750	2,693	-2.1%	16,881	16,866	-0.1%
1991	2,550	2,643	3.5%	16,420	16,593	1.0%
1992	2,646	2,539	-4.2%	16,266	16,349	0.5%
1993	2,748	2,688	-2.2%	16,252	16,252	0.0%
1994	2,718	2,748	1.1%	16,340	16,126	-1.3%
1995	2,749	2,779	1.1%	16,382	16,435	0.3%
1996	2,834	2,750	-3.1%	17,076	16,597	-2.9%
1997	2,815	2,852	1.3%	16,770	16,613	-0.9%
1998	2,996	3,205	6.5%	16,808	17,155	2.0%
1999	3,120	3,284	5.0%	17,268	17,789	2.9%
2000	3,285	3,464	5.2%	18,130	18,471	1.8%
2001	3,380	3,520	4.0%	18,892	19,188	1.5%
2002	3,520	3,480	-1.1%	19,602	19,380	-1.1%
2003	3,480	3,538	1.6%	19,525	19,402	-0.6%
2004	3,628	3,652	0.7%	19,399	19,792	2.0%
2005	3,615	3,646	0.9%	19,938	19,917	-0.1%
2006	3,625	3,772	3.9%	19,925	20,025	0.5%
2007	3,700	3,771	1.9%	19,975	19,867	0.5%
2008	3,700	3,864	4.2%	20,116	20,246	0.6%
2009	3,700	3,691	-0.2%	20,119	20,444	1.6%
2010	3,525	4,173	15.5%	20,133	21,290	5.4%
2011	3,750	3,838	2.3%	19,665	21,220	7.3%
2012	3,700	3,344	-10.6%	21,037	20,504	-2.6%
2013	3,273	2,963	-10.5%	19,859	19,634	-1.1%
2014	3,500	3,773	7.2%	19,313	19,858	2.7%
2015	3,500	3,443	-1.7%	19,585	19,549	-0.2%

CMU HEADCOUNT ENROLLMENT 2001-2002 THROUGH FALL 2015

BY TERM AND BY STUDENT LEVEL

Year		Fresh	Soph	Junior	Senior	Total Underg	Grad Cert	Master	Spec	Doct	Total Grad	Total
Summer 2	2001	111	154	398	1,389	2,052	1	992	15	48	1,056	3,108
Fall	2001	4,736	4,081	3,511	4,834	17,162	2	1,843	24	157	2,026	19,188
Spring	2002	3,629	3,562	3,497	5,173	15,861	2	1,768	37	150	1,957	17,818
Summer 1	2002	118	298	764	1,765	2,945	0	663	14	63	740	3,685
Summer 2	2002	109	151	431	1,559	2,250	0	1,017	19	56	1,092	3,342
Fall	2002	4,652	4,041	3,631	5,129	17,453	0	1,723	29	175	1,927	19,380
Spring	2003	3,561	3,502	3,607	5,456	16,126	1	1,618	33	165	1,817	17,943
Summer 1	2003	101	283	709	1,847	2,940	0	576	11	77	664	3,604
Summer 2	2003	111	172	395	1,402	2,080	1	867	17	55	940	3,020
Fall	2003	4,665	4,004	3,647	5,193	17,509	2	1,700	26	165	1,893	19,402
Spring	2004	3,692	3,407	3,588	5,614	16,301	1	1,636	32	169	1,838	18,139
Summer 1	2004	99	233	644	1,759	2,735	0	540	5	120	665	3,400
Summer 2	2004	105	134	336	1,316	1,891	0	835	11	84	930	2,821
Fall	2004	4,797	3,977	3,785	5,390	17,949	0	1,591	19	233	1,843	19,792
Spring	2005	3,730	3,414	3,555	5,841	16,540	2	1,563	21	244	1,830	18,370
Summer 1	2005	93	237	621	1,659	2,610	0	519	6	131	656	3,266
Summer 2	2005	152	140	386	1,359	2,037	0	776	9	160	945	2,982
Fall	2005	4,941	3,913	3,581	5,665	18,100	0	1,510	20	287	1,817	19,917
Spring	2006	3,764	3,540	3,476	5,874	16,654	3	1,413	19	277	1,712	18,366
Summer 1	2006	139	232	635	1,774	2,780	0	383	14	187	584	3,364
Summer 2	2006	169	133	357	1,342	2,001	0	715	13	155	883	2,884
Fall	2006	5,070	4,108	3,581	5,572	18,331	2	1,413	7	272	1,694	20,025
Spring	2007	3,826	3,450	3,532	5,777	16,585	2	1,360	7	280	1,649	18,234
Summer 1	2007	113	281	674	1,799	2,867	1	403	3	149	556	3,423
Summer 2	2007	112	165	402	1,419	2,098	3	619	0	180	802	2,900
Fall	2007	4,914	4,060	3,648	5,541	18,163	8	1,352	11	333	1,704	19,867
Spring	2008	3,758	3,478	3,596	5,761	16,593	7	1,343	10	357	1,717	18,310
Summer 1	2008	160	271	690	1,849	2,970	0	312	11	177	500	3,470
Summer 2	2008	584	164	475	1,620	2,843	1	629	7	210	847	3,690
Fall	2008	5,075	4,106	3,734	5,539	18,454	6	1,381	16	389	1,792	20,246
Spring	2009	3,773	3,616	3,581	5,898	16,868	4	1,373	18	368	1,763	18,631
Summer 1	2009	80	306	713	1,995	3,094	2	348	11	196	557	3,651
Summer 2	2009	158	160	436	1,603	2,357	2	554	4	236	796	3,153
Fall	2009	4,867	4,155	3,806	5,714	18,542	11	1,485	16	390	1,902	20,444
Spring	2010	3,691	3,641	3,796	6,046	17,174	19	1,411	15	395	1,840	19,014
Summer 1	2010	111	276	691	1,704	2,782	1	319	5	186	511	3,293
Summer 2	2010	160	141	439	1,448	2,188	6	498	4	231	739	2,927
Fall	2010	5,354	4,233	3,993	5,788	19,368	21	1,469	30	402	1,922	21,290
Spring	2011	4,012	3,787	3,822	6,163	17,784	24	1,427	28	395	1,874	19,658
Summer 1	2011	78	219	584	1,637	2,518	3	287	8	232	530	3,048
Summer 2	2011	163	135	372	1,334	2,004	1	560	15	253	829	2,833
Fall	2011	5,090	4,427	4,043	5,797	19,357	22	1,410	30	401	1,863	21,220
Spring	2012	3,654	3,959	4,005	6,141	17,759	19	1,348	34	387	1,788	19,547
Summer 1	2012	62	187	559	1,415	2,223	1	285	5	234	525	2,748
Summer 2	2012	143	111	336	1,344	1,934	1	468	3	230	702	2,636
Fall	2012	4,270	4,441	4,150	5,825	18,686	7	1,354	26	431	1,818	20,504
Spring	2013	3,105	3,619	4,154	6,241	17,119	8	1,302	21	417	1,748	18,867
Summer 1	2013	49	144	558	1,299	2,050	2	255	5	221	483	2,533
Summer 2	2013	139	80	294	1,301	1,814	1	431	4	247	683	2,497
Fall	2013	3,903	3,855	4,115	5,898	17,771	17	1,332	18	496	1,863	19,634
Spring	2014	2,912	3,170	3,812	6,413	16,307	17	1,366	13	472	1,868	18,175
Summer 1	2014	68	131	424	1,289	1,912	0	281	2	229	512	2,424
Summer 2	2014	228	81	312	1,287	1,908	2	462	0	248	712	2,620
Fall	2014	4,728	3,427	3,735	5,874	17,764	10	1,463	8	613	2,094	19,858
Spring	2015	3,564	3,017	3,594	6,057	16,232	18	1,470	9	610	2,107	18,339
Summer 1	2015	46	141	372	1,221	1,780	3	345	5	260	613	2,393
Summer 2	2015					0					0	0
Fall	2015	4,326	4,049	3,440	5,450	17,265	25	1,503	8	748	2,284	19,549

* This file is a part of copy of HEAD-HST.XLS and used for generating the report SCH-HD.XLS "Mean SCH Load on campus".

CMU STUDENT CREDIT HOURS 1999-2000 THROUGH FALL 20115

BY TERM AND BY STUDENT LEVEL

Year		Fresh	Soph	Junior	Senior	Total Underg	Grad I	Grad II	Total Grad	Total
Summer 2	2001	510	574	1,590	6,750	9,424	5,549	281	5,830	15,254
Fall	2001	66,201	58,268	50,123	65,941	240,533	13,976	1,783	15,759	256,292
Spring	2002	50,637	50,553	49,874	70,227	221,291	13,542	1,677	15,219	236,510
Summer 1	2002	499	1,249	3,339	8,210	13,297	2,529	345	2,874	16,171
Summer 2	2002	489	606	1,864	7,793	10,752	5,627	341	5,968	16,720
Fall	2002	65,040	57,718	52,185	70,369	245,312	12,822	2,014	14,836	260,148
Spring	2003	50,339	50,480	51,691	74,880	227,390	12,389	1,826	14,215	241,605
Summer 1	2003	412	1,110	3,142	8,329	12,993	2,122	410	2,532	15,525
Summer 2	2003	621	708	1,778	6,909	10,016	5,130	368	5,498	15,514
Fall	2003	64,521	57,848	53,111	72,463	247,943	12,991	1,848	14,839	262,782
Spring	2004	52,199	48,703	50,943	76,624	228,469	12,405	1,920	14,325	242,794
Summer 1	2004	404	958	2,799	7,946	12,107	2,175	472	2,647	14,754
Summer 2	2004	832	537	1,429	6,481	9,279	5,321	445	5,766	15,045
Fall	2004	65,936	57,004	54,875	74,096	251,911	11,717	2,697	14,414	266,325
Spring	2005	52,574	49,128	51,229	79,044	231,975	11,742	2,737	14,479	246,454
Summer 1	2005	411	984	2,643	7,144	11,182	2,171	421	2,592	13,774
Summer 2	2005	901	585	1,576	6,580	9,642	4,924	992	5,916	15,558
Fall	2005	68,058	55,958	51,711	77,784	253,511	11,126	3,379	14,505	268,016
Spring	2006	52,997	50,404	49,831	79,895	233,127	10,397	3,424	13,821	246,948
Summer 1	2006	695	886	2,639	7,501	11,721	1,415	825	2,240	13,961
Summer 2	2006	785	544	1,471	6,513	9,313	4,651	865	5,516	14,829
Fall	2006	69,261	58,595	51,345	77,480	256,681	10,463	3,224	13,687	270,368
Spring	2007	53,314	49,651	51,024	79,041	233,030	10,265	3,293	13,558	246,588
Summer 1	2007	622	1,092	2,672	7,991	12,377	1,346	799	2,145	14,522
Summer 2	2007	534	626	1,633	6,883	9,676	4,206	1,044	5,250	14,926
Fall	2007	67,256	57,832	52,861	75,145	253,094	10,641	3,753	14,394	267,488
Spring	2008	52,649	49,681	51,273	76,835	230,438	10,439	3,873	14,312	244,750
Summer 1	2008	817	1,002	2,915	7,880	12,614	1,078	871	1,949	14,563
Summer 2	2008	2,163	638	1,895	7,600	12,296	4,084	1,138	5,222	17,518
Fall	2008	69,133	58,749	53,017	74,921	255,820	10,442	4,004	14,446	270,266
Spring	2009	52,575	51,405	50,648	78,356	232,984	10,344	4,282	14,626	247,610
Summer 1	2009	430	1,185	2,980	8,711	13,306	1,289	947	2,236	15,542
Summer 2	2009	1,027	634	1,742	7,304	10,707	3,746	1,270	5,016	15,723
Fall	2009	65,633	58,527	54,245	76,278	254,683	11,473	4,155	15,628	270,311
Spring	2010	51,737	50,553	53,278	79,168	234,736	10,927	4,339	15,266	250,002
Summer 1	2010	402	1,055	2,810	7,282	11,549	1,090	867	1,957	13,506
Summer 2	2010	902	582	1,743	6,924	10,151	3,656	1,237	4,893	15,044
Fall	2010	71,983	59,516	55,346	76,247	263,092	11,843	4,232	16,075	279,167
Spring	2011	55,839	52,524	52,344	79,428	240,135	11,492	4,280	15,772	255,907
Summer 1	2011	321	780	2,478	6,819	10,398	1,041	1,114	2,155	12,553
Summer 2	2011	910	522	1,488	6,616	9,536	3,892	1,328	5,220	14,756
Fall	2011	70,516	61,853	55,449	75,157	262,975	11,318	4,354	15,672	278,647
Spring	2012	50,919	54,582	54,304	78,264	238,069	10,548	4,475	15,023	253,092
Summer 1	2012	273	643	2,142	5,740	8,798	923	938	1,861	10,659
Summer 2	2012	871	396	1,341	6,789	9,397	3,503	1,245	4,748	14,145
Fall	2012	59,986	61,145	56,728	74,261	252,120	10,846	4,424	15,270	267,390
Spring	2013	42,998	49,260	56,057	78,793	227,108	10,752	4,601	15,353	242,461
Summer 1	2013	198	524	2,289	5,477	8,488	924	816	1,740	10,228
Summer 2	2013	1,122	302	1,163	6,472	9,059	3,387	1,260	4,647	13,706
Fall	2013	53,798	52,727	55,270	75,375	237,170	11,309	7,733	19,042	256,212
Spring	2014	39,680	42,576	50,966	80,665	213,887	11,668	6,094	17,762	231,649
Summer 1	2014	252	445	1,565	5,076	7,338	1,242	954	2,196	9,534
Summer 2	2014	1,720	327	1,230	6,422	9,699	3,449	1,275	4,724	14,423
Fall	2014	67,042	46,777	50,182	74,863	238,864	12,745	11,215	23,960	262,824
Spring	2015	50,125	41,049	47,506	75,382	214,062	12,720	8,925	21,645	235,707
Summer 1	2015	141	470	1,334	5,020	6,965	1,282	1,114	2,396	9,361
Summer 2	2015					0			0	0
Fall	2015	61,599	56,077	45,938	68,304	231,918	12,916	14,386	27,302	259,220

Note: All are end-of-semester data, except Fall 2015 is beginning of semester data.

CMU MEAN STUDENT CREDIT HOUR LOAD 2001-2002 THROUGH FALL 2015										
BY TERM AND BY STUDENT LEVEL										
Year		Fresh	Soph	Junior	Senior	Total Underg	Grad I	Grad II	Total Grad	Total
Summer 2	2001	4.59	3.73	3.99	4.86	4.59	5.59	4.46	5.52	4.91
Fall	2001	13.98	14.28	14.28	13.64	14.02	7.58	9.85	7.78	13.36
Spring	2002	13.95	14.19	14.26	13.58	13.95	7.65	8.97	7.78	13.27
Summer 1	2002	4.23	4.19	4.37	4.65	4.52	3.81	4.48	3.88	4.39
Summer 2	2002	4.49	4.01	4.32	5.00	4.78	5.53	4.55	5.47	5.00
Fall	2002	13.98	14.28	14.37	13.72	14.06	7.44	9.87	7.70	13.42
Spring	2003	14.14	14.41	14.33	13.72	14.10	7.65	9.22	7.82	13.47
Summer 1	2003	4.08	3.92	4.43	4.51	4.42	3.68	4.66	3.81	4.31
Summer 2	2003	5.59	4.12	4.50	4.93	4.82	5.91	5.11	5.85	5.14
Fall	2003	13.83	14.45	14.56	13.95	14.16	7.63	9.68	7.84	13.54
Spring	2004	14.14	14.29	14.20	13.65	14.02	7.58	9.55	7.79	13.39
Summer 1	2004	4.08	4.11	4.35	4.52	4.43	4.03	3.78	3.98	4.34
Summer 2	2004	7.92	4.01	4.25	4.92	4.91	6.37	4.68	6.20	5.33
Fall	2004	13.75	14.33	14.50	13.75	14.03	7.36	10.70	7.82	13.46
Spring	2005	14.09	14.39	14.41	13.53	14.03	7.50	10.33	7.91	13.42
Summer 1	2005	4.42	4.15	4.26	4.31	4.28	4.18	3.07	3.95	4.22
Summer 2	2005	5.93	4.18	4.08	4.84	4.73	6.35	5.87	6.26	5.22
Fall	2005	13.77	14.30	14.44	13.73	14.01	7.37	11.01	7.98	13.46
Spring	2006	14.08	14.24	14.34	13.60	14.00	7.34	11.57	8.07	13.45
Summer 1	2006	5.00	3.82	4.16	4.23	4.22	3.69	4.10	3.84	4.15
Summer 2	2006	4.64	4.09	4.12	4.85	4.65	6.50	5.15	6.25	5.14
Fall	2006	13.66	14.26	14.34	13.91	14.00	7.39	11.56	8.08	13.50
Spring	2007	13.93	14.39	14.45	13.68	14.05	7.54	11.47	8.22	13.52
Summer 1	2007	5.50	3.89	3.96	4.44	4.32	3.33	5.26	3.86	4.24
Summer 2	2007	4.77	3.79	4.06	4.85	4.61	6.76	5.80	6.55	5.15
Fall	2007	13.69	14.24	14.49	13.56	13.93	7.82	10.91	8.45	13.46
Spring	2008	14.01	14.28	14.26	13.34	13.89	7.73	10.55	8.34	13.37
Summer 1	2008	5.11	3.70	4.22	4.26	4.25	3.46	4.63	3.90	4.20
Summer 2	2008	3.70	3.89	3.99	4.69	4.33	6.48	5.24	6.17	4.75
Fall	2008	13.62	14.31	14.20	13.53	13.86	7.53	9.89	8.06	13.35
Spring	2009	13.93	14.22	14.14	13.29	13.81	7.51	11.09	8.30	13.29
Summer 1	2009	5.38	3.87	4.18	4.37	4.30	3.68	4.57	4.01	4.26
Summer 2	2009	6.50	3.96	4.00	4.56	4.54	6.74	5.29	6.30	4.99
Fall	2009	13.49	14.09	14.25	13.35	13.74	7.67	10.23	8.22	13.22
Spring	2010	14.02	13.88	14.04	13.09	13.67	7.64	10.58	8.30	13.15
Summer 1	2010	3.62	3.82	4.07	4.27	4.15	3.41	4.54	3.83	4.10
Summer 2	2010	5.64	4.13	3.97	4.78	4.64	7.25	5.26	6.62	5.14
Fall	2010	13.44	14.06	13.86	13.17	13.58	7.95	9.80	8.36	13.11
Spring	2011	13.92	13.87	13.70	12.89	13.50	7.92	10.12	8.42	13.02
Summer 1	2011	4.12	3.56	4.24	4.17	4.13	3.59	4.64	4.07	4.12
Summer 2	2011	5.58	3.87	4.00	4.96	4.76	6.94	4.96	6.30	5.21
Fall	2011	13.85	13.97	13.71	12.96	13.59	7.90	10.10	8.41	13.13
Spring	2012	13.94	13.79	13.56	12.74	13.41	7.72	10.63	8.40	12.95
Summer 1	2012	4.40	3.44	3.83	4.06	3.96	3.23	3.92	3.54	3.88
Summer 2	2012	6.09	3.57	3.99	5.05	4.86	7.47	5.34	6.76	5.37
Fall	2012	14.05	13.77	13.67	12.75	13.49	7.97	9.68	8.40	13.04
Spring	2013	13.85	13.61	13.49	12.63	13.27	8.21	10.50	8.78	12.85
Summer 1	2013	4.04	3.64	4.10	4.22	4.14	3.60	3.61	3.60	4.04
Summer 2	2013	8.07	3.78	3.96	4.97	4.99	7.84	5.02	6.80	5.49
Fall	2013	13.78	13.68	13.43	12.78	13.35	8.38	15.04	10.22	13.05
Spring	2014	13.63	13.43	13.37	12.58	13.12	8.44	12.56	9.51	12.75
Summer 1	2014	3.71	3.40	3.69	3.94	3.84	4.42	4.13	4.29	3.93
Summer 2	2014	7.54	4.04	3.94	4.99	5.08	7.43	5.14	6.63	5.50
Fall	2014	14.18	13.65	13.44	12.74	13.45	8.65	18.06	11.44	13.24
Spring	2015	14.06	13.61	13.22	12.45	13.19	8.55	14.42	10.27	12.85
Summer 1	2015	3.07	3.33	3.59	4.11	3.91	3.68	4.20	3.91	3.91
Summer 2	2015									17
Fall	2015	14.24	13.85	13.35	12.53	13.43	8.45	19.03	11.95	13.26

Note: All are end-of-semester data, except Fall 2015 is beginning of semester data.

Minority Enrollment

Comparison of Enrollments by Racial Ethnic Groups

Fall Semester 2010-2015

On-Campus

Total Headcount

Racial/Ethnic Category	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Number	Percent										
Black/African American	889	4.18%	1,018	4.80%	1,092	5.33%	1,184	6.03%	329	1.66%	364	1.86%
American Indian/Alaskan Native	217	1.02%	250	1.18%	248	1.21%	267	1.36%	1321	6.65%	1427	7.30%
Asian/Hawaiian/Pacific Islander	294	1.38%	293	1.38%	277	1.35%	289	1.47%	285	1.44%	337	1.72%
Hispanic/Latino	451	2.12%	464	2.19%	478	2.33%	509	2.59%	568	2.86%	615	3.15%
White	17,514	82.26%	17,214	81.12%	16,583	80.88%	15,655	79.73%	15577	78.44%	15112	77.30%
Unknown	1,321	6.20%	1,394	6.57%	1,263	6.16%	966	4.92%	714	3.60%	524	2.68%
Non-Resident Alien	604	2.84%	587	2.77%	563	2.75%	764	3.89%	1064	5.36%	1170	5.98%
Total	21,290	100%	21,220	100%	20,504	100%	19,634	100.00%	19,858	100.00%	19,549	100.00%

Comparison of Enrollments by Racial Ethnic Groups

Fall Semester 2010 - 2015

On-Campus

Undergraduates

Racial/Ethnic Category	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Number	Percent										
Black/African American	844	4.36%	968	5.00%	1,032	5.52%	1,125	6.33%	284	1.60%	311	1.80%
American Indian/Alaskan Native	196	1.01%	227	1.17%	223	1.19%	243	1.37%	1256	7.07%	1348	7.81%
Asian/Hawaiian/Pacific Islander	259	1.34%	260	1.34%	243	1.30%	252	1.42%	261	1.47%	307	1.78%
Hispanic/Latino	424	2.19%	432	2.23%	449	2.40%	468	2.63%	531	2.99%	568	3.29%
White	16,136	83.31%	15,922	82.25%	15,338	82.08%	14,459	81.36%	14369	80.89%	13852	80.23%
Unknown	1,234	6.37%	1,280	6.61%	1,145	6.13%	862	4.85%	616	3.47%	432	2.50%
Non-Resident Alien	275	1.42%	268	1.38%	256	1.37%	362	2.04%	447	2.52%	447	2.59%
Total	19,368	100%	19,357	100%	18,686	100%	17,771	100%	17,764	100%	17,265	100%

Comparison of Enrollments by Racial Ethnic Groups

Fall Semester 2010-2015

On-Campus

Graduate Students

Racial/Ethnic Category	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Number	Percent										
Black/African American	45	2.34%	50	2.68%	60	3.30%	59	3.17%	45	2.15%	53	2.32%
American Indian/Alaskan Native	21	1.09%	23	1.23%	25	1.38%	24	1.29%	65	3.10%	79	3.46%
Asian/Hawaiian/Pacific Islander	35	1.82%	33	1.77%	34	1.87%	37	1.99%	24	1.15%	30	1.31%
Hispanic/Latino	27	1.40%	32	1.72%	29	1.60%	41	2.20%	37	1.77%	47	2.06%
White	1,378	71.70%	1,292	69.35%	1,245	68.48%	1,196	64.20%	1208	57.69%	1260	55.17%
Unknown	87	4.53%	114	6.12%	118	6.49%	104	5.59%	98	4.68%	92	4.03%
Non-Resident Alien	329	17.12%	319	17.12%	307	16.89%	402	21.58%	617	29.47%	723	31.65%
Total	1,922	100%	1,863	100%	1,818	100%	1,863	100%	2,094	100%	2,284	100%

Comparison of Enrollments by Racial Ethnic Groups

Fall Semester 2010-2015

On-Campus

New Freshman

Racial/Ethnic Category	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Number	Percent										
Black/African American	259	6.21%	293	7.63%	272	8.13%	287	9.69%	78	2.07%	86	2.50%
American Indian/Alaskan Native	39	0.93%	37	0.96%	42	1.26%	61	2.06%	318	8.43%	378	10.98%
Asian/Hawaiian/Pacific Islander	67	1.61%	56	1.46%	43	1.29%	51	1.72%	68	1.80%	80	2.32%
Hispanic/Latino	93	2.23%	97	2.53%	108	3.23%	122	4.12%	151	4.00%	138	4.01%
White	3,406	81.62%	3,108	80.98%	2,694	80.54%	2398	80.93%	3,118	82.64%	2,727	79.20%
Unknown	292	7.00%	238	6.20%	176	5.26%	33	1.11%	25	0.66%	26	0.76%
Non-Resident Alien	17	0.41%	9	0.23%	10	0.30%	11	0.37%	15	0.40%	8	0.23%
Total	4,173	100%	3,838	100%	3,345	100%	2,963	100.00%	3,773	100%	3,443	100%

Comparison of Enrollments by Racial Ethnic Groups

Fall Semester 2010-2015

On-Campus

New Undergraduate Transfer Students

Racial/Ethnic Category	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Number	Percent										
Asian/Hawaiian/Pacific Islander	15	1.20%	16	1.22%	8	0.66%	12	1.10%	21	1.92%	21	1.82%
Black/African American	33	2.63%	40	3.05%	74	6.13%	79	7.23%	89	8.16%	74	6.43%
American Indian/Alaskan Native	24	1.91%	25	1.91%	22	1.82%	21	1.92%	23	2.11%	33	2.87%
Hispanic/Latino	31	2.47%	28	2.13%	35	2.90%	37	3.39%	29	2.66%	46	4.00%
White	1,074	85.58%	1,106	84.30%	1,006	83.35%	910	83.33%	894	81.94%	914	79.41%
Unknown	84	6.69%	103	7.85%	66	5.47%	19	1.74%	18	1.65%	20	1.74%
Non-Resident Alien	9	0.72%	10	0.76%	4	0.33%	14	1.28%	17	1.56%	43	3.74%
Total	1,255	100%	1,312	100%	1,207	100%	1,080	99%	1,091	100.00%	1,151	100.00%

Criterion 1 Evidence
Psychological Training and Consultation Center



College of Humanities & Social & Behavioral Sciences

[CentralLink](#) > [College of Humanities and Social and Behavioral Sciences](#) > [Department of Psychology](#) > [Centers](#) > Psychological Training and Consultation Center

Psychological Training and Consultation Center (PTCC)

For services, please call 989-774-3904

Our brochure can be viewed by clicking here: [PTCC brochure](#)

CMU's Psychological Training and Consultation Center

The Clinic is part of the Psychology Department at Central Michigan University and offers outpatient mental health services. The Clinic serves residents of the mid Michigan area as well as members of the CMU community.

Psychotherapy for a wide range of adult and child psychological disorders is offered at the Clinic, as well as couples and family therapy. Psychological testing for problems such as learning disorders and deficits in attention and concentration is also available. In addition, the Clinic offers a number of specialized therapy programs.

If we are unable to provide the needed services, referrals can be provided. We do not provide emergency/walk-in services or same-day appointments.

Services are provided by CMU Clinical Psychology doctoral students under the supervision of Psychology Department faculty.

General Information

The Clinic is located in the Health Professions Building on the campus of CMU, on West Campus Drive between Bellows and Preston in Mt. Pleasant, Michigan.

The Clinic is open Monday through Friday, 9:00 AM to 5:00 PM, and evening appointments are

Psychological Training and Consultation Center

Psychological Assessment Clinic (PAC)

TADC

Center for Children, Families and Communities

Neuropsychology Clinic

Learning Acceleration Clinic (LAC)

School Psychology Clinic

[Department Homepage](#)

[Alumni Donations](#)

also available

Fees for psychotherapy are adjusted on a sliding scale based on number of dependents and income, with fees ranging from \$5.00 per session to \$60.00 per session. Costs of psychological assessment will vary depending on the nature of the testing. We do not bill insurance, and cannot guarantee that services will be reimbursed by a third party payer.

Contact us for further information or to schedule an appointment at (989) 774-3904.

Clinical Services

General Clinic

The Clinic offers scientifically-based treatments for many common troubles such as depression and emotional distress, anxiety, difficulties in adjustment, school related problems, behavior problems, stress, relationship problems, anger, substance abuse, and coping with health concerns. The treatment approach may be cognitive behavioral, family focused, or psychodynamic, but generally consists of weekly 50 minute appointments over the course of several weeks or months. Clients can expect a collaborative, warm, and empathic environment as they work with their therapist to improve their quality of life.

Psychological Assessment Clinic (PAC)

Psychological testing for learning problems and/or attention deficit/hyperactivity disorder in children and adults is available at the Clinic. The assessment process includes a full day of testing followed by a second appointment about a week later to review test results and for feedback. The full test report will be available within a week after the second session.

Specialty Programs

Trauma and Anxiety Disorders Clinic (TADC): TADC provides an in depth psychological assessment and state of the art cognitive-behavioral treatment for anxiety disorders. Treatment is available for those who struggle with anxiety, are experiencing psychological symptoms related to a traumatic event, have panic attacks, or are dealing with obsessive compulsive disorder. Supervised by Dr. Elizabeth Meadows.

Center for Children, Families and Communities: The goal of the CCFC is to improve the mental health of children and families, with a special focus on reducing health disparities. A wide range of evidence-based mental health services are available for families and children of all ages, including but not limited to treatment for ADHD and disruptive behaviors, school refusal, elimination disorders, depression, anxiety, and couples conflict. Parent-child interaction therapy (PCIT) is available for the treatment of young children with conduct problems and for children who have experienced maltreatment. In addition to our mental health services, the CCFC provides a range of services for community agencies (e.g., needs assessments, program development and evaluation, grant writing). Please contact the CCFC directly at 989-774-6639 for more information.

Neuropsychology Clinic: This specialty clinic offers comprehensive neuropsychological evaluations, with an emphasis on providing practical recommendations for patients and care providers. Areas of assessment include general intellectual functioning, memory, problems solving, sensory/motor functioning, communication ability, academic skills, and emotional functioning. Supervised by Dr. Reid Skeel. Please call Dr. Reid Skeel directly at (989)774-6485 for information about this clinic.

Health Psychology Clinic: Some of the problems addressed in this clinic include obesity/weight regulation, eating disorders, post bariatric adjustment, chronic pain, coping with chronic illness, health promotion and disease prevention, healthy lifestyle, and stress management. Cognitive behavioral treatment is aimed at improving adjustment, health, and well being. Supervised by Dr. Donna Wollerman Ronan.

Learning Acceleration Clinic: This program provides remedial education services to students from 5 – 15 years of age who are academically delayed in basic skills. Components of the program include comprehensive assessment of academic skills to determine the degree of skill deficits and strengths as well as research based practices to reduce academic difficulties. Students meet with their therapist for an hour and a half three or four days a week. Supervised by Dr. Michael Hixson.

School Psychology Clinic

This program provides psychological services to children, teens, and families. Services provided include assessment, intervention, and consultation. This clinic specializes in ADD/ADHD, Autism Spectrum Disorder, Learning acceleration, Social and Emotional Learning, and Independent Educational evaluation.

Supervising Clinical Faculty

Elizabeth Meadows, PhD, Clinical Program Supervisor, Director of the Trauma and Anxiety Disorder Clinic

Larissa Nies, PhD, Clinical Program Supervisor, Director of the Parent-Child Interaction Therapy Clinic

Stuart Quirk, PhD, Clinical Program Supervisor

Donna Wollerman Ronan, PhD, Clinic Director, Clinical Program Supervisor, Director of the Health Psychology Clinic

George F. Ronan, PhD, Clinical Program Supervisor

Reid Skeel, PhD, Clinical Program Director, Clinical Program Supervisor, Director of the Neuropsychology Clinic

Nathan Weed, PhD, Clinical Program Supervisor, Director of the Psychological Assessment Clinic

Supervising School Faculty

Michael Hixson, PhD, School Program Supervisor

Sandra Morgan, PhD, School Program Supervisor

Katrina Rhymer, PhD, School Program Supervisor

Daniel Drevon, PhD, School Program Supervisor

Samuel Kim, PhD, School Program Supervisor

Criterion 1 Evidence
Public Broadcasting

Friday, March 18



CMU Public Broadcasting
A Public Service of Central Michigan University



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FC Spectrum Auction

CMU Public Television

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Friday, March 18 2016

Now

PrimeTime

10:00 am

SESAME STREET
Pogo Games
Show Details

10:30 am

PEG + CAT
The Allergy Problem; I Do What I Can: The Musical
Show Details

11:00 am

DINOSAUR TRAIN
King Cryolophosaurus; Buddy the Tracker
Show Details

11:30 am

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Writer's Almanac: 9:00 am - 9:05 am

UP NEXT
The Diane Rehm Show: 10:00 am - 12:00 pm

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CMU Public Broadcasting and the FCC Broadcast Television Spectrum Incentive Auction

Background

The Federal Communications Commission has established the first-ever broadcast television spectrum auction designed to address burgeoning demand for wireless and mobile broadband services.

The auction will include two phases — a reverse auction and a forward auction. In the reverse auction, television broadcast station owners may bid to voluntarily relinquish spectrum rights. In the subsequent forward auction, spectrum will be packaged into wireless licenses or blocks to be bid upon by telecommunications companies.

Proceeds of the forward auction will pay for the bid commitments made by the FCC in the reverse auction.

CMU Public Broadcasting

CMU has [five public broadcasting television stations](#) in Mount Pleasant, Flint, Cadillac, Manistee and Alpena. The university helps fund the operations of the stations with nearly \$1.7 million a year.

The university's Board of Trustees voted Thursday, Dec. 17 to apply to the FCC for eligibility to participate in the reverse spectrum auction. This is a non-binding action, due Tuesday, Jan. 12, that leaves all participation and non-participation options in the auction open to CMU.

At question is whether any of CMU's five public broadcasting stations will be in the auction. According to the FCC timeline, the initial decision about participation must be made by March 29. Further decisions about accepting any offers, if the FCC makes them, will come later in the spring.

In Michigan alone, the auction involves four universities, one college, a Detroit foundation and private broadcast station owners.

All related discussions and decisions will be confidential, as required by a federal anti-collusion rule. This does not follow CMU's standard level of openness, but the rule is being used by the FCC to protect the integrity of the auction and prevent unlawful manipulation of its pricing. The rule severely restricts what can be said and when.

We recognize this matter is important to a number of Michigan residents. We are watching the public reaction here and across the nation.

Those who wish to provide input on this matter are encouraged to [submit comments via email](#) or send letters to the Board of Trustees, 106 Wamner Hall, Central Michigan University, Mount Pleasant, MI, 48859.

Additional Resources

- [Fact sheet for the FCC Broadcast Television Spectrum Incentive Auction](#)
- [FCC LEARN](#) auction website
- [Anti-collusion rule](#)

Our CMU

- > [March 'Our CMU' stories](#)
- > [February 'Our CMU' stories](#)
- > [January 'Our CMU' stories](#)
- > [December 'Our CMU' stories](#)
- > [November 'Our CMU' stories](#)
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Criterion 1 Evidence
RCM Budget Model



Budget Model Information

Effective July 1, 2008, Central Michigan University uses the Responsibility Centered Management (RMC) budget model.

Tuition Revenue: On-campus tuition revenue will continue to post to the cost center applicable to the course designator (see link below) automatically by Student Life Cycle Management (SLCM) system. Summer 2008 - Phase II tuition related to off-campus courses will be posted by Accounting Services via a manual journal entry effective July 1, and during each month-end close process. For the fall 2008 semester, SLCM will begin posting off-campus tuition automatically to the applicable cost center for each course designator (see link below).

The budget analyst for each college has access to on-line reporting for summer tuition that will provide a recap of enrollment and calculated tuition by event package. A report is under development for summarizing tuition and enrollment for fall 2008.

State Appropriations: In July of each fiscal year, Accounting Services will post a journal entry to allocate the annual amount of state appropriations for each affected cost center. This amount will be posted to general ledger account 599970 State Appropriations Distribution. If adjustments to the appropriations are received from the State of Michigan, subsequent adjustments may be posted to the various cost centers at that time.

Please see [Financial Planning & Budget's Portal](#) website for an explanation of how the allocation percentage was determined for each department.)

Operating Assessment: During each month-end close, Accounting Services will post a journal entry to post the Operating Assessment Expense to the various academic departments. The amount of the assessment will be calculated by applying the allocation rate applicable to each College to Tuition & State Appropriations revenue posted to each academic cost center.

See [Financial Planning & Budget's Portal](#) website for an explanation of how the

Accounting Services

- Meet the Staff
- Accounting Services
 - Contact Information Accounting Services
 - Accounting Internal Controls
 - Budget Model Information**
 - Cost Center Information
 - Forms
 - Frequently Asked Questions
 - Miscellaneous Services
 - Policies and Guidelines
 - SAP Information
 - Services
 - Training
 - Year End
 - Quick Start
 - Request for Change in Cost Center or WBS
 - Contact Information
- Financial Information Systems

allocation percentage was determined for each department. The academic cost centers will see these adjustments in general ledger account 959973 Operating Assessment Expense.

Service centers will receive their annual allocation of their Operating Assessment at the beginning of each fiscal year. These adjustments will be posted in general ledger account 599974 Operating Assessment Distribution.

Please see the [Financial Planning & Budget](#) website for additional information on this model. Their website includes the proposed RCM budget model policies and a manual used in training departments on the new budget model. Their training manual refers to the links below for the users' reference.

Additional information Available:

The following links to additional information are provided so that department administration may find useful in understanding the recording of tuition and fees to their cost centers on SAP.

- **Course Designators & Cost Center Crosswalk:** provides a listing of the 3 character course designator and the cost centers to which the on-campus & off-campus tuition dollars are posted
- **Course Fees & G/L Account Number Assignment:** provides a listing of the various course fees assessed by SLCM (Student Life Cycle Management) and the general ledger account number used to record this revenue to the affected cost center.

Please contact Kristina Harvell (telephone 774-1139 or email knighikm@cmich.edu) if you have additional questions about the general ledger entries related to the new budget model.

- Grant Accounting
- Payroll
- Travel/Employee Business Expenses
- Treasury and Investments

Grant Accounting

Contact Webmaster

cmich.edu



Click here for a brief instructional video on the RCM model: <https://www.cmich.edu/fas/fpb/Pages/Training.aspx>

Responsibility Centered Management (RCM)

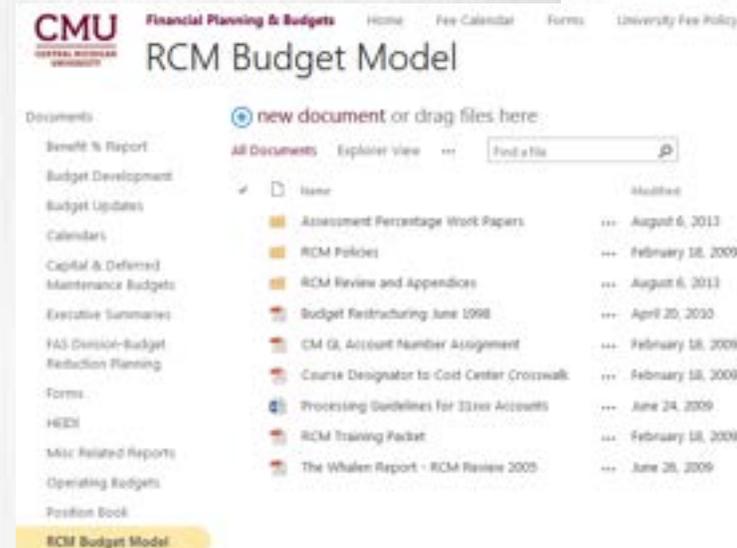
Financial Planning & Budgets

April 21, 2015

RCM Budget Model

RCM is a decentralized, incentive-based budget model. It gives account directors or center managers greater flexibility in and responsibility for generating income and managing expenses. It provides greater budget authority at lower levels of the university administration and decentralizes key aspects of the university's budget process

The university's RCM policies can be found on Financial Planning & Budget's team site in the RCM Budget Model folder



CMU's RCM Budget Model

» Revenue

- » Tuition – all tuition generated from courses delivered on-campus, online and through Global Campus sites outside of Mount Pleasant is recognized where earned, within the colleges (e.g. Accounting in CBA)
- » State Appropriations – funds allocated to the colleges/departments based on their 3 year rolling average percentage of total University semester credit hours (SCH)
- » Other Revenue - Revenue recognized in department as earned. Examples are fees, room and board, service fees, material reimbursements, etc.

CMU's RCM Budget Model (Cont.)

» Expenses

- » Personnel Expenses – wages and benefits for positions within in the center where the worked is performed
- » Other Compensation – compensation outside of regular wages, e.g., overtime, shift differential, higher classification pay and temporary employee wages
- » Supplies and Equipment – supplies, equipment and contracted services

» Transfers (In or Out)

- » Transfers – movement of funds from one cost center to another to recognized expenses/revenues in the proper cost center. Also includes intra-college subsidies

CMU's RCM Budget Model (Cont.)

- » Operating Assessment – a proportional fee is assessed to the colleges on their actual tuition and state appropriation revenues. The assessment is used to fund the university service centers (e.g., office of scholarships and financial aid, payroll and registrars office, etc.). The assessment percentage applied varies by college
- » The operating assessment percentage is adjusted in the following fiscal year as base budget requests are approved
- » Surplus operating assessment funds remain in an account to be used for future fluctuations in enrollment and at the discretion of the President and the Cabinet

CMU's RCM Budget Model (Cont.)

- » Carry Forward Funds – funds remaining at the fiscal year end. Remaining funds carry forward according to the appropriate Division's guidelines and RCM policy #32
- » Carry Forward funds are not taxed and carry forward 100% from one year to the next at the divisional/departmental level
- » Each Dean/VP has the authority to decide whether an individual account receives the carry forward balance in the new fiscal year
- » The President and Vice Presidents have the authority to redirect any carry forward balances within their divisions

Financial Planning and Budgets

- » Feel free to contact us at any time with questions
 - » Email – fpb@cmich.edu
 - » Telephone – 989-774-7378
 - » Web-Site – www.cmich.edu/budget

Criterion 1 Evidence Recycling



Central Link

Put your **STAMP** on the **WORLD**



CentralLink > Finance and Administrative Services > Facilities Management > Facilities Operations > Recycling

Recycling

The Central Michigan University Recycling Office strives to reduce, reuse and recycle by implementing convenient, cost effective programs and educating the campus community. View our [slideshow](#) presentation to learn more information about recycling.

For more information on how to get involved and additional details on recycling on campus, please visit the pages listed on the right.

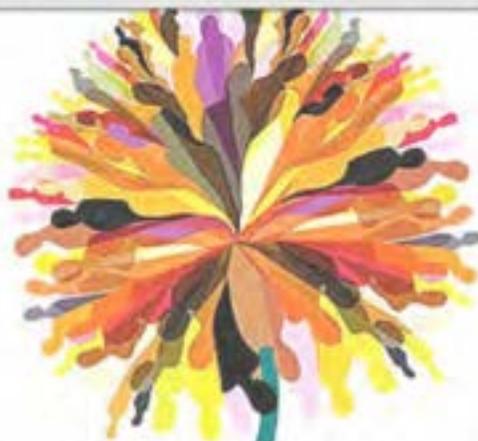


Recycling

- > Recycling Details
- > Prevent Waste
- > Student Information
- > Faculty/Staff Information
- > FAQ



Criterion 1 Evidence
Robert Newby Fund



THE ROBERT NEWBY FUND TO SUPPORT STUDENT DIVERSITY EFFORTS

A \$250 award is presented to three undergraduate students and one graduate student for diversity-related work.

Project Guidelines:

The activity must be linked to a credit-bearing academic experience at CMU which involves research, creative activity and/or the application of findings. Eligible activities include but are not limited to:

A research paper

An internship

A study abroad experience

Application Procedure, submit the following:

1. Completed cover sheet
2. One copy of the formal paper or report of the activity that was submitted for course credit
3. A letter of support from a faculty member who can attest that the activity was part of a credit-bearing experience at CMU
4. Brief description of the project
5. If submitting a group project, certify that other members of the project have been notified

Projects must be completed by December 18, 2015 and submitted to the office for Institutional Diversity at Warriner Hall 319 by Wednesday, January 19, 2016.

Winners will be selected on February 3, 2016, by the Multicultural Diversity Education Committee (MDEC).

For more information and to download an application form, visit:

https://www.cmich.edu/office_provost/OID/Documents/Newby%20application%202016.pdf

Criterion 1 Evidence
Saginaw Chippewa Indian Tribe



Saginaw Chippewa Indian Tribe

The Saginaw Chippewa Indian Tribe of Mount Pleasant, Michigan, comprises mainly the Saginaw, Black River, and Swan Creek Ojibwe bands.

There are 2,767 enrolled members of the Saginaw Chippewa Indian Tribe, many who live on the reservation - which was established through a Aug. 2, 1855 treaty - while others live throughout Michigan and the United States.



The Saginaw Chippewa Indian Tribe and Central Michigan University have a strong historic and cooperative relationship that complements each entity's goals and 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.

For example, leaders from CMU and the Saginaw Chippewa Tribal College signed an articulation agreement that provides easy transfer for tribal college students who wish to complete their studies toward a baccalaureate degree at CMU.

In April 2002, leaders from CMU and the Tribal Council signed a proclamation pledging their support for joint educational efforts and advancing an appreciation of global indigenous peoples. This led to CMU and the tribe jointly hosting a United Nations-funded international conference on indigenous issues in higher education in fall 2003.

This mutual relationship also is evident in the Saginaw Chippewa Tribal Council's continued support of Central Michigan University's "Chippewas" nickname, which the university uses as a sign of pride, honor and respect for the tribe's rich heritage.

For more information, visit the [Saginaw Chippewa Indian Tribe website](#).

Saginaw Chippewa Indian Tribe

- > University Leadership
- > University Mission, Vision and Values
- > Quick Facts
- > History
- > Awards and Highlights
- > Notable Alumni
- > Campus Map
- > Driving Directions
- > City of Mount Pleasant
- > Saginaw Chippewa Indian Tribe
- > Strategic Planning
- > CMU Master Plan
- > Emergency and Safety
- > Embracing Diversity at CMU
- > Careers at CMU

Criterion 1 Evidence
Senate Minutes November 30, 2010

CENTRAL MICHIGAN UNIVERSITY
ACADEMIC SENATE
Bovee University Center 108
Web Site: <http://academicsenate.cmich.edu>
E-mail: acadsen@cmich.edu
Phone: 774-3350

Membership: Elbert Almazan, Mahmood Bahae, Brigitte Bechtold, Bruce Benet, Michelle Bigard, Bill Brevda, Christi Brookes, Lori Brost, Russell Camp, Rachel Caspari, Usha Chowdhary, Roger Coles, Charles Crespy, Brian DeJong, Lynn Dominguez, Harvey Dorrah, Nancy Eddy, Donna Ericksen, Gregory Falls, Joe Finck, Ray Francis, Mark Freed, Laura Frey, Pam Gates, Salma Ghanem, Megan Goodwin, Joseph Graffeo, Denise Green, Taylor Hammerl, Merodie Hancock, Philip Hertzler, Chris Ingersoll, Aaron Kalloch, Kathy Koch, Melinda Kreth, Vern Kwiatkowski, Mark Lehman, Michael Magarrey, Jane Matty, James McDonald, Colleen McNeely, Bill Merrill, Mark Minelli, Thomas Moore, Sven Morgan, Clark Most, Concha Neeley, Judy O'Dell, Wendy Papa, David Patton, Orlando Perez, Christine Phelps, Elizabeth Podufaly, Stuart Quirk, Killian Richeson, George Ronan, Bruce Roscoe, George Ross, David Rutherford, John Scheide, Jim Scott, Gary Shapiro, Lal Singh, David L. Smith, Andrew Spencer, Phil Squattrito, Herm Triezenberg, Denise Webster, Joanna White, Patty Williamson, Ernest Yoder

CMU ACADEMIC SENATE
November 30, 2010
Minutes of Meeting
Phil Squattrito, Presiding

Summary of Actions

1. Elected Ray Francis to serve as Secretary for 2011.
2. Approved the new program Geography Major: Geospatial Analysis of Environment Concentration, BA, BS, BS Plan B degrees.
3. Approved revised Mission Statement & Core Values to forward on to Board of Trustees.
4. Approved December 2010 Graduation List.

Present: 57 of 71 members

Absent: Michelle Bigard, Bill Brevda, Russell Camp, Joseph Graffeo, Taylor Hammerl, Thomas Moore, Judy O'Dell, Elizabeth Podufaly, Stuart Quirk, Killian Richeson, Bruce Roscoe, David Rutherford, Jim Scott, Ernest Yoder

1. Announcements

- A.** The Academic Senate office will be moving December 8, 2010. The new office will be located in Ronan 280.

Squattrito: During the move of the Senate office to Ronan Hall, there may be some difficulty accessing materials. In addition to the above announcement, this meeting room is relatively flat and when the room is full, I cannot see the name cards. We can solve this problem as this: Please hold up your name card when you want to make a comment.

2. Approval of Minutes from November 16, 2010

Squattrito: Are there any corrections/additions/comments about the November 16th minutes? Seeing none, these minutes stand as submitted.

3. President's and Provost's Reports

Provost's Report:

Shapiro: First, with regard to the director of General Education, the position was a full time twelve-month staff position, with preference given to faculty. An offer was made for the staff position, and the person turned us down. There will be some discussion about this later. Second, Paula Serra resigned in October. We will be conducting a national search for that position [Director of Curriculum and Assessment] this Spring semester. Third, there are two additional forums scheduled for candidates for the dean of the College of Humanities and Social and Behavioral Sciences, on Monday December 6 at 2:30 p.m. in the Maroon Room/UC for Russ Ganim from the University of Nebraska, and Tuesday December 7 at 2:30 p.m. in the Maroon Room/UC for Pam Gates. Next, I have talked about program prioritization in various forums. We hope to have materials available online for you soon. Finally, if there are students here, I wish you well on your exams next week. Please have an enjoyable break as I intend to, and be with family and friends. Squattrito: Are there questions for the provost? Scheide: This semester, we start a new process of evaluating graduate assistants, and is it your intention that we should use the SOS as one way to do this? Shapiro: I will turn to Senator Coles for the answer to your question. Coles: John, this is one option, but there are other options available as well. Scheide: When we looked at the SOS, this instrument was not developed for use with graduate assistants. There are not two separate pools. Moreover, the SOS results are not really available until after Fall semester has ended, and the evaluation report is due earlier. Will we have a formal system for evaluating graduate assistants in the future, with some conformity around campus? Shapiro: Sounds like a great idea, and I will ask our interim dean to look at this, together with the Director of Institutional Research. We need to work on the option of using other techniques. I will try to get this done before the May graduation.

President's Report:

Ross: There is a Board of Trustees meeting on Thursday. Please observe the meeting and learn. I encourage you to be part of the board process and to be engaged. We are working on affiliation agreements in Saginaw for the Medical School. Squattrito: Are there questions for the president? [None were asked].

4. Elections

A. Senate Officer Positions

_____ Senate Secretary – (January – December 2011)

Squattrito: One officer position is still not filled. Are there any nominations for Secretary of the Senate? Magarrey nominated Francis, who nodded his assent to be nominated. Squattrito called for other nominations. There were none. Moved, and seconded (Ericksen/McDonald) to close the nominations. Motion CARRIED. Francis was elected.

5. Approval of December 2010 Graduation List

Moved, and seconded (Scheide/Spencer) to approve the list. Motion CARRIED.

6. Curricular Items

A. Undergraduate Curriculum Committee Minutes, October 20, 2010

1. Approved new program Geography Major: Geospatial Analysis of Environment Concentration, BA, BS, BS Plan B degrees. MOTION CARRIED.

Squattrito: This is a new concentration on an existing major. Moved, and seconded (Webster/Singh) to approve the new concentration. Squattrito: I have a question myself. The degree is listed as BA, BS, BS Plan B degrees.

Why is this written this way? Patton: There was a question from the UCC asking about the degrees on which the concentration would be offered. Squattrito: The BS degree has both Plan A and Plan B. If there is no restriction, it should just say BS. If we approve this, it is subject to the understanding that we will clarify the degree types before this goes to press. Motion CARRIED.

Geography Major: Geospatial Analysis of Environment Concentration

BA, BS, BS Plan B degrees

This concentration approaches the study of natural and human-induced environmental processes through applications of geospatial technologies. It prepares students for positions that utilize geospatial technology in environmental analysis.

Core Courses (12 hours)

GEO 105 - Physical Geography 3(2-2)
GEO 120 - Environmental Geography 3(3-0)
GEO 121 - Cultures of the World 3(3-0)
GEO 203 - Introduction to Geographic Information Science 3(2-2)

Required Courses I (12 hours)

GEO 303 - Geographic Information Systems I 3(2-2)
GEO 305 - Remote Sensing of the Environment 3(2-2)
GEO 210 - Landforms 3(2-2)
GEO 334/BIO 334 - Soil Science 3(2-2)

Required Course II (3 hours)

Select one of the following:
GEO 335 - Biogeography 3(3-0)
BIO 340 - Ecology 3(2-3)

Required Course III (3-4 hours)

Select one of the following:
GEO 201 - Weather and Climate 4(4-0)
MET 240 - Meteorology 3(2-2)

Required Course IV (3 hours)

Select one of the following:
GEO 310 - Surface Hydrology 3(2-2)
GEL 380 - Hydrogeology 3(2-3)

Electives (6 hours)

It is suggested that electives are selected from Geography courses with an emphasis in analytical techniques, including:

GEO 500 - Advanced Cartography
GEO 503 - Geographic Information Systems
GEO 508 - Digital Remote Sensing
GEO 512 - Quantitative Methods for Spatial Analysis
GEO 516 - Advanced Remote Sensing Systems
GEO 530 - Land Use Planning
GEO 531 - Integrated Land Use Planning
GEO 553 - GIS Operations and Practices
GEO 575 - Special Studies in Geography

GEO 591 - Internship
GEO 597 - Independent Study

Additional courses at the 400-level or above in Geography, Biology, Geology, Mathematics, Computer Sciences, Physics, or Chemistry may be selected with the consultation and approval of a Geography advisor.

Total: 39-40 hours

IMPLEMENTATION DATE: Spring 2011
[Reference: CST CCC Minutes, 4/27/09, I.B.1.a.]

7. Mission Statement & Core Values revisions –

Squattrito: This is on the back of your agenda. Draft 1 and draft 2 were sent to the campus community for comments with revisions made after each iteration. The draft considered here will go directly to the Board of Trustees. *Moved, and seconded (McDonald/Perez) to approve the draft.* Shapiro: Even though draft 3 came out without request for feedback, there have been a number of responses to my office. They are generally positive. About 5-6 people felt that the language should take out the “we” and say instead “CMU is...” The second set of comments focused on the core values. There were two types of comments. On the core value related to quality: Excellence should be substituted for quality. Also, a number of people reordered the values as follows: excellence, innovation and then the remainder. I would like to move this as an amendment. Squattrito: We will divide the motion. The motion on the floor is then the top paragraph [i.e., the Mission Statement], which would be changed to read: “CMU is a community...” Freed: What about the second use of the word “we”? McNeely: Our reasoning was that CMU has that community aspect, and we feel that it was more personal to keep the “we” in the beginning. Ghanem: The committee members did not even have the words “CMU” in there. Because of the feedback, we added “CMU,” and kept the “we.” The committee felt strongly about the use of “we”. Smith: I agree with that: it gives a sense of community. Squattrito: Was there a second to Senator Shapiro’s motion? Bahaee: I second it. Finck: Why not say in the mission statement: “We are a community...” Squattrito: This is then a third option. Singh: Is the amendment just that first part? Squattrito: The amendment is to read “Central Michigan University is a community committed to the pursuit...” Discussion. Motion FAILED.

Squattrito: We are back to the original motion. Singh: “Pursuit of wisdom” seems awkward as word usage. Squattrito: Is it pursuit of knowledge and the other things, or does “pursuit” only refer to “knowledge?” That is how I would see it. Perez: I guess this question is more for the committee members: Is there an intent that there is a difference between knowledge and wisdom, and what is the reasoning behind this differentiation? Triezenberg: I think the discussion was that knowledge refers to academic knowledge and wisdom refers more to internal philosophy. Ronan: Can I make a motion to support the statement “We are a community?” Squattrito: That motion failed. *Moved, and seconded (Smith/Ericksen) to strike “at Central Michigan University” and start at “We.”* Spencer: I’d like to have Central Michigan University in the statement. McNeely: I cannot think of a place where this would be read that would not have Central Michigan University accompanying it. Smith: The change proposed simply takes us back to the last draft that was circulated. Hancock: When we use this for accreditation and elsewhere, I would like to see the name in the paragraph. Ericksen: The maker of the motion and I myself would prefer to see the title “Central Michigan University Mission Statement” at the top of the paragraph. Squattrito: So, you want to strike the name from the text, but have the full name in the title? The mover and seconder agreed. Lehman: I thought that Senator Hancock was pointing out that this paragraph may be reproduced out of context. Finck: Our boss shook his head and thought it would never happen. Shapiro: I would not let him determine what I thought. Ingersoll: Is it clear that we mean “committed to” to apply to the complete list of items? Squattrito: I think it says that we are committed to the four items. Kreth: I think “pursuit” refers to all four terms in the sentence. Squattrito reminded the body of the motion on the floor. Ericksen: On Senator Hancock’s statement: If we go for accreditation, it would be assumed that this is indeed about CMU. I don’t see how there would be problems if we don’t have the name in the body of the paragraph. Squattrito: I would like to call for the vote on the amendment: Strike At Central Michigan University, start “We” with a capital, and write the name of the university in full in the title. A voice vote was

taken. Squattrito: The motion seems to have FAILED. A clicker vote was set up. Motion FAILED by two thirds.

Squattrito: So, we are now back to the printed paragraph we started with. Are you ready to proceed to a vote? We will do a clicker vote, on the mission statement portion, as printed in draft 3. Motion CARRIED.

Squattrito called for a motion to approve the core values. *Moved, and seconded (Brookes/Francis) to approve the core values. Moved, and seconded (Ericksen/Triezenberg) to replace "quality" by "excellence."*
Triezenberg: Our discussions in the committee also supported this. We changed it to "quality" because of the feedback we received. Squattrito asked for a vote on this amendment. Motion CARRIED. *Moved, and seconded (Shapiro/Singh) that excellence and innovation be placed at the beginning of the list of core values.* Webster: Is there a reason for this order? Do we really feel that excellence comes first? Shapiro affirmed. Webster: Why not just do it alphabetically? Squattrito: The president has said a number of times that he wants this to inform the planning process. Perez: To follow up on Senator Webster: If we make this change and there is an implication that the order means something, we are saying that social responsibility is the least important in the core values. I do not like this. Smith: If the change indicates that there is a meaning to the order, I oppose it. Esthetically, I also oppose it, since excellence is the emptiest of the terms in the list. Singh: Excellence in my mind comes closer to learning something. Squattrito: Can I ask the president to weigh in on this? I also ask the larger question as to how the content of the core values will impact the planning process. Ross: The short answer is yes. Phil had asked me to be available to answer questions like this. I believe core values will define in the planning process what we value. We will go from mission and core values to the planning process in January. This will inform part of the planning process. I have had preliminary thoughts and conversations on this, i.e. I want faculty to be a strong part of this. As broad as the mission statement is, the action steps are very specific. I don't just want a report that goes on a shelf. Our strategic plan will be tied directly to operational planning. There will be specific objectives and tasks that are included. I envision going back to the committee and getting more definition of the meaning of these terms. Ericksen: There is no question that all that is in there is what we value. I would feel uncomfortable to say that integrity is less than respect, etc. Shapiro: I would hope that the most important value we have at this university is excellence, and that innovation is extremely important. A university that is not committed to excellence sends the wrong message. Smith: That makes our core values almost indistinguishable from those at GM. I'd rather keep the order we have now. Singh: To me, putting something first makes it stand out. I support keeping it first. Hancock: We have to assume that people reading this will think that there is an intentional order. Magarrey: I am not sure we can ever decide which one comes first. To me, integrity comes first. It seems that at some point listing them alphabetically gives the message that they are all important. McNeely: I agree that it flows nicely to place excellence/innovation first. Then, this flows well into integrity, respect, compassion, because these describe our student life. Then we flow into external efforts. Ingersoll: Excellence is good to place first, because it's a value we consider in every circumstance. Triezenberg: I am going back to discussions of why we had the order we had first: Integrity, respect, compassion are the traditional virtues. Then we get to the more socially constructed categories. Finck: Suppose we go with the change, and this makes inclusiveness number 6. Suppose then we find that everyone admitted to the Medical School is not a member of an inclusive class but has excellence. Then the dean of the Medical School could say that this is our mission. Perez: As an institution of higher learning, isn't it obvious that we are about excellence? So why highlight it? Green: If we did it in alphabetical order, it would read like this: [reads the list out loud]. Squattrito: I remind senators of the motion on the floor. Are you ready to vote? A clicker vote was set up. Motion FAILED. Squattrito: So we are back to what is in the original paragraph on core values as amended earlier. Are there any other comments or amendments? Motion CARRIED. Ericksen: To clarify: All we are doing is to endorse the document? Squattrito: Yes, the Board of Trustees will approve it and make changes as they wish.

8. Other

Squattrito: The search for the General Education Director ended up an unsuccessful one. One of the biggest issues is that it is a P&A-4 position, and that the salary is perhaps below what some professors would be making. Academic Affairs is very supportive of this being a faculty position. There remains a question as to whether this needs to be a full-time position. And the question then is whether this could be a ½ time release

position instead. It might be more attractive to a faculty member if it is a ½ time faculty position. Are there comments about this suggestion? Perez: How does the 12-month P&A status affect a faculty member's RPT status in the department? Shapiro: The person maintains their tenure line for five years. After that time, they either go back or continue in the staff position and give up their tenure line. Squattrito: This is the same as when Denise Webster was in a similar position [Dir. of Curriculum & Assessment]. Smith: It stops the tenure clock. Finck: I am very supportive of this. Deans and associate deans are also faculty members. I think it's a fine idea. Ericksen: What is a dean classified as? Squattrito: A senior officer. Ericksen: So it is not the same, because this is a P&A position. It became less attractive to a faculty member for that reason. Finck: When I was an associate dean, I was promoted to professor. I could do all the things that a faculty member could do in rank. Perez: The former Honors Director kept his position as a Bargaining Unit Member, even though he was not teaching, so these things can be negotiated. Ericksen: I think the Senate strongly felt that this is more than a half-time job. You cannot do both and do a good job at either. McDonald: I would support that statement. At minimum, to bring on all the things we included in the general education program, half-time is not enough. At most, the person should teach 1 class a semester. Squattrito: Even in the P&A format, the person would teach one class per year. Spencer: You mention the candidate expressed the view that it did not need to be a full-time position? Douglass: The candidate who was the committee's first choice found the salary unattractive and found leaving their current students and research activities unattractive, so we discussed an 80% position, and then we discussed some more. Having summer employment available, the person then decided it could be done as half-time. Gates: Has there been a discussion of having two persons share the job of director? Kreth: As the last surviving coordinator of General Education, I did not have a problem being half-time. The problem was the inequity in pay compared with a high-paid faculty member. The previous General Education coordinators were paid more for doing less. Maybe release time and a stipend would be more equitable. Perez: Is the salary comparable to that of the Honors Director? Douglass: HR looked at several other positions on campus: Director of Curriculum & Assessment and all of the P&A-5 positions. It was made comparable to that. Squattrito: These discussions are useful, because we would like to have someone on board by the beginning of Spring semester. We will figure out the best solution.

Smith: I would like to propose a simple motion. Everyone I talked with about this in my college breathed a sigh of relief, given the enormous work coming up with implementation of the new General Education Program and the academic prioritization plans. *Moved, and seconded (Smith, Freed) to postpone all due dates for the implementation of the new General Education program by one year.* Smith: There is timeliness to this, because the first deadline is in January, for the quantitative reasoning courses. Now we have the other commitments looming. Squattrito: One of the responsibilities of the director will be to develop rubrics to evaluate courses proposed for the various subgroups. Is there any further discussion? Ronan: I argue against it: If someone is selected as a director, they can come to the Senate and propose a postponement. A year is a substantial time period. Bahae: I agree with that. It takes the sense of urgency out of the process. It sets a bad precedent. Shapiro: I find it extremely unlikely that the prioritization process has delayed the submission of quantitative reasoning courses. It has been 5-6 years already. If we don't make a decision, we maintain our current UP program. So, now essentially we are saying that it isn't all that bad. I support Senator Ronan's idea. We need a deadline. I speak against the motion. Spencer: Have a number of quantitative-reasoning courses been submitted? Smith: Only one so far. Maybe a lot will be submitted at the last moment. Squattrito: The QR courses are coming through the college committees. Remember that the new Gen. Ed. program only becomes available once we have enough quantitative reasoning and writing intensive courses to meet student demand. Smith: Senator Shapiro is right that the prioritization process has not caused a delay. But, there has been a long fallow period during which this just was not on faculty members' radars. Given the whole picture, we can do a much better job if we are given more time. Perez: I am loath to make a counter impression. What has that committee been doing during fall semester? Squattrito: I am assuming they are doing what they are supposed to be doing. Perez: Isn't it the responsibility of that committee to alert the university community of deadlines? Smith: I was not there at the beginning, but remember that it is a newly constituted committee. They did not even have a chair until October. Ross: Since we just approved our core values, I ask where do we fit? I am just reading our values about excellence etc. There is always a reason not to do it, but at the end of the day we need to serve our students. A clicker vote was set up, and Squattrito recapped the motion on the floor. Motion FAILED. Squattrito: So, as of right now, the due dates remain in effect. I'll be in conversation with Claudia

Douglass about the director's position. I am hearing from the discussion that half-time is a possibility if we can find the right person, but we will pursue other options as well.

There will be no Senate meeting next week, and therefore there will be no executive board meeting this Friday.

9. Adjournment

Squattrito declared the meeting adjourned at 4:48 pm.

Respectfully Submitted,

Brigitte Bechtold, Secretary

Criterion 1 Evidence
Senate Minutes September 18, 2012

**CENTRAL MICHIGAN UNIVERSITY
ACADEMIC SENATE**

Ronan Hall 280

E-mail: acadsen@cmich.edu

Phone: 774-3350

Web Site: https://centrallink.cmich.edu/services/faculty_services/AcademicSenate/Pages/default.aspx

Membership: Concha Allen, Elbert Almazan, Tom Benjamin, Christi Brookes, Lori Brost, Rachel Caspari, Vincent Cavataio, Debasish Chakraborty, Usha Chowdhary, Roger Coles, Charles Crespy, Ian Davison, Lynn Dominguez, Anna Dvorak, Arshia Ebrahimi, Nancy Eddy, Maureen Eke, Donna Ericksen, James Felton, Joe Finck, Laura Frey, Pam Gates, Salma Ghanem, Megan Goodwin, Traci Guinn, Ahmad Hakemi, Leaden Hickman, Jim Hill, William Hood, Sandra Howell, Chris Ingersoll, Ken Jurkiewicz, Libby Knepper-Muller, Melinda Kreth, Mark Lehman, Jim McDonald, Bill Merrill, Mark Minelli, Adam Mock, Thomas Moore, Neil Mower, Judy O'Dell, Danny Patterson, Dale-Elizabeth Pehrsson, Luis Perez-Batres, Stuart Quirk, Killian Richeson, George Ronan, George Ross, Jonathon Russell, John Scheide, Jim Scott, Jungsywan Sepanski, Gary Shapiro, Lal Singh, A.J. Smith, David L. Smith, Andrew Spencer, Phil Squattrito, Greg Thayer, Andrea Thompson, Steve Thompson, Annette Thornton, David Whale, Joanna White, Kelly Wright, Ernest Yoder, Sarah Yonder, Tao Zheng

CMU ACADEMIC SENATE

September 18, 2012

Minutes of Meeting

Jim McDonald, Presiding

Summary of Actions

1. Revised the minutes of September 4, 2012
2. Elected faculty to various committees as recommended by Committee on Committees.
3. Approved August 2012 Graduation List.
4. Received Phase I report from the Strategic Planning Committee.
5. Approved Amendment #1 to the Senate Constitution regarding the membership to include schools and CMED disciplines as departments.

Present: 63 of 70 members

Absent: Arshia Ebrahimi, James Felton, Chris Ingersoll, Stuart Quirk, Greg Thayer, Andrea Thompson, David Whale

1. Announcements

- A. McDonald announced that due to the live streaming of the meetings, speakers will not be heard from the floor unless they use the microphone. Please wait until you have one before you speak. He also encouraged discussion with presentations and revisited future presentations.
- B. CMED budget presentation will come soon. Strategic Planning is today. Two other groups have asked to make presentations – Title IX in October and “Academic Adrift” discussion is in the near future.

2. Approval of Minutes from September 4, 2012

Moved by Lehman/seconded by Singh to approve the September 4, 2012 minutes. Hill commented about the President’s report in item #5 and asked that the statements regarding the College of Medicine be included in the minutes as follows, “He responded to the question about CMED stating that CMU ultimately will be responsible for any funding shortfall for the CMED East Campus building that is not raised privately.” Ross said that statement is fine but asked it also include “We have two significant partners in Saginaw and the funding will be between CMU, those two hospitals, and the CMU portion of the funding will be determined by the fundraising.” Minutes approved with amendments.

3. President's and Provost's Reports

Ross: President Ross discussed the report that he distributed prior to the meeting. He addressed the Provost's Search Committee and thanked Provost Shapiro for his service. The President is still receiving feedback about the search committee. He will discuss it with the Senate Executive Board.

Shapiro: Provost Shapiro addressed his inclusion of benchmark institutions. It is important to have consistence benchmarks. Hill asked about academic division goals. He wondered about reinstating some faculty feedback on dean evaluations. Shapiro said he could only remember that happening once. Perez-Batres asked about by-laws and the schedule for their review. The Provost said that two colleges are scheduled this year but departments can initiate changes as they wish. Smith asked Shapiro if he was aware of a dispute between Global Campus and the MSA Program and Graduate Studies. The Provost said that he was aware of it but he has no further information at this time and would expect that faculty would be consulted in a variety of contexts if changes were made.

4. Elections

A. Senate Officer Positions

_____ Senate Chair Elect – (January – June 2013)
_____ Senate Secretary – (January – December 2013)
_____ Senate Executive Board – (January – December 2013) – Faculty Senator
_____ Senate Executive Board – (January – December 2013) – Faculty Senator
_____ Senate Executive Board – (January – December 2013) – Student Senator

Squattrito addressed the importance of these positions, and solicited input and nominations from the senators.

B. President's and Provost's Awards for Outstanding Research and Creative Activity Committee (need one faculty from each College to serve a one-year term)

Merrill nominated Karen Edwards (TEPD) for EHS and moved to cast a unanimous ballot. Motion was withdrawn pending more nominations. Squattrito asked for a brief biography of nominees.

C. Committee on Committees Meeting Minutes, September 6, 2012, IV.A.-P.

Scheide moved, seconded by Coles, to approve the slate of candidates. Motion passed.

Elected:

A. Committee on Academic Service Learning

Anne Drolet 12-13 Student

B. DASH

Sara Kitsch 12-13 Student

Robert Hinck 12-13 Student

C. FaCIT Advisory Council

Matthew Knieling 12-13 Undergraduate Student

Sara Kitsch 12-13 Graduate Student

D. First Year Experience Advisory Council

Matt Roberson (ENG) 12-15 CHSBS

E. Graduate Committee

Robert Hinck 12-13 Graduate Student

Oliver Henderson (MUS) 12-14 CCFA

F. Honors Council

Shu Guo (LIB) 12-14 Library

G. International Education Council

Elaine Betts (SHS) 12-15 CHP

Qi Liao (CPS) 12-14 CST

- H. MSA Council
Larry Sych (PSC) 12-14 Political Science
- I. Multicultural Diversity Education Council
Crina Tarasi (MHSA) 12-14 Faculty
- J. Speaker Series
Andrew Mahon (BIO) 12-14 Faculty
- K. PESAR
Janet Helfrich (PES) 12-15 CHP
Liz Mazorowicz 12-13 Student
- L. Public Broadcasting
Phil Hertzler (BIO) 12-15 CST
Miki Hakoyama (HEV) 12-15 CEHS
Heather Polinsky (BCA) 12-13 CCFA
Mark Hwang (BIS) 12-14 CBA
- M. Undergraduate Curriculum Committee
Ren Hullender (ART) 12-15 CCFA
Ben Weinstein (HST) 12-13 CHSBS
- N. Undergraduate Extended Degree Programs Council
Daniel Wang (MTH) 12-15 CST

5. **Curricular Items** - None

6. **August Graduation List**

Ericksen moved, seconded by Merrill to accept the August Graduation Report. Motion passed.

7. **Strategic Planning Committee** – Wilkes and Douglass

A. Receive report

Wilkes and Douglass presented the Strategic Planning Report. Phase I has been completed and the presentation is posted on the Senate's website. Wilkes introduced members of the committee. Douglass discussed the progress of the committee. Wilkes discussed Draft 4 of the Vision Statement. Moved by Spencer, seconded by Lehman, to accept Phase I of the report. Motion passed.

Douglass and Wilkes solicited feedback on the recommendations for formulating the action plan. Perez-Batres asked how we should communicate our feedback. Douglass responded that it needs to be determined yet. Yoder suggested that we define metrics and let the deans work with colleges to align the efforts. Gates said that her college will start at the department level and build from the ground up. Douglass said that the HEC will visit in 2015-2016. Ross reminded us that we are not "reinventing the wheel." This will not be a new report. Crespy stated that Concha Allen worked with CBA faculty to develop metrics for their college. Smith asked if individual programs and departments should be acting or waiting for colleges. Douglass said that they should not wait. But the effort should be coordinated by deans.

8. **Change the Constitution**

1. Membership to include schools and CMED disciplines as well as departments
2. Membership category for *ex-officio*, non-voting members
3. Vice President of Global Campus
4. Use of electronic balloting for Amendment voting

1. **Proposed Amendment #1:** Addition of disciplines within the College of Medicine and schools to departments for faculty representation.

Moved by Lehman, seconded by Allen, to accept Amendment #1. Hill asked how disciplines are created. Yoder said that the disciplines are defined in the by-laws. McDonald said that the disciplines were chosen to prevent proliferation of senators. Yoder clarified the grouping of traditional departments of traditional medical colleges into the three disciplines. Ronan asked if there are tenured senators in each of the disciplines. Yoder

responded yes. Patterson asked if there are any co-appointed faculty members. Yoder responded not yet. We are currently at about 20-30 in each discipline. They will cap at 30-40. Finck asked why the medical school should be treated differently and be allowed to have disciplines. We have other departments that contain multiple fields. Yoder said that is up to the Provost. Gates said that the Constitution bases representation on FTE. Yoder replied that if we used traditional departments, there would be a minimum of 24 senators.

Hill moved to modify the amendment to specify three disciplines. Frey seconded. Motion passed (43 to 18) to read as follows:

ARTICLE III

Membership

Sec. 1 Representation:

- B. All academic departments shall be represented in the Senate. For purposes of representation, *departments named as schools, three disciplines within the College of Medicine, the Counseling Center and the Library shall be treated as academic departments. The maximum number of senators ...*
2. **Proposed Amendment #2:** Creation of a new membership category of ex-officio, non-voting members.

Moved by Campbell, seconded by Merrill, to accept Amendment #2. Hill suggested that the amendment be modified to specify the appointment be for one year. Spencer discussed the need for this category. Squattrito said that the practical implementations of Hill's modification would be unnecessary. Ronan supported Hill's modification. Vote on the modification to the amendment. Motion failed.

Ericksen stated that she opposes the increase in senators. Scott spoke to the need for voice without vote. Lehman reiterated the 2/3 vote to add members to this class. Vote on Proposed Amendment #2 as presented. Motion failed.

9. **Adjournment** – McDonald declared the meeting adjourned by consensus at 5:02 pm.

Respectfully submitted,

Jim Scott, Secretary

Criterion 1 Evidence
Soup and Substance



Events

[CentralLink](#) > [Office of the Provost](#) > [Institutional Diversity](#) > [Office of Diversity Education](#) > [Events](#) > Soup & Substance

Soup & Substance

"Building an Inclusive and Respectful Community"



Soup & Substance luncheons showcase research on diversity and on traditionally under-represented groups by members of the University community. Faculty staff and students gather in an informal setting for a presentation, discussion and free soup.

For a comprehensive listing of Office for Institutional Diversity events, including Soup & Substance, please click [here](#).

Events

[Diversity Champions Listserv](#)

[Schedule of Programs and Events](#)

[Religious Holidays](#)

[Web Links](#)

[Contact Us](#)



Criterion 1 Evidence
Speak Up Speak Out 2015-2016 Calendar

Conversations about issues that matter

Fall 2015 Forums

Monday, September 21

#MoreThanMarriage: Civil Rights
and the LGBTQ+ Community

Thursday, October 22

How to Make College Work for You:
A Conversation with Richard Arum

Thursday, November 19

Life Interrupted: Meeting the
Challenge of Refugee Crises



Spring 2016 Forums

Wednesday, January 27

Racism, Police, Communities

Monday, February 29

Picking Your Candidates:
Political Primaries 2016

Tuesday, March 29

Active Citizenship at CMU:
Past and Present



SpeakUp SpeakOut

The CMU Student Forum

www.chsbs.cmich.edu/suso



Criterion 1 Evidence
SPT Engagement Meetings

SPT Engagement and Update Meetings

Stakeholder	Initial Meeting and Focus Group Dates
Council of Deans	September 27, 2011
Senior Staff	November 30, 2012
Alumni Board and Young Alumni Board	January 13, 2012
Off-campus staff	October 5, 2011
Off-campus (video conference)	January 20, February 2, February 3, 2012
Senate Exec Board	October 7, 2011; February 21, 2012; March 27, 2012
Academic Senate	November 1, 2011; February 21, 2012
Council of Chairs	November 6, 2011; February 1, 2012; March 21, 2012
Staff – PA	January 30, 2012; November 10 &16, 2011
Staff - OP	February 6, 2012; November 10 &16, 2011
Staff – SM	February 14, 2012; November 10 &16, 2011
Staff – All	February 20, 2012; November 10 &16, 2011
SGA	November 7, 2011
Graduate Teaching Assistants (exec bd)	February 23, 2012
Faculty	February 22, 2012
Fixed-term Faculty	February 29, 2012
Community	February 22, 2012 (Ziibiwing Center)
Business Partners	February 27, 2012 (Mt P Chamber of Commerce)
City Liaison Committee	February 23, 2012
All Campus Engagement Meetings	April 12, 13, and 18 2012
Social media outreach to alumni, business, community	In progress

There was a major survey that went to all students, faculty, staff, and alumni the last week in April (after the all campus engagement meetings.)

Criterion 1 Evidence
Strategic Enrollment Management Plan 2013-2015



Strategic Enrollment Management Plan 2013-2015

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Central Michigan University (CMU) Vision and Mission

Vision Statement: Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation.

Mission Statement: At Central Michigan University, 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.

Priorities: The Strategic Enrollment Management Plan development aligns with university strategic priorities, initially focused on:

Priority 1-Student Success

- Address the following five year (FY18) goals:
 - Improve Four-Year Graduation Rate to 25%
 - Improve Six-Year Graduation Rate to 63%
 - Improve the Freshmen to Sophomore Retention Rate to 80%

Priority 2-Research and Creative Activity (especially regarding graduate programs)

- Continue transitioning and progressing as a Doctoral Research University.

Priority 5-Infrastructure Stewardship, Initiative 5.2-Enrollment & Retention Strategies

- Develop a long-term Enrollment & Retention Strategy

Strategic Enrollment Management (SEM) Introduction

SEM is a comprehensive process designed to aid the University in realizing optimal enrollment through strategic recruiting and retention practices focused on student success. SEM planning involves thorough analysis of data relevant to current student population and projections for the future. A strong SEM plan is a direct reflection and extension of the University's strategic plan and vision.

The development of SEM must be an institution-wide initiative, relying on input and buy-in from stakeholders across the university including faculty, staff and students. Other units within CMU, such as Global Campus and the College of Graduate Studies, have independent plans relating to enrollment management, marketing and recruiting. However, this SEM Plan is designed to incorporate all areas of CMU within a centralized planning initiative. CMU needs to better represent itself as "one university." As academic units increasingly combine online, hybrid, and off-campus studies with traditional campus course offerings, we need a larger, university-wide discussion on how best to position all areas of CMU to accommodate change and move the university forward.

In order to create buy-in and to better employ the wide variety of knowledge and experience our university community offers, the establishment of an Enrollment Management Committee is vital. The committee will be comprised of representatives from a wide cross-section supplying varied perspectives from the University community. By utilizing pertinent data sources and guided by the University's strategic plan, vision, and purpose, the Enrollment Management Committee will make recommendations on recruitment practices, admission standards, student success programs, and beneficial enrollment for the institution.

The use of SEM and creation of an Enrollment Management Committee are critical to the sustainability of the University as it faces increased challenges to enroll and retain students in the face of decreasing high school graduate populations in the University's primary market, increased

costs intensified by reductions in state funding, and a constant evolution of student needs. The plan will frame the activities we will take for the Academic Years 2013-14 (Fall 2013 / Spring 2014 / Summer 2014) and 2014-2015 (Fall 2014 / Spring 2015 / Summer 2015).

Executive Summary

In the last decade, leading into the Fall Semester of 2012, CMU enjoyed a period of sustained and/or increased enrollment. First time freshmen and transfer student enrollment remained consistently at target numbers, even experiencing record highs in Fall 2010 and Fall 2011. During that extended period of growth, student retention also remained relatively constant, lending to larger overall enrollment numbers for the University. Graduate enrollments increased from 1,696 (2006) to 1,922 (2010), and dropped back to 1,863 (2011). Because enrollment targets were met, undergraduate recruitment and retention processes were not scrutinized to identify the highly successful programs to continue, the less successful programs to alter or discontinue, and the new challenges of a quickly evolving marketplace.

CMU, like most institutions around the country, is not immune to the challenges facing higher education, with increased competition, governmental mandates for improved graduation rates, a more price sensitive consumer, and shrinking high school graduate populations. These significant threats must be addressed in a strategic manner to insure that enrollment goals are met, while maintaining the academic integrity of our institution, meeting the needs of our student population, and continuing to represent the mission of CMU. The process of evaluation and development of a Strategic Enrollment Management plan is a vital component of insuring that all of these expectations are met and exceeded.

The Path to Success

- The purpose of the plan is to provide a blueprint to guide our recruitment and retention efforts over the next two years to increase our opportunities for success.
- The plan intends to respond to three overarching questions:
 - What is the desired size of the university?
 - What is the desired enrollment profile?
 - What is the university's value proposition over competitor and aspirant institutions?
- The plan seeks to develop consensus regarding goals and priorities for managing enrollment at the undergraduate and graduate levels, as well as the Global Campus. The plan will enable units across campus to reexamine their positions and roles within the greater CMU enrollment management condition and to redesign their own pathways to success in accordance with the greater interests of the university as a whole.
- Successful enrollment planning facilitates attracting and enrolling the optimal student profile, and enables the university to:
 - Set goals that align with the institutional mission
 - Develop enrollment goals strategically, including the use of institutional resources
 - Balance short-term vs. long-term expectations
- The plan is a place to articulate university strengths, opportunities, threats, and challenges, particularly in response to external influences and growing competition.
- Included within the plan are data points and information to increase awareness and inform decision making regarding the desired enrollment profile. It is critically important that enrollment efforts are focused on the individuals we recruit and their opportunities to be successful at CMU. The plan will also keep us focused on the larger higher education landscape to avoid any surprises that may impact fiscal stability and institutional success.

- The plan is a fluid document and, therefore, will be updated periodically throughout each enrollment cycle to reflect and account for current trends, occupational outlook, and federal, state, and institutional decisions that may impact recruitment and retention outcomes.

We are embarking on a formal partnership to develop a strategic enrollment management plan to define our enrollment profile and instructional aspirations. As we develop this strategy, there are specific roles the Academic Colleges, Enrollment and Student Services, Global Campus, the College of Graduate Studies, and other units must play to facilitate success.

Enrollment and Student Services will:

1. Create an Office of Student Success — This new initiative will promote student retention, progression toward degrees, and graduation within four years.
2. Reengineer CMU's financial aid package — CMU is revising its financial aid package to award more and larger merit scholarships for prospective students with GPAs of at least 3.0. CMU also will expand its need-based awards for students who otherwise couldn't continue their education.
3. Expand the academic advising team — CMU is adding five advisors within the academic advising team and the colleges to support students in selecting and managing courses. CMU now has 16 dedicated advisors.
4. Implement the Talisma CRM (constituent relationship management) system — This system will allow the admissions office to automate and track communications with prospective and current students. Communications will occur sooner and at set touch-points during the recruitment cycle.
5. Recruit students earlier — CMU has secured names and contact information for 9th and 10th grade students in Michigan, Ohio, and Pennsylvania who meet certain academic criteria on the PSAT.
6. Recruit students beyond Michigan — CMU has secured names and contact information for students in Michigan, Illinois, Indiana, Ohio, Wisconsin, and for the first time Arizona, Texas, Florida, and Georgia based on their ACT/SAT scores. CMU is starting the recruitment process with more than 120,000 leads for the Fall 2014 class vs. 40,000 for this Fall's class.
7. Recruit students internationally — CMU now has two individuals dedicated to the recruitment of international students, one at the graduate level and one at the undergraduate level.
8. Conduct market research — Gain insight into awareness and perception of CMU in the marketplace. Better understand psychographics, determine key opportunities and challenges to increase our student prospect pool, market engagement of potential students, and viability of our current strategies.
9. Model financial performance as a function of UG enrollment for colleges.
10. Project enrollment by major over the next 5 to 10 years based on external factors — (e.g. high school graduation rates, changes in demographics).

The College of Graduate Studies will:

1. Enhance the graduate outcomes assessment process to review and assess program quality, enhance graduation rates, and track successful performance indicators.
2. Develop a financial assistance plan to maximize fellowship, scholarship, assistantship, loans, and other forms of financial assistance for graduate students.
3. Engage graduate coordinators and department chairs in recruiting and retention objectives.
4. Fully implement the CMU/CGS proprietary Graduate CRM.
5. Strategically recruit in-state to meet program-based objectives.
6. Strategically recruit nationally to meet program-based objectives.

7. Strategically recruit internationally to meet program-based objectives.
8. Conduct market research – to gain insight into program-based trends, opportunities, and challenges.
9. Model financial performance as a function of graduate enrollment.
10. Project enrollment by program, department, and college over the next 5 to 10 years based upon both external and internal factors.

Academic Colleges will:

1. Oversee greater involvement and leadership in establishing admissions criteria by program, college, etc.
 - Provide input to developing a holistic admissions review process.
 - Define conditional admissions criteria for those who just miss the defined admissions criteria.
 - Review and efficaciously enhance graduate admissions standards and processes.
2. Seek out and secure additional development opportunities to increase funds earmarked specifically for scholarships and need-based funding to support new and continuing students.
3. Assign proven, senior-level faculty in introductory major courses.
4. Consistently review gateway courses with high poor/failing grade rates (D, E, W, and I) and support both curricular and pedagogy revisions that will strike the appropriate balance between rigor and support (supplemental instruction, success coaching, tutoring, etc.), promoting improved academic habits and student investment in the learning process.
5. Monitor registration to assure student access to courses.
6. Create multi-year academic course offerings to support student planning and advising.
7. Provide quality advisement
 - Advocate faculty interventions with students who are underperforming to assist and/or make referrals to support services, and connect the referral with support personnel, as early as possible.
 - Advise within the colleges to support students in selecting and managing courses to promote student retention, progression toward degrees, and graduation in four years.
8. Effectively manage curriculum development (new degrees, majors, and minors) —The right product to interest the type(s) of students we want at CMU will be offered. Work with Academic Planning Council to get involved in new and obsoleting program discussions earlier as an opportunity to share occupational outlook and high interest/demand areas.
9. Prepare to actively and continuously participate in student outreach and core recruitment activities — Engage students via CRM/communication plans, admissions fairs, open houses, etc.
10. Identify a recruitment and retention liaison for each college —Ensure direct and ongoing collaboration.
11. Help define a value proposition —Identify programs where CMU is the **first, best, only** university to offer them! Identify and define programs of excellence (e.g. first quartile outcomes in graduation rates, placement, and graduate study).
12. Identify what opportunities exist in each major field of study — (e.g. occupational outlook)
13. Institutionalize an internal informational/recruiting system whereby students become aware of advanced academic opportunities beyond the bachelor's degree – (i.e. accelerated degree programs, graduate certificates, master's, and doctoral, etc.).

Enrollment Projections

On-campus enrollment projections are developed annually to provide information for budget and personnel needs for the next fiscal year. The projection methodology starts with identifying an on-campus headcount enrollment, composed of first-time freshmen, incoming transfer students, returning undergraduate and graduate students, and new graduate students. Considerations in projecting freshmen enrollment include the size of the Michigan high school graduating class, and CMU’s market share of that class. New freshmen and transfer student projections are influenced by changes at CMU and among key competitors in recruitment initiatives (especially tuition pricing), institutionally-funded scholarships, and new academic programs. Graduate enrollment numbers, including both domestic and international graduate enrollments, are determined relative to historical enrollment, new programs, program deletions, recruiting efforts, and the availability of graduate assistant funding. Returning undergraduate enrollments follow historical persistence rates and consider marked changes in students’ time-to-degree. CMU’s Enrollment Profiles and Projections document provides additional information.

Once enrollment headcount is determined, semester credit hours (SCH) are projected. SCH are projected by designator, department, college, level, tuition cohort, and semester using expected credit hour loads per student type and a modified Markov process to spread SCH consistent with recent history and adjusted for recent trends.

The enrollment projections serve as the base on which enrollment goals are developed in addition to items such as revenues, expenses, marketing investments, break-even analysis, overhead, revenue/expenses by course, new programs, discontinued programs, facility availability, online delivery subscription, and faculty availability.

Enrollment Goals 2013 – 2015

Here are performance indicators as well as goals established as of September 2013.

	Fall 2012 Actual	Fall 2013 Goals	Fall 2014 Goals	Fall 2017 Goals
Undergraduate new FTIACs on-campus	3,345	2,850*	3,184	3,600**
Undergraduate new transfers on-campus	1,215	1,050*	1,100	1,200**
One-year retention rate change	75.4% (-0.4%)	77% (+1.6%)	78% (+1.0%)	80% (+2.0%)
Total undergraduates on-campus	18,686	18,000***	18,200***	18,000***
Minority students on-campus	2,095 (10.22%)	1,990*** (11%)	2,100*** (11.5%)	3,780*** (21%)
Graduate new students on-campus	482	501	516	534
Graduate students on-campus	1,818	1824	1840	1910
International new undergraduate students on-campus	91	109 (+20%)	136 (+25%)	170 (+25%)
International new graduate students on-campus	116	150 (+30%)	195 (+30%)	253 (+30%)
Total On-Campus enrollments	20,504			

OIR – Official Fall Headcount Data

*revised 6/2013

**historical high as base

***As of 8/30/13, to be updated in September

These goals are in recognition of the current market performance as well as the opportunity to expand our reach beyond the State of Michigan. The goals will be monitored and adjusted as milestones are reached.

Organizational Structure for the Enrollment Management Committee

CMU supports enrollment management as a strategic, university-wide program designed to provide student service, satisfaction, and success. While responsibility for enrollment management is shared by all, the Enrollment Management Committee has been charged with providing sound advice and recommendations to the university's executive leadership on optimal enrollment profile and matters influencing the establishment and attainment of enrollment goals. This will be accomplished through a comprehensive evaluation of internal and external data, including demographic, geographic, and financial influences on recruitment and retention, and through an advanced, qualitative assessment based upon discussions with academic unit directors, chairs, and college deans. The primary objective of the committee will be to ensure that recruitment, enrollment, and retention practices align with the institution-wide strategic plan, mission, and purpose of attracting, educating, and graduating highly qualified students.

Name	Title	Office	Academic	Recruit	Retain	Service
Bentley, Jason	Director	Office of Student Success			x	
Christie, Ray	Interim Vice President	Global Campus		x		
Coles, Roger	Interim Dean	Graduate Studies	x			
Gates, Pamela	Co-Chair of Committee and Dean	CHSBS			x	
Haas, Carol	Director	Financial Planning & Budgets	x			
Hassen, Jody	Dir/Student Svcs/Enrollment Mgmt	Global Campus				x
Hoffman, Holly	Associate Professor	Counseling & Special Education		x		
Howard, Michelle	Executive Director	Academic Advising & Assistance			x	
Hutslar, Karen	Registrar	Registrar's Office				x
Ingersoll, Chris	Co-Chair of Committee and Dean	Health Professions	x			
Johnson, Steven	Ex-Officio of Committee and Vice President	Enrollment & Student Services	x			
Knight, Sherry	Associate Vice President	University Communications		x		
Love, Kevin	Faculty	Management	x			
Otteman, Marcie	Executive Director	Alumni Relations			x	
Patton, Dave	Chairperson	Geography		x		
Rehm, Roger	Vice President	Information Technology				x
Reimers, Marie	President	SGA				x
Roe, Robert	Director	Institutional Research			X	
Speakman, Thomas	Director	UG Admissions		x		
Storey, Matt	Graduate Student	Enrollment & Student Services		x		
Wilson, Brittany	Student		x			
Wilson, Holt	Faculty	Marketing & Hospitality		x		
Yats, Kirk	Director	Scholarships & Financial Aid				x
Kloha, Brad	Analyst	Enrollment & Student Services			x	
Tickle, Valorie	Manager/CRM	Enrollment & Student Services				x

Enrollment Management Subcommittee Descriptions

Academic Subcommittee

The subcommittee on academic enrollment management will analyze data specific to academic program offerings at the undergraduate and graduate levels with a goal of improving degree completion and job placement outcomes. The committee will:

- Review and verify academic program offerings as compared to occupational outlook and other demand indicators.
- Conduct major demand analysis.
- Analyze curricular complexity and choice and make recommendations for improvement.
- Identify collaborative opportunities that integrate career and academic advising.

Recruitment Subcommittee

The subcommittee on recruitment will review current recruitment practices for the on-campus, undergraduate admissions enterprise. The committee will review current market penetration, strategies for identifying target markets, potential out-of-state markets, evaluate the communication plans for a variety of audiences, and make recommendations for continuation and implementation of new strategies. The committee will also review the methods and philosophy for evaluation of applicants and make recommendations according to effectiveness in meeting class size and profile enrollment goals. The committee will additionally involve the College of Graduate Studies to review graduate level, program-based recruiting goals and objectives, identify areas of shared interests and potential cooperation, and make recommendations for enhanced marketing and recruiting initiatives.

Retention Subcommittee

The subcommittee on retention will examine student persistence and graduation rates across all departments, programs and colleges. The committee will analyze data (retention, withdrawal, transfer, student satisfaction, etc.) and recommend strategies to enhance CMU's retention and graduation rates.

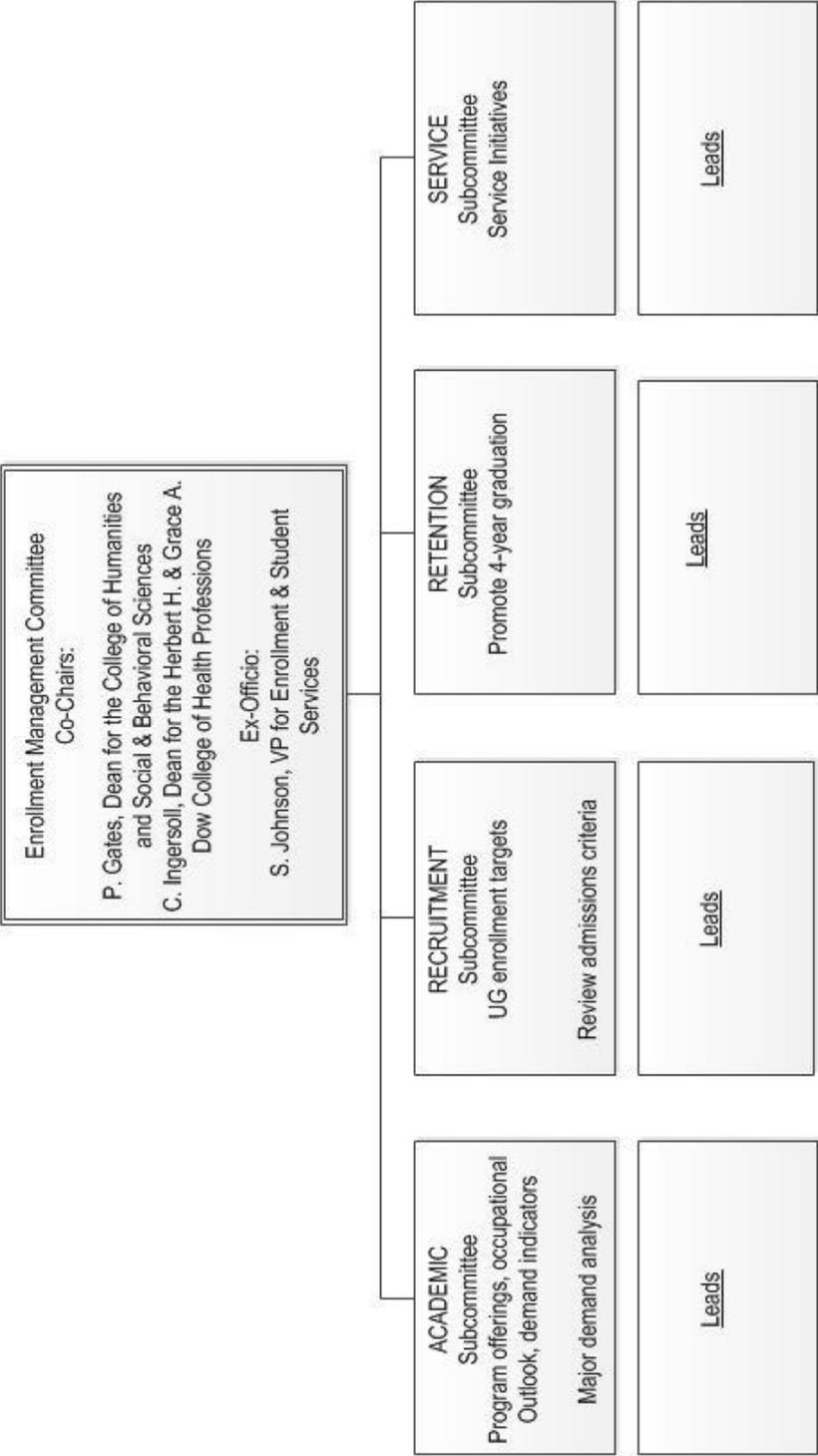
The committee will recommend long-term strategies to address the ongoing needs of all students, and partner with other campus constituencies to advance priority action items. These priority action items will likely include the following:

- Analyze and communicate retention data and best practices across campus.
- Share ideas and initiate conversations on issues contributing to retention, such as campus culture, shifting student demographics, etc.
- Recommend the implementation of programs for identifiable at-risk groups.
- Seek ways to enhance academic and social interaction among all student populations, including international students, diverse and underrepresented populations, graduate and undergraduate students, full-time and part-time students, rural and urban populations, etc.
- Participate in national research and conferences as appropriate.
- Evaluate institutional policies, practices, and procedures as they pertain to student retention.

Service Subcommittee

The subcommittee on services will examine the impact of student services and activities on recruitment, student connectedness and retention. The subcommittee will also examine data (student engagement, satisfaction, retention, etc.) to recommend strategies to enhance future efforts to increase enrollment.

The committee will also recommend strategies to address opportunities for the delivery of essential student services (Career Services, Disability Services, Advising, Parent Programs, etc.) as well as new opportunities to further engage both undergraduate and graduate students in extra-curricular activities (student organizations, leadership programs, volunteer service, Greek Life, etc.) to increase student connections and affinity with the institution.



Situational Analysis

Situational Analysis is a comprehensive assessment of internal and external factors that may influence or directly impact desired outcomes.

1. Enrollment Trends:

- CMU's 1-year total enrollment change is down 2.2%, while the 5-year change is up 3.4%
- CMU's 1-year on-campus total enrollment change is down 3.4%, and up 3.2% over 5 years
- CMU's 1-year undergraduate enrollment change is down 3.5%, while the 5-year change is up 2.9%
- First time in any college (FTIAC) on-campus enrollment is down 12.8% over 1 year, and down 11.3% over 5 years
- Transfer on-campus enrollment is down 8.5% over 1 year, but up 10.9% over 5 years
- CMU's FTIAC student entering credentials have remained constant at a 3.33 GPA and 22 ACT
- With the expected decrease in undergraduate enrollments at CMU and nationwide, we expect those decreases to start affecting the graduate school in approximately three years

2. Population Characteristics:

- 95% of undergraduates and 93% of all CMU students are from Michigan
- CMU has students enrolled from all 83 counties in Michigan
- Minority enrollment is 10.21%
- Slight growth in non-resident (domestic and international) graduate enrollment is expected

3. Retention and Graduation Trends:

- CMU's three-year average persistence rate from first-to-second year for FTIAC students is 77.1%
- FTIAC students persisting to a third and fourth year average 68.4% and 64.3%, respectively
- CMU's four-year graduation rate is 19.9%
- CMU's five-year graduation rate is 29.8%
- CMU's six-year graduation rate is 55.2%

4. Yield/Conversion Analysis:

- FTIAC Conversion (5-year average)
 - Prospect/Lead* to Applied – 64.40% **Lead Management is being developed so initial numbers are suspect.*
 - Applied-to-Admitted – 61.90%
 - Admitted-to-Paid – 35.99%
 - Paid-to-Enrolled – 96.04%
- New Transfer Conversion (5-year average)
 - Prospect/Lead* to Applied – 74.05% **Lead Management is being developed so initial numbers are suspect.*
 - Applied-to-Admitted – 60.43%
 - Admitted-to-Paid – 73.66%
 - Paid-to-Enrolled – 96.83%

5. Major & Job Trends:

- Fall 2012 top major - Psychology; 2nd - Health Fitness (disaggregated, see Appendices for top 25)
- Fall 2011 top major - Health Fitness; 2nd – Psychology (disaggregated)
- Michigan's top outlook through 2018 with corresponding CMU majors:
 - Accountants, auditors, elementary school teachers, industrial engineers, computer systems analysts, human resources, training and labor relations specialists, network

systems and data communications analysts, insurance sales agents, management analysts, public relations specialists, sales managers, marketing research analysts

- In nearly all teacher-related fields, the recent decline in students seeking graduate degrees is expected to continue for several years. A few niches, such as Early Childhood and online Educational Technology programs, are expected to grow.

6. Financial Aid & Pricing Comparisons:

- Cumulatively lowest tuition increase of all Michigan public institutions for the last 3 years
- Even with modest increases in tuition, CMU's tuition is the 4th highest in the State of Michigan among public universities, indicative of high-cost, specialized programs, use of cutting-edge technology, and delivery of advanced degrees.
- Tuition set in April, earlier than most Michigan institutions, to allow for family planning and early financial aid packaging
- 87.7% of all students receive some form of financial aid
- Added more than \$800,000 in work-study funding in 2011-2012, bringing the total to \$1.1 million
- During the last 3 years, CMU's total institutional scholarships and financial aid budget increased \$14 million
- Non-resident graduate tuition rates have not increased for five years

7. Competitive Analysis:

- CMU has the only online MBA offered that has a management information systems concentration with an emphasis in SAP and was recently ranked 6th in the country by U.S. News and World Report
- CMU's leadership minor is the first and only one of its kind at a four-year Michigan public university
- CMU's neuroscience undergraduate degree is the first and only program of its kind in Michigan
- CMU is the only university in Michigan to have a public relations program that incorporates journalism, communication and dramatic arts, and broadcasting
- CMU offers the only undergraduate degree in Meteorology in the State of Michigan
- MHTV won the first "Signature" award from the Broadcast Education Association as the top student television operation in the nation
- CMU seniors exceed the national average by 20 percent, with their participation in co-curricular activities
- CMU's physician assistant class has achieved the highest score in the nation on the standardized Physician Assistant Clinical Knowledge Rating Assessment Tool Exam for three of the past five years
- CMU's MSA program is one of the largest graduate programs in the United States, with over 4,000 enrollments each year ... mostly online and at Global Campus locations, but also with on-campus enrollment options

8. Capacity Analysis:

- Office of the Registrar is currently working with Ad Astra, analyzing capacity metric; however, they are not yet ready for release
- Additionally, Graduate Studies is wrapping up an extensive study on enrollment capacity involving faculty, facilities, graduate funding, and long-range program development plans. This information is available in the new College of Graduate Studies Marketing and Enrollment Plan which will be completed in October, 2013.

Planning Assumptions

External

1. Michigan population and high school demographics
 - Despite economic toil in the state, the overall population in Michigan has remained relatively constant over the last 3 years, seeing only slight declines since 2005
 - Of the population in Michigan, 59.1% has at least some college education, with 26.7% of the total population holding a bachelor's degree or higher. *Source: U.S. Census Bureau*
 - While the state population has remained relatively constant, of particular concern is the decrease in Michigan high school graduates and projections that those numbers will continue to decline as much as 15% by 2020. *Source: Western Interstate Commission on Higher Education*
 - Shifting in-state demographics will adversely affect graduate enrollments, beginning 2016
2. Labor force growth
 - Michigan's unemployment rate is 8.9% (December 2012). The National unemployment rate is 7.9% (January 2013). *Source: Bureau of Labor Statistics*
 - Traditionally, a poor economy enhances graduate enrollments. However, lack of access to credit and the removal of federal student loan incentives are having the reverse affect. As unemployment rates shift, graduate enrollments will follow along the same trajectories
3. High school drop-out and graduation rates
 - Michigan's drop-out rate among high school students is higher than the national average. According to the Center for Educational Performance and Information, 10.71% of Michigan students drop-out leaving high school without completing a diploma or GED, compared to 7.4% nationally
 - In most recent comparison data on graduation rates (2008-2009) provided by the *National Center for Educational Statistics*, Michigan's graduation rate of 75.3% remains only slightly behind the national average of 75.5%. The other 25% of students could be continuing on for another year in order to receive their diploma, could be receiving their GED, or could be classified as a dropout.
4. Increased competition from four-year public, private, and proprietary schools, as well as community colleges in Michigan
 - 15 public four-year institutions
 - 50 private (not-for-profit) colleges and universities
 - 12 private (for-profit) colleges and universities
 - 28 community colleges
 - 3 designated Tribal colleges
 - State of Michigan approval for community colleges to begin offering four-year degrees in specific programs, with further expansion being considered
 - Expansion of online and hybrid options from competitors will continue indefinitely and compete more aggressively with on-campus graduate degree options
5. While the number of high school graduates in Michigan decreases, the number of academically prepared students continues to be a concern as all institutions compete for the most qualified applicants, according to the ACT College Readiness benchmarks, students from the class of 2012:
 - 59% met or exceeded the benchmark in English
 - 45% met or exceeded the benchmark in Reading
 - 36% met or exceeded the benchmark in Math

- 26% met or exceeded the benchmark in Science
6. Identification and lease of space in Detroit
 - Space will provide CMU a visible presence in the city, as well as the ability for providing class instruction through Global Campus, and working space for on-campus Admissions staff

Internal

1. 95% of CMU undergraduates and 93% of all students are from Michigan, representing all 83 counties
2. 79% of our graduates stay in Michigan, working as engineers, entrepreneurs, scientists, teachers, health professionals, communicators and a multitude of other professions, applying their knowledge and contributing to the economy of our state
3. CMU has 220,000 alumni, nearly 124,000 of them living in Michigan
4. CMU is not immune to the shrinking number of high school graduates — our commitment to serving Michigan students with the primary student population base being from the state means the University is certainly affected. As a result, our recruitment and marketing efforts in Michigan and beyond will see greater commitment of resources
5. CMU's current student minority enrollment is 10.21%. The president's goal is for the student population to reflect the minority population for the State of Michigan, which is 21%. Faculty/staff minority representation is 11%.
6. Design and construction phases to be complete on new Biosciences Building
 - Will meet a tremendous need made possible by a \$30 million capital outlay from the state
 - The \$89.5 million Biosciences Building will provide classroom and research laboratory space for CMU scientists and students and will augment existing facilities in Brooks Hall, which was built in 1964. The new facility will allow us to keep pace with advances in scientific research and the rapid growth of our biology department.
 - Biology is our largest / fastest growing major on campus. Since 2009, CMU has seen an increase from 450 to nearly 1,000 biology majors with biology being one of every 15 majors signed. Future graduate programs in related fields are being considered
7. ESS is a new division focusing on enrollment and student services — efforts include not only student recruitment, but improving retention and graduation rates
8. Implementation of Talisma CRM (Customer Relationship Management) software to allow for better prospect and inquiry tracking and communication management. The new Graduate Studies CRM will bring similar improvements, and the possibility of moving Graduate Studies into the Talisma environment will be evaluated following successful transition of undergraduate admissions.
9. Creation and implementation of our online “Request for Information” form placed on the CMU web site to allow students to submit inquiries quickly and easily
10. Continued enhancement of CMU's web sites is expected and Graduate Studies will be enhancing its entire web presence, beginning in 2014
11. Academic departments and Career Services continue to cultivate relationships with business and industry partners
12. Create greater partnerships with CMU-sponsored charter schools as a pipeline for future enrollment
13. Added and hired a position within the Admissions Office focused on not only recruiting new transfer students, but to building strong, positive relationships with community colleges

14. Currently signed four reverse transfer agreements with community colleges with a fifth to be signed in April 2013
15. Creation of transfer student specific advising resources within the department of Academic Advising and Assistance
16. Partnership with the Student Success Collaborative through the Education Advisory Board to yield valuable data on how to best retain enrolled students
17. Partnerships with international colleges and universities involving student recruitment, faculty exchange and collaborative research, and both undergraduate and graduate student exchange will be expanded and strengthened

SWOT Analysis

Strengths

- Campus environment: beautiful, friendly, inviting, and safe
- Student Services
- Research, Internship, and Mentoring Opportunities
- Global Campus

Weaknesses

- Competition
- Minimum exposure outside MI
- Operational silos and loosely coupled systems
- Location
- Brand Awareness
- Web site Presence
- Inconsistent messaging and communication with students
- Low four-year graduation rate
- Institutional Financial Aid Discount Rate
- Recent Public Relations

Opportunities

- College of Medicine
- Redesign in Financial Aid
- Transfer Student Enrollment
- Global Campus course offering expansion
- Alumni Outreach
- Early Outreach (K-12)
- Market Research
- Lead Management and CRM
- University-wide planning efforts
- Change to out-of-state tuition charges and model
- Lead generation and capture from non-recruitment CMU-sponsored events
- Enhanced academic advising process
- Implementation of a Student Success Center

Threats

- Declining Student Pools
- Competition
- Regulation

- Academic Program Offerings
- College Affordability, with rising costs of living and limited student funding
- Student Success (i.e., Retention, Progression, Graduation Rates)
- Limited university awareness and visibility
- Increased costs for advertising, recruiting events, and travel
- Declining State Appropriation and limited funding/budget
- Leverage Technology to support enrollment process

Market Position

Market research conducted in Fall 2013, as well as information supplied by Enrollment and Student Services, the deans and career services will produce the data that allows CMU to identify its market niche, market rank and strengths vs. its competitors, CMU's institutional and program strengths vs. the strengths and weaknesses of competitors, and insight into student demand/employment market needs.

A Request for Proposal (RFP) was drafted to review perceptions on institutional brand along with the choices students are making. With data, a brand strategy can be formalized to increase student enrollment, although the branding and marketing efforts fueled by the results of this research will also improve alumni, donor, and legislative relations. Focusing on Hillsdale, Jackson, Kent, Lenawee, Livingston, Macomb, Monroe, Oakland, Washtenaw and Wayne Counties, as well as on Chicago, the research will help CMU leaders pinpoint action steps.

Market Strategy

1. The Spring 2013 marketing campaign — the first since 2008 — continued the Discover Central, Discover You theme that was used in admissions materials starting Summer 2012. This theme will be used throughout the recruitment season for the class of 2014, including the Fall 2013 campaign.
 - The campaign positions CMU as a first-choice university for real-life CMU students. The spring campaign focused on business, health careers, and science majors - three of the hottest areas of the university and within higher education as a whole. The fall campaign will add education, communications, and the social/behavioral sciences.
 - It targets students, parents, and student influencers in the metro Detroit, Flint/Saginaw/Bay City/Midland, Grand Rapids/Battle Creek/Kalamazoo, and Lansing/ Jackson markets.
 - It includes broadcast/cable television spots, outdoor advertising, digital/online advertising, and Pandora radio. Online efforts and Pandora are highly measurable /trackable.
 - Additional leverage is gained through social media, a concerted online presence, emails to new admits, etc.
 - A complementary Discover Central / Discover You social media initiative features real students and alumni from all of the colleges.
2. University Communications and Enrollment and Student Services are developing and implementing a strategic, methodical plan for communications targeting individual students (and in some cases, their parents and influencers). This plan will create an orchestrated campaign, rather than relying on reactive, one-off communications.

Input into the university's marketing and communications efforts is gained from a cross-campus marketing team with representatives from each of the colleges and major service units. University Communications and ESS also meet frequently with stakeholders across campus, including deans, faculty, staff, and students.

Both Global Campus and the College of Graduate Studies have marketing and recruiting plans that focus on program-based and/or delivery-based initiatives. These plans involve strategies that will be reviewed and incorporated into this SEM Plan.

As Enrollment and Student Services becomes increasingly data driven, so will marketing and communications efforts.

The Spring 2013 the campaign ran approximately 10 weeks followed by a complementary campaign starting in late summer.

Recruitment Strategies

On-Campus Undergraduate Recruitment Strategies

CMU can no longer recruit to a number. We need to tailor our approaches to drive applications from students who are the right “fit” for CMU where they will persist and succeed. Some of the areas where we have begun to adjust our recruiting processes are:

1. Inquiry Processing – Lead/Prospect Management
 - Inquiry Processing is the practice of entering prospective student data into a database for future cultivation. Looking at the origin of our leads allows us to leverage data to inform recruitment efforts. With the establishment of the Lead/Prospect Management framework, the Undergraduate Admission processes are being adjusted to ensure capture of all defined lead sources at the appropriate level for ROI evaluation. Assessment of all the data and formulating plans to respond and communicate by lead source will provide the foundation for improving the student pool feeding our enrollment funnel.
2. Communication Flow
 - For each lead source, the communication plan needs to be refined and established. Use of the current EMAS system is being expanded to enable basic communication plans. The implementation of Talisma CRM, now underway in Undergraduate Admissions to replace EMAS, enables full-scale communications that will be implemented, monitored and managed.
3. Campus-wide Communications Coordination
 - This activity combines the centralized communication flow with decentralized communication initiatives to ensure consistency of message and look and prevent illogical overlapping or duplication of information. To the student, CMU is one institution. Hence, communication from various campus units will be collectively intuitive and synergistically connected. The ESS departments are all documenting their current and future communication plans that can be rolled up into a single plan that, for the first time, can be assessed and adjusted. This assessment will allow future implementation of the Talisma CRM tool to be prioritized for managing all communications. Not only is the coordination of main campus department communication a vital strategy, but also the promotion of all modalities of providing a CMU education whether on-campus undergraduate, Global Campus centers and online, and transitioning from undergraduate programs to CMU graduate programs.
4. Recruiting Events will include: high school visits, campus visits, open houses, information sessions, area receptions, fairs, private visits, and high school counselor campus visits.
5. Exploration of out-of-state potential
 - As State of Michigan high school graduate demographics continue to decline, CMU can no longer rely on the State of Michigan as its primary source of new students should the current

market share remain the same. Through strategic use of data, potential out-of-state markets will be identified and cultivated for building a greater market share of out-of-state students.

6. Benchmarking Admissions Resources

- Brief polls of Michigan institutions on the size of their admissions staff indicates that CMU operates with far less staff resources in comparison to competitor institutions and institutions of similar size. Continued research and evaluation will take place to determine optimal staff numbers and models to ensure efficient use of university resources while optimizing the opportunities for greater presence in current and emerging markets.

7. Director of Undergraduate Admissions

- A new director started in March 2013. He brings experience implementing enrollment management changes at other universities and given time, will have additional areas of focus for our recruiting strategy.

On-Campus Graduate Studies Recruitment Strategies

Graduate recruiting strategies are uniquely tailored to the needs of the university, to the colleges, departments, and specific degree programs, and to the quality and quantity objectives of the College of Graduate Studies. At the graduate level, program-specific recruiting initiatives have been prioritized according to university priorities and available resources and are under review by the College of Graduate Studies.

Enrollment projections:

- Master's degree enrollments (approximately 1,400 in Fall 2013)
 - to 1,430 in Fall 2014
 - to 1,480 in Fall 2018
- Doctoral degree enrollments (approximately 400 in Fall 2013, excluding CMED)
 - to 410 in Fall 2014
 - to 430 in Fall 2018

General graduate-level promotional objectives:

- Transition to more traditional, full-time target audiences
- Promotion of CMU as a destination university
- Program-specific marketing and enrollment plans
- New and improved informational materials and channels of communication
- Partnership development with international institutions
- Enhanced CRM and integrated marketing and communications planning
- Greater presence in print and online directories and educational search engine resources
- New program launch procedures with cross-campus support
- Specialized local, regional, national, and international awareness initiatives
- Increased cooperation with counselors, agents, consultants, and government agencies

Enrollment profiles and recruiting objectives:

The College of Graduate Studies works with each academic program, department, and college and then sets the recruiting goals and objectives to align with those of the university's mission, the mission of the College of Graduate Studies, and the colleges and academic units.

The College of Graduate Studies is conducting a full review of graduate enrollment issues, including quality and curricula requirements, prioritization review, academic program enhancement, new program development, long-range capacity parameters, student body profiles,

and optimal enrollments. This SEM Plan will help Graduate Studies maintain focus on these important concerns while also establishing new graduate enrollment projections, student profile enhancement objectives, and optimal admission and enrollment goals for CMU as a whole and for each graduate program, while also coordinating strategic enrollment and recruiting initiatives with all other areas of the university

Graduate enrollment profiles are complex because each program has diverse challenges, goals, and objectives. General recruiting objectives for each college are summarized below:

- CHP: enrollments are at or near capacity and the quality and quantity objectives for nearly all HP programs are met. To increase enrollments, capacity must expand. Current objectives include:
 - increasing diversity
 - increasing international enrollments (in some programs)
 - increasing national (non-Michigan) enrollments in some programs
 - exploring expansion options (more programs, more professors/courses)
- CST: most programs have room for moderate enrollment growth and for increases in qualifications of new students. Current objectives include:
 - attracting more full-time and higher-quality students in research-based programs
 - increasing national and/or international recruiting (depending upon the program)
 - increasing diversity
 - exploring expansion options (new research-based programs, partnerships, etc.)
- CGS (MSA): in terms of quality, the MSA will be increasing the qualifications of new students. As a scalable program, it will also significantly expand in terms of quantity. Current objectives include:
 - increasing diversity
 - slightly increasing part-time, non-traditional enrollments from mid-Michigan area
 - moderately increasing full-time enrollments from national regions, especially from the Great Lakes and neighboring regions
 - greatly increasing full-time international enrollments, especially from China and India but also including South Korea, Saudi Arabia, Turkey, Ghana, and others
 - exploring expansion options to grow existing concentrations and add new concentrations
- CEHS: hit hard by the general decline in education sector demand, CEHS is transitioning into a stronger and more market-oriented college. Current objectives include:
 - transitioning the declining on-campus graduate programs (mostly teacher-related) to meet rising demand for online/hybrid graduate programs
 - increasing diversity, especially with diverse populations within Michigan
 - increasing part-time, working professional enrollments in mid-Michigan for master's, specialist, and doctoral levels
 - increasing full-time, traditional enrollments for some programs
 - increasing international enrollments for some programs
- CHSBS: some programs are at capacity, in terms of faculty and funding options, while others are poised for moderate growth. Current objectives include:
 - increasing diversity, especially with HBCUs and diverse populations in Michigan
 - increasing both part-time and full-time Michigan enrollments
 - transitioning to an increased proportion of full-time students
 - increasing national and international enrollments of high-level scholars
 - increasing enrollment from externally funded positions (Fulbright, foreign governments, etc.)

- CCFA: some programs are at capacity but others have moderate room for growth. Current objectives include:
 - increasing diversity from state and national markets
 - enhancing domestic recruiting efforts throughout Michigan, neighboring regions, and national markets
 - increasing skilled, international enrollments, especially with partner institutions
- CBA: the recent decline in business administration students is a primary concern, while the other programs continue to perform quite well in terms of quantity. Current objectives include:
 - increasing diversity
 - maintaining recently attained capacity in MSIS while increasing quality of newly admitted students
 - enhancing top-level, out-of-state enrollments in Economics
 - slightly increasing part-time, non-traditional MBA enrollments
 - recruiting more full-time, U.S. enrollments from outside the state
 - significantly increasing international enrollments from China, Saudi Arabia, India, and other areas, especially by working with partner institutions
 - exploring expansion options (new programs, new partnerships, etc.)

New Program Development:

Many new programs are being considered across campus.

- Doctoral programs include administrative leadership, educational technology, rehabilitative science, and bio-sciences, plus PhDs in educational leadership and in earth and ecosystem science
- Master's level programs include engineering, cultural resource management, and new MSA concentrations

The CEHS is continuing to shift campus student over to Global, and, in spite of their new programs, we expect a net decline here on campus. All other programs will contribute to growth in campus numbers. We anticipate starting with about 20 and expanding up to as many as 50 new students in the upcoming Administrative Leadership program. We anticipate limited growth potential in the other doctoral programs.

We anticipate starting with about 20 MSE (Master of Science in Engineering) enrollments and expanding up to around 40 within the first three years. We expect the other new programs to have fairly small but important growth potential.

Programs of declining interest:

All graduate programs heavily reliant upon teachers are expecting declines in teacher enrollments, and this includes nearly half of all graduate programs. However, we are preparing for this decline by (a) accelerating our shift away from being a teacher-based graduate school toward a research-based graduate school, and (b) recruiting more full-time, traditional students.

This transition also supports CMU's priority of enhancing research and creative endeavors, as our previous teacher-based graduate programs are becoming more research-based and focused upon developing excellence in publishable fields.

Some programs, such as the M.A. in Educational Technology, are moving completely off-campus by offering only online classes. This will adversely affect campus enrollment numbers but will concurrently strengthen overall CMU enrollment numbers. Other departments are exploring more

online and hybrid programs and course options. We expect this shift will involve more programs over the next few years.

All graduate programs have recently been reviewed and prioritized, and many enhancements are already underway. Several graduate programs have already been cut, but we do not expect much overall change in numbers as a result. Instead, we expect a stabilization of enrollment numbers in most graduate programs which will poise us for slow yet consistent long-term growth.

Important trends to note:

- continued decline in teachers entering graduate school
- continued economic pressures preventing working professionals from attending school
- continued increase in globalization and interest in international studies
- increased competition from non-profit universities
- increased technological savvy among traditional graduate student markets

Required resources:

The College of Graduate Studies needs increased financial investments in graduate-level marketing and recruiting, in addition to increased administrative support.

Graduate program highlights:

- Out of 750 colleges with Communication programs, CMU's Communication Department was ranked in the Top Ten in four categories by a peer review journal.
- CMU's MBA retained AACSB-International accreditation, keeping it in the top 23% of American business schools ... and the Online MBA was ranked #6 in the U.S. by U.S. News and World Report.
- Many programs maintained high-level accreditations, including Teacher Education, Music, Psychology, Public Administration, and many STEM and health related programs
- CMU's Physician Assistant program was ranked 4th best in the United States by the Journal of Physician Assistant Education.
- Our Health Promotions programs continue to draw high-quality students. Average GPA's of incoming graduate students are 3.57 (PA), 3.58 (AuD), 3.72 (PT), and 3.81 (SLP).

Occupational outlook:

The various colleges are better able to address this issue. However, several programs can boast 100% placement in career-oriented jobs or advanced doctoral degree programs, including Geographic Information Science, Economics, Apparel Product Development and Merchandising Technology, Mathematics, Neuroscience, Physical Assistant, Physical Therapy, Psychology, etc.

We currently highlight the above mentioned 100% job placement in printed materials and promotional campaigns but we can do a better job of gathering data and leveraging the information that we have.

Marketing collateral:

A variety of marketing collateral is created and utilized to increase awareness of programs. Graduate Studies currently utilizes a wide variety of promotional channels, including public and private broadcasting, newspapers, professional journals, online directories, search engines, and social media. Additionally, CGS actively develops a wide range of marketing collateral for graduate-level recruiting, including:

- Collaborative branding projects with UCOM, Global, OIA, etc.

- General CMU graduate program awareness
- Department and program-specific informational flyers, posters, brochures, etc.

First/Best/Only strategy:

For those graduate programs with special achievements (rankings, accreditations, job placement, etc.), Graduate Studies leverages that information within program-based print materials and various promotional campaigns. However, we must go far beyond the “First/Best/Only” mentality to truly succeed.

“First/Best/Only” almost always relates to programs that are already at capacity and are already meeting or surpassing our recently increased quality standards for admission, and the return on investment from promoting these programs is quite minimal in relation to the possible ROI from investing in specific areas of intended growth.

Each graduate program has its own unique features, strengths, and benefits which we must leverage in our marketing and other promotional endeavors. CMU’s marketing needs at the graduate level, in contrast to the broad, general branding approach focused on undergraduate recruiting, requires uniquely targeted, program-specific information dissemination. In addition to general attraction to the university – i.e. location, convenience, safety, sport teams, etc. – graduate students are attracted to very specific curricula, faculty, research opportunities, research and laboratory facilities, and learning outcomes.

For graduate level marketing and recruiting, we must “cast a wide net” by being visible in national and international educational directories, and we must still work collaboratively with Undergraduate Admissions, University Communications, Global Campus, the Office of International Affairs, and others, but we must also invest additional promotional dollars wisely and utilize highly targeted, program-specific materials and promotional campaigns.

Programs poised for growth:

Based upon marketability, capacity, faculty, and other resources, the graduate programs poised for potential growth include:

- Master of Business Administration
- Master of Science in Administration
- MS in Chemistry
- MA in Communication
- MS in Computer Science
- MA in English Language and Literature
- MS in Geographic Information Science
- MA in Political Science
- MPA in Public Administration
- MA in Sport Administration
- All new graduate programs, especially in Engineering and Administrative Leadership.

Office of International Affairs Recruitment Strategies

International students have become a critical population on U.S. college campuses. They enrich the student experience and help us to prepare our students for global citizenship. In addition to offsetting any losses of domestic student enrollment and/or increasing an institution’s overall enrollment, international students promote outreach of institutional brand and global citizenry. Campus internationalization is critical to the continued success of CMU.

International student enrollment for Fall 2013 is expected to increase by 20% over Fall 2012. This trend mirrors other institutions that have made the investment in internationalizing and globalizing their campuses. In 2011, the position of Director of International Recruitment was established with a focus on undergraduate student recruitment. One undergraduate advisor was added to the OIA staff to better process undergraduate admissions. In early 2013, the position of Director of Graduate International Student Services was established in the Office of International Affairs which includes recruiting graduate international students.

Strategies for recruiting international students include:

- Develop a comprehensive recruiting plan for undergraduate and graduate students based on an analysis of market data, partner institutions, and U.S. Office of International Education outlook data.
- Design and develop recruiting brochures that are program specific and are translated into Arabic and Chinese (traditional and simplified).
- Expand affiliation agreements with English Language Services, community colleges, and four-year universities in the United States. Explore agreements with high schools in the Grand Rapids area.
- Attend education fairs for face-to-face contact in target countries of Vietnam, Taiwan, Korea, Canada, and Saudi Arabia. In 2013-2014, visits are also planned to India, Turkey, and Jordan.
- Visit partner institutions in China to develop program-specific agreements (3+1+1, 2+2, and 3+1 programs) for cohorts of students in journalism, broadcast and cinematic arts, interior design, engineering, and others.
- Visit and establish agreements with Chinese high schools.
- Encourage participation of key campus leaders in recruiting trips.
- Host delegations from foreign institutions and agencies to build stronger relationships and confidence.
- Organize alumni receptions in major foreign cities.
- Continue to improve the application, acceptance materials, and processes with follow-up emails and calls.

Our strongest opportunities lie in the development of affiliation agreements that will bring cohorts of students directly to CMU, whether from English Language Programs, high schools, community colleges, or foreign universities. According to national data, we are recruiting successfully in China and Saudi Arabia. However, to balance our risks, we also need to cultivate recruitment efforts in India, Canada, South Korea, Vietnam, Taiwan, and Turkey, as our enrollment is lower than the national averages. International Affairs must carefully analyze and choose markets and foreign partners which make the best use of recruiting resources.

Students need to be actively recruited, as well as retained through outstanding relationships with the English Language Institute, campus facilities, and student services. Scholarships and tuition reduction program levels need to be maintained. Promotion of CMU's top programs needs to be continued, since rank is important in the international marketplace. The greatest recruiting opportunity lies in the very positive experience students receive here at CMU. Support of international student services, both on campus and in Mt. Pleasant, needs to continue.

For international recruiting, time and finances remain a challenge. Many other universities have 3 or 4 times our recruiting staff. In addition, because other institutions pay agents and CMU does not, CMU needs to reevaluate the way it works with agents and external advisors, and respond accordingly. Translation of materials and the web site to attract students broadly and to inform

their parents must continue. Alumni in foreign countries are a great resource for the university and cultivating stronger relationships with these alumni is essential. Capitalization is needed on the international travel of CMU's faculty and administrators for active recruiting and development of joint programs.

Global Campus and Online Marketing & Recruitment Strategies

Global Campus (GC) currently accounts for 25% of our students, 18% of our credit hours production, and 22% of our gross tuition revenues. With the growing interest in online courses, GC's recruitment and retention efforts should be incorporated within the university-wide SEM plan. Note that GC enrollment deserves close attention and support, as it faces the same, if not more aggressive, competition in the marketplace.

Specific Global Campus marketing and recruitment strategies for 2014 are detailed as follows:

1. Civilian and Military:

- Continue to create awareness of CMU programs both undergraduate and graduate open enrollment and cohort offered face-to-face across our centers and online.
- Continue to drive a preference for CMU programs by implementing marketing communication strategies that are relevant to adult students and customer focused. This includes but is not limited to the following strategies:
 - Using messages adult students have told us they want and need to hear from a university when considering returning to college or seeking an advanced degree.
 - Reinforcing GC's experience and success in working with and supporting adults from inquiry through graduation.
 - Strategically, yet efficiently, purchase media and mediums directed at reaching our adult student market. (GC's share of voice is the lowest or near the lowest in all markets where we market. The private, for profit universities have long had more dollars to invest in their marketing efforts. Now the public, non-profits in major metro markets such as Detroit, Atlanta, and Alexandria have increased marketing dollars that often exceed what GC can invest in that same metro market.)
 - Exemplify success of our alumni in reaching adult students, across Michigan, Ohio, Georgia, Virginia, and other states where licensure or an MOU has been granted.
- Expand and continue to refine our front-line teams (New Student Services Call Center and Program Administrators) use of CRM in monitoring and identifying student inquiry needs while using data in CRM to measure campaign response to continue to sustain conversion rates. Over the past two years, GC has improved our conversion rates. Past academic year conversion rates were at a high of:
 - 43% for Inquiry to Application
 - 80% for Application to Admit
 - 50% of Application to First Time Enrolled
- Increase GC outreach efforts to corporations, government agencies, municipalities and associations to increase awareness of CMU flexibility in bringing degree programs and customized non-degree programs to their employees.
- Position and support MSA as GC's lead program offering the career options with the most appeal for adult students looking to advance their career. Global Campus has sustained MSA enrollments of over 4000 students/year. MSA represents the largest portion of graduate enrollments for GC.
- Request new programs. Yearly, GC pulls employment data, labor statistics and "degrees in demand" data, and uses secondary market research to evaluate the recruitment potential of

new degrees in geographies where we have centers. Inquiries for programs currently offered through GC are regularly monitored and reported. There is opportunity for Global Campus to increase enrollments and revenue by also offering select existing on-campus programs at Global Campus centers and online.

2. Online:

Most of the above objectives are applicable to the marketing of CMU online programs. However, GC does engage in additional electronic and Social Media avenues to reach community college students and traditional college students that seek either online programs and/or online courses. We coordinate closely with University Communications on “One CMU” message to give students their CMU option of main campus, online or regional centers and coordinate with campus admissions operation on community college visits and recruitment fairs.

With online mediums we can target by age, geography, interest, title, industry, gender, degree, etc. to better market our online undergraduate degrees to traditional students and our graduate degrees to adult students.

Growth in online enrollments is growing across the country. The key for sustaining our level of enrollments and grow is to have more customer desired programs offered online. Ten years ago, CMU was one of two public, four-year institutions in Michigan offering online degrees. Six years ago, CMU was one of five public, four-year institutions. Today, all Michigan public, four-years institutions offer online degrees.

According to public enrollment data, Michigan State University had 11K students enrolled in online programs in 2011, Wayne State University had 5K students and Grand Valley State University had 3K students. Thus 19K students were served online programs by our competitors. This also reinforces the increased competition for online students.

2014 Global Campus Marketing Recruitment Goals: (Graduate and Undergraduate)

- Inquiries – 23,730
- Applications – 7,656
- Admitted Students – 5,923
- First Time Enrolled students – 3,676

Global Campus Population Characteristics:

- 60% of all GC students are from Michigan. 87% of all undergraduate and 50% of all graduate students live Michigan
- 7% of GC students are from Georgia; 6% are from the Virginia/Maryland/DC area; 4% are from Ohio; and over 2% are from Kansas. There is a higher concentration of students enrolled in online programs in areas where CMU has a physical presence
- 12% of GC course registrations are from students participating in cohort programs
- 23% of students qualify for the CMU military rate (either veteran, active duty military, or are military spouses or dependent students)
- Minority enrollment in Global Campus is 38%

Retention Strategies

Retention is “an outcome of a high quality educational experience that puts the students and their learning at the center. Providing intellectually stimulating and satisfying learning environments are central elements in fostering student success and educational attainment. It is developing engagement approaches that will improve the student experience.” (*Noel-Levitz: Student Retention in the New Environment*). We need to build a framework to identify “at-risk” students and have steps defined for each identified group to help them get back on track.

- Educational Advisory Board (EAB) Student Success Collaborative
- Creation and management of information technologies in support of university retention goals
- Support and assistance in the development of university retention goals and key performance metrics
- College-level support for the creation of retention strategies in identified areas of need
- Early Alert and Intervention / MAP-Works or CRM
- Enrollment and Persistence Reporting
 - College-level information support
 - University-wide information support
- Academic Progress / Continuous Enrollment Monitoring
 - Identification and maintenance of progress markers by academic program
 - Monitoring or re-enrollment status
- Establishment of program-specific retention goals and objectives for graduate students
- Withdrawal Services
 - Review and follow-up with students making transcript requests
 - Monitoring and intervention including exit interviews among students not re-enrolling in academic classes
- Academic Success Education
 - Curricular
 - First Year Experience (FYE), Academic Advancement (AAD)
 - Academic course / curricular assistance in high attrition courses and high DEWFI courses identified as significant predictors of degree attainment
 - Co-Curricular Programming
 - Success Coaching
- Implementation of Academic Empowerment Program to provide greater structure and oversight of class selection and guided advisement for students presenting “at-risk” academic indicators at time of admission.
- Creation of greater awareness and stronger connections for student to current services already in place with proven positive impact on retention, such as:
 - Supplemental Instruction
 - Residential Colleges and Living and Learning Communities
 - Faculty advising and partnerships
 - Student mentors

Office of Student Success

Student recruitment efforts require substantial institutional expenditures from the hiring of staff to funding marketing and travel. In contrast, student success and retention initiatives are four to five times more cost-effective than recruitment efforts. It requires four to five times more investment to

recruit a new student than it does to retain an already enrolled student, and a retained student for four years will generate the same net revenue as five or six new students who leave after one year.

Established in August 2013, the Office of Student Success (OSS) provides focus on student success and facilitates collaborations that help to improve overall persistence and graduation rates. OSS fosters the success of every CMU student supporting the progression from matriculation to graduation. Aligned with CMU's strategic priorities, the OSS helps support student success and infrastructure stewardship. Specifically, the OSS assists students and leverages data to encourage increased year-to-year progression, and both four- and six-year graduation rates.

Historically, career services for graduate students have not been robust. CMU will explore options for incorporating graduate students within a wider range of student support and student success services.

Mission: The Office of Student Success (OSS) supports the university's mission by (a) empowering students to achieve academic and personal goals, and (b) identifying and helping to mitigate conditions which slow progression to graduation. The OSS maintains collaborative relationships across campus, supports each college's objectives, encourages student use of educational resources, provides success coaching services, promotes best practices concerning student success and persistence, investigates potential barriers to student success, and recommends strategies to help optimize the CMU experience.

Vision: The Office of Student Success (OSS) serves as an information and support resource for students, faculty, and staff in an effort to promote best practices in student success and persistence.

Objectives: The OSS will:

- Provide clear, concise, and timely information concerning student success and persistence to the university community.
- Help new students acclimate to CMU.
- Assist students in connecting with the appropriate campus resources in a timely and personal manner.
- Collaborate with colleges, advisors, and student service units to develop and maintain common tools to assist students with academic planning and progression to degree attainment.
- Partner with colleges, faculty, and student service units to identify and intervene with students who are not making good progress toward timely degree attainment.
- Provide educational opportunities and resources for students to sharpen academic skills.
- Help develop data-driven initiatives and programs meant to help retain students.
- Stay current with current research and practices within the field of student success and retention.

Measures: The OSS is a learning organization that utilizes data to understand student matriculation, attrition and pacing to graduation. The following markers provide

- # / % increase in the number of admitted, on-campus FTIAC and transfer students who matriculate
- # and % in the number of matriculated, on-campus students progressing each semester until graduation
- % reduction in the # and % of total cohort of students who do not re-enroll during open enrollment
- # / % decrease in the number of on-campus students with holds preventing registration during the open enrollment period

- 90% of students report good or excellent service following success coaching or involvement in a program or service provided by the OSS

Global Campus Retention Strategies

Improving retention rates for undergraduate students is a top goal of Global Campus. Non-traditional students face many competing priorities with work and families and many attend part-time. Over 50% of GC undergraduate students are bringing with them more than 48 hours of transfer credit from other institutions.

Retention and Graduation Trends:

- The three year average persistence rate from first-to-second year for GC undergraduate students transferring in 48 hours is 71.2%
- The three year average persistence rate from first-to-second year graduate students is over 78%
- The five year graduation rate is nearly 50% for undergraduate transfer students who start at CMU with 48+ hours of transfer credit
- The five year graduation rate for graduate students is nearly 62%

Global Campus online and face-to-face retention strategies are broken down into program specific and course specific retention activities:

- Achieve 100% voluntary orientation completion either face-to-face or online
- Encourage both face-to-face and online students to attend a “welcome on board” session at one of our face-to-face locations before the beginning of each semester. This connects all students to the student service staff and advisors
- Schedule advising appointment and develop student specific academic program plan within the first 12 hours enrolled at CMU
- Communicate to every student who didn’t re-enroll from one term to another to encourage re-enrollment or try to resolve barriers that stopped re-enrollment
- Recognize students that have met 50% of the degree requirements
- Review and communicate to all students at the end of each term and semester that are placed on academic probation. Advisors reach out to students on improvement plans
- Cohort students sign an automated registration agreement and are automatically registered for courses

To improve success outcomes for students enrolled in online formats the following services are provided:

- Make all online instructors aware of students that are new to the online format at CMU
- Reach out to all students who have not yet engaged in their online course in both the first and second week. Explain the implications of non-participation
- Inform students of tutoring services and the online student ally service

In 2014, Global Campus will conduct research that will identify issues that potentially lead a student to be at risk. Proactive student services will then be implemented that will allow for students to be retained at a higher rate.

Service Strategies

Service strategies should be designed, implemented, and enhanced to support the effective and efficient delivery of services to students and their family members. Effective service delivery refers to services that meet the needs of students and family members, support student success, and

increase service satisfaction. Efficient service delivery refers to processes, methods, and formats that are accurate, timely, cost-efficient, and, when feasible, comprehensive.

- Support admissions application in various online and mobile formats
- Online Degree Audit
- Academic Workbench
- Student Success Portal
- Dedicated web site to provide resources for family members
- Staff support for personal, phone, and email connections with family members
- Earlier notification of financial aid packaging
- Provide financial aid package information in both online and hard copy formats
- Provide information for the financial aid shopping sheet
- Utilize social media interactions to connect students to career planning and resources
- Increase reverse articulation agreements with community colleges
- Decrease transfer credit evaluation time (if resources are available)
- Increase staff outreach to transfer students
- Promote use of existing web-enabled tools within Student Organization Management program, i.e. Co-curricular transcript

Financial Aid Strategies

Financial Aid is leveraged strategically to shape enrollment. The university appreciates the importance of financial aid to acknowledge academic achievement, special talents, and other distinctive characteristics that are deemed as deserving of monetary recognition. In addition, funds are identified and allocated to support students who demonstrate exceptional financial need.

The following points are causing us to review our philosophy:

- Over the last three decades, college costs have increased nearly four times faster than the median family income.
- Federal and state financial assistance has not filled this growing gap, leaving families with unmet financial need.
- As a result, student debt has continued to grow, now averaging more than \$26,000 for recent four-year college graduates (Reed and Cochrane, 2012).
- Students and families are becoming more cost conscious, shopping around for the college presenting the best value, and often the institution providing them with the greatest financial aid package.
- In order to survive in this new economic climate, CMU must adapt its own merit and need-based financial aid practices to assist students in meeting their financial need while having a positive impact on enrollment, retention, and graduation.

A proposal has been submitted to begin FY15. Proposed changes include:

- Increasing the number of awards made available to Honors-eligible students
- Creating a new award for students with a GPA between 3.00 and 3.50 (a large segment of the FTIAC population)
- Increasing the number of awards and scholarship amounts for Leadership Institute participants
- Increasing awards and scholarship amounts for qualified transfer students
- Expanding need-based award availability to rising junior and seniors
- Creating an award program to incentivize degree completion

Academic Strategies

Program Development Strategies

The Academic Planning Council will provide direction in the development of new programs. The council will be informed early each semester by the Vice President for Enrollment and Student Services, providing enrollment data, the reasons why students who were accepted to CMU did not enroll, identification of programs that are in greatest demand, and other pertinent data. In addition, the Academic Planning Council will receive workforce and occupational data from Career Services. These data will be discussed and communicated to the academic deans for planning purposes. Special consideration must be given to the development of programs that are not provided by our competitors.

New academic programs most often originate in the departments where faculty are in tune with the latest trends and student interests. Faculty will continue to evaluate program content through the processes described below, making revisions to strengthen the program and to better prepare our graduates.

In all cases, the Provost and academic deans will evaluate the need, competition, existing resources, and cost analysis. They will need to balance student interest with the occupational outlook and institutional capacity. There must be employment opportunities for our graduates.

Program Quality Verification

The quality and effectiveness of the academic programs is evaluated regularly through several different processes. The student learning outcomes of every program are evaluated annually by the program faculty. With the assistance of the assessment coordinators and the oversight by the Assessment Council, each program has an approved assessment plan that outlines how the student learning outcomes are measured. These data are collected throughout the year. They are discussed by the department and action steps are developed for program improvement as reported in the program assessment report. Throughout the year, the assessment coordinators assist the departments with the development of assessment tools, locating institutional data, analyzing the data, and closing the loop by using these data for program improvement. The evaluation of student learning outcomes by the department faculty is the best mechanism for immediate program improvement. CMU is a leader in the assessment of student learning outcomes at the program level.

Program review occurs every five years with the express purpose to assess the overall educational quality of academic programs along a number of dimensions including program demand, student and faculty quality, the appropriateness of program content as workforce or graduate program preparation, program delivery and pedagogy, and student learning and accomplishments after graduation. The review includes an intensive self-study and evaluation through external review. The external review may be part of specialized accreditation or it may be conducted by well-informed experts. The program faculty consider the data provided through their self-study and the external review process and suggest action steps for program improvement. The program faculty, dean, and provost all make independent ratings of the program with regard to program quality, size, and the need for additional resources. After discussion with the Provost, recommendations for program improvement are developed and communicated to the department. This process allows departments to readjust the focus of programs in response to changes in the field and by employers.

CMU holds specialized and professional accreditation from over 20 agencies. Specialized accreditation ensures that students in accredited programs receive an education consistent with the standards for entry to practice or advanced practice in their respective fields or disciplines. Accrediting agencies set forth rigorous standards that must be met by each program as evidenced by

solid documentation. Specialized accreditation requires an extensive self-study which is then reviewed by a team from the accrediting agency followed by a site visit and consultation. Only programs of distinction receive specialized accreditation. A full list of the specialized accreditations held by CMU may be found on the Academic Affairs web site.

The assessment of student learning outcomes, program review and specialized accreditation are all processes that lead to program improvement through reflection and discussion among colleagues.

Program Prioritization

Academic program prioritization was conducted in 2011. This evidence-based process resulted in placing academic programs at CMU into one of five categories: program is a candidate for enrichment, program should be retained at a somewhat higher level of support, program should be retained at a neutral level of support, program should be retained but with a lower level of support, and program is a candidate for reduction, phasing out, or consolidation with another program. Colleges were required to distribute their programs among all rating categories forcing a comparison of one program to another based upon a common set of criteria. The criteria are the same as those used for program review focusing on need, student and faculty quality, and program outcomes.

The University invested in the top programs, building upon our strengths. Colleges were able to invest in top-rated programs through new positions, improved facilities, and other support as needed. Weak programs and programs with low enrollment were redesigned or deleted. This process may be repeated in 2016. Top rated programs, for example include: International Business Major, Logistics Management Major; MA in Communications; Apparel Merchandising and Design; Doctor of Physical Therapy; Neuropsychology; and Electrical and Mechanical Engineering.

College Synopses

Although Enrollment and Student Service units and co-curricular programs play an important role in a students' decision to enroll and persist at CMU, it is the academic programs and quality of relationships with faculty which are the most critical factors. The degrees and programs offered by the academic departments are core to students' decisions.

If the university does **not** offer academic programs which:

- Meet the interest of students
- Meet the needs of society
- Are delivered in a manner to facilitate students' degree completion in a reasonable time
- Impart value to the student, however the students define it
- Are characterized by professional and meaningful interactions with faculty

then **students either will not enroll at CMU or will not remain enrolled at CMU.**

Academic colleges and departments must design and deliver programs which are:

- Current
- Relevant
- Responsive to the interest of students
- Meet societal needs
- High quality
- Advancing the university's mission

Indeed, if the core "product" of the university is not of high quality all support services and opportunities will be for naught.

Responses from each of the colleges summarizing their strategies, opportunities and challenges are incorporated below:

BUSINESS ADMINISTRATION (CBA)

- Consistent with university projections, the college expects on-campus undergraduate student credit hours to continue to decline over the next several years. However, the college may be attracting a larger percentage of university students due to the demand for business degrees and the positive job market. For these reasons, undergraduate business enrollment may outperform the overall university. Graduate enrollment contributes a small portion of total college enrollment, but is expected to increase due to MSIS program growth. The #6 ranking by US News & World Report could also benefit online MBA enrollments.
- CBA's current enrollment profile is desired – about 87% undergraduate and 13% graduate. Currently, about 82% of total college student credit hours are produced by on-campus programs. Undergraduate programs contribute 95% of these on-campus student credit hours. Of the off-campus (remaining 18%) production, about 60% is from graduate programs.
- CBA would like more options for undergraduate and graduate students to earn professional certification and has interest in establishing a Masters of Accounting.
- CBA is currently not experiencing a decline in program interest and is modernizing the SAP, Entrepreneurship, and Professional Sales programs to enhance potential student interest.
- Growth is expected in the MSIS program and SAP related programs.
- Additional MSIS faculty is needed to better meet unmet demand.
- Resources are not being underutilized at the moment because of declining enrollment.
- Retention activities currently underway and their impact on student persistence, progression, and graduation are highlighted as follows:
 - Freshmen – BUS 100 (required course) is a large section highlighting key faculty and business programs; Business Residential College;
 - Sophomore – Advising Initiative (advisors visit all required ACC 250 classes);
 - Freshmen/Sophomore- CBA Major/Minor night; Transfers- CBA Transfer Student Outreach Program.
 - No firm data on results.
- CBA's SAP program is one of 4 programs of its kind.
- Students with particular skills are in high demand including accountants, logistics managers, and SAP related positions.
- Most Michigan community colleges have 2 year business programs. CBA has articulation agreements with most of these colleges and all of the large colleges and the primary feeder community colleges to CMU.
- CBA is willing to participate in a program to leverage staff and faculty to strengthen partnerships with high school guidance counselors but must work closely with FA because of faculty job enlargement issue.
- CBA is willing to participate in developing institutional/college-based merit aid program for high-achieving and “promise/opportunity” prospects with specific interest in CBA programs, but a funding source is unknown.

COMMUNICATION AND FINE ARTS (CCFA)

- Most departments in the College can handle growth in enrollment and all departments are engaging heavily in recruitment.

- If the requested faculty cohort in emerging media is funded, a substantial increase in enrollment is expected.
- Enrollment in the Department of Art & Design can grow substantially if we offer a program in animation and gaming which is currently not offered.
- The Department of Journalism is working on accepting a cohort of about 30 international students in two or three years' time.
- Even though CCFA is limited by laboratory and studio space, classes can be offered on weekends. This is an area that the College has not ventured into before.
- There is a more significant drop in student credit hours than in the number of majors. The decline in enrollment for the university overall affects the UP courses in particular.
- Currently three of the five departments have graduate programs that are prospering. The Department of Communication and Dramatic Arts' graduate program is considered one of the top 10 in the country. The School of Broadcast and Dramatic Arts relies heavily on their graduate assistants for their co-curricular activities. The College focuses predominantly on undergraduate student preparation. A few years ago the Department of Art & Design eliminated their graduate program due to a lack of enrollment. There is room for a graduate program in journalism focusing on integrated communication and work is underway.
- Several new programs and courses are underway. An emerging media faculty cohort request was submitted which, if funded, could provide multiple opportunities for new programs in all areas in the college by focusing on emerging technologies in all the fields. This cohort will enhance our programs and attract more students. It will allow for programs in animation, gaming, video graphics and digital communication. In addition, a master's in journalism focusing on integrated communication is underway. The Communication Department is working on an online oral competency course and on a minor in health communication. The School of Broadcast and Cinematic Arts is working on delivering its basic UP class online. The Department of Art & Design is working with Museum Studies on a certificate in Art Gallery Management.
- CCFA is working on eliminating certain concentrations that were slated for consolidation or elimination under the prioritization process due to declining interest. Modernizing is continuously underway. An example is the new certificate in social media that is offered online. Equipment and software upgrades are continuously taking place to provide up to date programs. As mentioned, a faculty cohort in emerging media has been requested. This cohort will provide added value to the modernization of the programs and providing more offerings for the students.
- CCFA needs to focus more on emerging technologies in the arts and in communication, thus the requested cohort that was submitted.
- CCFA needs more resources in technology focusing on equipment and laboratories to offer more classes.
- All CCFA programs are still viable. The enrollment decline is predominantly seen in the UP classes which provided the revenue needed for most programs.
- CCFA would like to obtain retention figures for each department. The Dean would then be able to review with each department, the DEW rates in their classes.
- "First/Best/Only"
 - The graduate program in communication is recognized as one of the top ten in the country.
 - BCA and Journalism faculty and students garner many awards in many categories.

- The Integrative Public Relations program is unique in the sense that it combines classes from three different departments: COMM, BCA & JRN. The job outlook in this area is above average.
- Communication skills are listed in the top ten skills required by employers.
- The Debate program is nationally recognized.
- The graphics design program in the Art department utilizes the latest software and hardware.
- The School of Music facilities are unmatched.
- Journalism, Art and Music are accredited.
- Our journalism program is only one of two accredited programs in Michigan.
- BCA, JRN, Art all house excellent technology.
- Occupational data suggests that communication related careers, particularly public relations is in high demand. The Arts are actually stable and are not affected by the economy.
- Very few like programs exist with community colleges because of the nature of the programs we offer. Would be more than willing to work with community colleges. Some of that work is already underway. The Journalism Department hosts a community college media faculty workshop every year and the Department of Art & Design is working on articulation agreements with community colleges.
- CCFA would be more than willing to work with high school guidance counselors. The School of Music and BCA do a lot of school visits. We would welcome the opportunities to do more. I know that Art in particular would be very interested in collaboration with high schools. Journalism just held a summer workshop for journalism high school students. The Art department is working with the School of Music on summer camps. The Art department will also be conducting portfolio reviews for high school students this fall. CDA is working on hosting a high school debate and forensics tournament on campus. The Art department works with high school students and offered last fall, Saturday classes for elementary students.
- We currently have multiple scholarship opportunities in each department and would be more than willing to expand those opportunities.
- We have updated most of our promotional materials and have been working with UCOMM on all initiatives including “Discover Central, Discover You.”

EDUCATION AND HUMAN SERVICES (EHS)

- EHS anticipates significant enrollment change:
 - CSE: Over the past three years, the majority of CSE programs have remained relatively stable, with specific program increases. For example, enrollment in Special Education undergraduate programs has increased by 11%. Graduate Special Education program enrollment has increased by 12%. The on campus enrollment in the graduate Professional Counseling/School Counseling programs have decreased slightly over the past three years, however the enrollment in Global Campus has increased (e.g. two new Global Campus cohorts were added this school year).
 - EDL: Enrollment has declined in the past five years, but in the last year it has leveled and increased this fall. EDL program offerings have been revised and retooled to meet the needs of the professionals we prepare. We anticipate enrollment increases as we move more programs to online/hybrid offerings. The new Ph.D. will increase overall campus enrollment and recruit from a national pool.
 - HEV: There are a few HEV program areas that are poised for growth due to changes at the professional level and the focused efforts of the faculty in the program: 1) The field of

dietetics is moving to a master's degree as the entry level credential for the Registered Dietitian. While details of how this will be implemented and how current credentialed RDs will be impacted are still unclear, CMU is positioned well to respond to this change with the existing online MSND program; 1a) It should be noted that the certificate in nutrition and dietetics was approved over a year ago but has not been heavily marketed due to the need for CMED accredited CEUs. Efforts to move in this direction have been delayed due other more pressing priorities for the College of Medicine. This is a potential program area that would benefit from cross-campus collaboration; 2) Early childhood (birth to age eight) is receiving increased attention as a critical period in the lifespan for maximizing children's learning potential. On both the state and national levels there is a clear call for well-qualified early childhood professionals. The Early Childhood Development and Learning major and minor (formerly Child Development) experienced a decline in enrollment in the past two years due, in part, to revisions in the programs to meet new state and national standards and where students were finishing one program before the revised program was implemented. In Michigan, teachers are required to hold an early childhood endorsement (ZS) to work in early childhood programs offered through the public school system. The demand for the ZS is projected to grow as new students enter the field and professionals holding the ZA endorsement (previously acceptable credential) return to pick up additional course work to transition to the ZS endorsement; 3) Apparel Merchandising and Design (merchandising concentration) is anticipating growth as a result of the national recognition that the program has garnered. The closing of several similar programs at other Michigan schools has also positioned CMU's program well to be an attractive in-state option for Michigan High School students; and 4) Gerontology – as the undergraduate program and the graduate certificate are revised and become a part of focused and deliberate student recruitment effort it is anticipated that this program area will see interest that better reflects the changing societal demographics.

- RPL: Enrollment has increased approximately 7% over the past five years. There is some growth potential in our Leadership, Outdoor Recreation, and Recreation & Event Management programs. We also envision growth in our on-line MSA Concentration and the potential for inclusion in the University General Education Program. The International Disney Program will decline and plateau at about 150 students annually. The Therapeutic Recreation program is really beyond its functional capacity.
- TEPD: There has been a gradual decrease in the undergraduate teacher education program due to a decrease in the birth rate and a poor economy in Michigan over the past years. However, there has been an increase in enrollment in the online MA in Educational Technology program. In addition TEPD is developing an online Doctorate in Educational Technology proposed to start in the 2014-15 academic year. There is an anticipation of increased enrollment once this program begins.
- Overall EHS: Human Service majors will remain stable or grow (HEV) and show steady growth (RPL). Teacher education programs in elementary will decline, early childhood, stem education, special education and administration and ed technology will grow.
- EHS desired enrollment profile based on college capacity:
 - CSE: During the 2013-14 school year, CSE is activating several graduate programs that have been on hiatus, implementing transition to more online/hybrid offerings at both the undergraduate and graduate levels, and anticipate increased enrollment as a result of these activities. With the addition of four new tenure-track faculty this year, we are able to more comprehensively address the needs of our students. We will offer more

specialized tracks in the area of Counseling including substance abuse/addictions and veteran's affairs.

- HEV: We continue to be a primarily undergraduate department with a few strong and select graduate programs. We would anticipate this mix to continue, even with the growth in the programs noted above. We expect that the forms of program delivery will become increasingly mixed with a greater mix of online, face-to-face and hybrid offerings.
- RPL: We continue to be primarily an undergraduate discovery major. RPL will work to expand our profile to include an earlier student connection within the University Program and increase graduate students within the MSA.
- TEPD: Primarily an undergraduate teacher education program, we plan to work with community colleges in an attempt to build enrollment in the teacher education program. TEPD is working with Global Campus to revamp the MA programs in elementary, secondary and early childhood programs.
- Overall EHS: We continue to promote a strong Teacher Education presence and Human Service offerings, we have two active taskforces that are examining career trends and will be recommending programmatic changes based on research/trends.
- EHS New Programs:
 - CSE: With the Counseling program undergoing CACREP accreditation, the result will be an improved focus on psychopathology and general mental health counseling. By taking the Learning Disabilities and Autism Spectrum Disorder graduate programs off hiatus, we will be able to offer more options to our students, as well as the specialized tracks of substance abuse/addictions and veteran's affairs. In addition, the revamped Human Development Clinic provides extensive collaboration opportunities among departments in EHS, which will result in new programming options for students. CSE and EDL are collaborating to provide a Director of Special Education graduate program. We are also reviewing opportunities to provide Counseling options at the undergraduate level.
 - EDL: New Ph.D. to begin Fall 2014. Additionally, proposing a new Doctor of Leadership (fully online). This proposal will move through curricular processes during the 2013-2014 academic year. EDL has investigated and will propose a new undergraduate Leadership major that will fast track into a MA in Student Affairs Leadership, BA/MA program. Proposal begins curricular processes in the 2013-2014 academic year.
 - HEV: The Apparel Product Development and Merchandising Technology (APDMT) master's program is a relatively new master's level program that has already seen graduates move on to Ph.D. programs. Research opportunities and faculty expertise make this a program area where a CMU Ph.D. program could be viable and successful. Faculty are continuing to plan for this potential program expansion, recognizing that resources such as faculty, research labs, and assistantships, and industry partnerships to name a few, will be critical to the success of such a program. The certificate in nutrition and dietetics is a newly approved program that has much potential to attract interested students from program areas such as pharmacy, nursing, medicine, etc. who are seeking professional CEUs.
 - RPL: This is the first full year of our Recreation and Event Management Program. The MSA/RPL Concentration will be a new program, application to provide a course in the University Program will be a new addition. All of these expansions offer student options and the potential for additional student credit hours.
 - TEPD: The proposed Doctoral in Educational Technology will begin in Spring 2015. In addition, the MA in Education will be fully reorganized to merge the MA in Secondary Education; the MA in Elementary Education with the MA in Education offered through

Global Campus. This merger will create the MA in Education with concentrations in instruction, elementary education, and secondary education. This reorganized program will be offered off-campus face-to-face and an online delivery.

- Overall EHS: We are planning graduate/undergraduate options in addictions prevention, fast tracks to some Master Degree programs; develop our robust online/hybrid offerings. Two new doctorates are in the planning stages (DET/DOL). Registered Dietetics program is expanding as industry requirements are increasing, new PhD in Ed Leadership will be starting. Examining opportunities for confluence with STEM Education, International Education and Human Services. Human development and Family Studies has a prevention Science focus this will invigorate curriculum; we will leverage CDLL, our premier teaching and research space.
- EHS Programs of declining interest:
 - CSE: The slight decline in interest of the School Counseling program has shifted the focus to growth in general mental health counseling. An overview of the undergraduate Special Education program yields an increase in overall enrollment. In more detail, the Emotional Impairment program has decreased, while the Cognitive Impairment program has grown.
 - EDL: MA in School Principalship in Charter School leadership has seen declining enrollment. EDL moved emphasis to align with site-based school leadership. We are also discussing the degree focus and how to capture the intended audience. The charter school movement is huge and the market is not saturated, we need to retool our degree to meet the needs of these reform minded school leaders.
 - HEV: The MS in Human Development and Family Studies has been placed on hiatus as the program area reviews its vision for the undergraduate and graduate program. As offered, the program was not attracting the quality of student anticipated.
 - RPL: Our Outdoor Recreation Program shows some modest decline. This program has been reformatted to expand the attainment of related professional certifications. This upgrade is expected to make the program more professionally desirable.
 - TEPD: The MA in Elementary Education; the MA in Secondary Education; and MA in Early Childhood program have all demonstrated declining interest. The major reason for this decline in interest is due to the legislative changes in requirements for teachers earning a professional certificate in teaching. The new legislation allows teachers to count professional development activities toward earning their professional teaching certificate. Length of degree program is being examined.
 - Overall EHS: We have decline in educational related areas primarily, but that is uneven, Ed Tech is not declining. Faculty and departments have redirected resources.
- EHS Trends:
 - CSE: Trends in the area of Special Education focus on an increased demand for accommodations and modifications to provide optimal learning opportunities for students with disabilities in the general education setting. The use of technology in education is also vital in our field, as well as the use of evidence-based practices. Within the area of Counseling, substance abuse/addictions, multidisciplinary teams, and general mental health are of utmost importance.
 - EDL: Seeing more students interested in general MA degree, less interest in K-12 school admin or higher ed., but looking for MA degree with leadership focus (no MDE certification interest). EDL exploring ways to capture and retain these students.
 - HEV: Anticipated changes to the educational requirements to sit for the RD exam will likely result in revisions to the dietetics major, post-baccalaureate dietetics internship

program, and possibly to the online MSND program. HDFS is focusing on family prevention science which is cutting edge in the field and early childhood has received state and national support. We are prepared to ramp this up.

- RPL: There is significant growth in demand for our Therapeutic Recreation Program. This parallels growth and interest in health professions. It also illustrates the perceived value in a professional degree option at the bachelor's degree level. The interest in Recreation and Event Management has grown along with the interest in the Leadership Minor.
- TEPD: There is an increase in interest in educational technology not only in teacher education, but also in business, industry and human service areas. We are responding to trends by expanding the MA in Educational Technology and creating the Doctorate in Educational Technology to begin in the 2014-15 academic year.
- Overall EHS: The college continues to examine all trends and are in the midst of making many changes and will continue to do so.
- EHS Additional Resource Needs:
 - CSE: We need to fill two tenure-track positions in the area of Counseling, as well as Human Development Clinic director, and Counseling Global Campus cohort director.
 - EDL: Fewer faculty with expertise in K-12 administration/leadership. Three faculty retired/promoted and EDL only filled one position with K-12 expertise.
 - HEV: Additional FTE will be needed if HEV is to continue to support university initiatives for undergraduate students such as writing intensive courses, quantitative reasoning courses, honors course offerings, which require lower course enrollments to meet requirements. In addition, HEV, especially the HDFS area has traditionally had higher course caps than most other HEV or EHS courses. As scholarship expectations increase, it is becoming increasingly apparent that reducing course caps will help reduce demands on faculty time and free them for additional scholarship activities. Additional FTE will be needed, if HEV is expected to meet the SCH projections identified.
 - RPL: Will need additional FTE to meet current demand in our Therapeutic Recreation Program. The MSA/RPL concentration will require FTE to cover program delivery. FTE required if we are successful in placing a course in the UP.
 - TEPD: The department will need additional tenure-track faculty in Educational Technology due to the expanding MA in Educational Technology and start-up of the Doctorate in Educational Technology. There is also a need for a replacement tenure-track faculty for the Middle Level endorsement program for the undergraduate program due to a planned retirement.
 - Overall EHS: We are anticipating some retirements and will need to replace tenure lines. We will need some upgraded lab space for our design programs.
- EHS underutilized resources due to low enrollment:
 - HEV: Interior Design, is challenged by some low course enrollments primarily due to a lack of focused recruitment efforts. To that end, we hired a full-time fixed-term faculty to focus on recruitment. Better course planning is beginning to result in the need to cancel fewer classes. All other program areas have healthy enrollments, even with the overall decline experienced by the university.
 - RPL: No low enrollment programs, FTE to SCH ratios illustrate that our programs are cost efficient.
 - TEPD: Faculty in the MA in Early Childhood is underutilized due to low enrollment. Also, there six faculty with Reading and Literacy expertise and there are semesters that it

is difficult to fill the course schedules for each of these six faculty members. Faculty are often reassigned to teach other courses.

- Overall EHS: We have been focusing on aligning resources with program needs for the past year and therefore have very little underutilized resources.
- EHS Retention activities:
 - CSE: We have responded to student feedback and have increased hands-on, experiential learning opportunities for our students. Personal, positive relationships are built between faculty and students. Through collaboration, students are involved in research, service learning, and community involvement. We are involved in new transfer student retention initiatives, as well as collaboration with the Honors college to offer specific EHS focused cohorts for EHS Honors students.
 - EDL: Student retention is not our major issue; graduation is especially at the doctoral level. Fall 2013 EDL will focus on increasing our graduation rates of doctoral students. Non-completers who are approaching their final timeline to finish the degree will be supported with increased faculty contacts. Faculty support to help move students toward completion will be reviewed, and assistance implemented.
 - HEV: Retention data varies across programs. Dietetics and Interior Design have an admission process into programs. Once admitted to the program, the commitment from students is quite high. Interior Design is a program area where greater visibility within the university, with the high school, and with community colleges is needed. A faculty member has had part of her load designated for recruitment and retention purposes and she will work with the EHS recruiter and the Admissions staff to draw attention to the interior design programs. Child Development and Family Studies are program areas that students discover after being at CMU for a few semesters and taking one of our university program courses. A part-time general advisor has been hired this year to focus on meeting with prospective students, enhancing our recruitment efforts. Community College articulation agreements have been in place for a while, however revisions to the Child Development/Early Childhood programs has resulted in a need to revise those agreements to fit the new program requirements.
 - RPL: Our students don't become majors until later in their undergraduate years so we don't have a "freshmen" issue. The reasons for our retention success include:
 - Our faculty members do all student advising themselves.
 - Our students see their professors/advisors in more than one course (relationship enhancement)
 - Our student groups assist in creating an attachment to the programs
 - As a discovery major, students have already waded through typical exploratory decisions common to younger students.
 - TEPD: Retention is not a major issue in teacher education (TE). TE candidates enter the program during their junior year. Students have several requirements to meet to be admitted, once students are admitted into the program, over ninety percent of the students will complete the undergraduate teacher education program.
 - Overall EHS: we have very few retention issues at the undergraduate level. Our faculty who teach graduate offerings at the doctoral level are ramping up graduation support. We already implemented a writing/dissertation support program.
- EHS First/Best/Only:
 - CSE: Our newly remodeled, cutting edge Human Development Clinic is near completion. This clinic will offer unique and dynamic collaborative opportunities for students to

observe best practices as well as complete hands-on experiences in the areas of both education and human services.

- EDL: Programs are fully aligned with MDE Administrative Certification requirements; additionally our Higher Education program is fully aligned with the Council for the Advancement of Standards voluntary guidelines. New PhD in research and policy.
- HEV: Apparel Merchandising and Design programs both received national rankings by Fashion- Schools.org, an online resource for students seeking info about fashion school programs and careers in fashion. The Apparel Merchandising program was ranked 20th in the nation, placing the program in the top 10% of programs ranked and the Apparel Design program ranked 31st, placing the program in the top 15% of programs ranked. A closer examination of these rankings revealed that the CMU Apparel Merchandising and design programs were ranked 10th in the mid-west and are the only program in Michigan to receive a regional ranking.
- RPL: Program first to be nationally accredited in Michigan. Currently, only one other state program is accredited. National certification examination pass rate for Therapeutic Recreation students is significantly higher than the national and regional average. Over 60% of the recreation professionals in MI are CMU alums. CMU ranks 5th nationally in Certified Therapeutic Recreation Specialists.
- TEPD: The both the undergraduate and graduate programs are nationally accredited through the Teacher Education Accreditation Council. Central Michigan University is the only educator preparation program in Michigan to offer the Middle level endorsement. TEPD also has one of the largest graduate programs in Educational Technology in the State of Michigan and across the region.
- Overall EHS: We offer many niche and premier programs that have earned national acclaim. Additionally, our 121 year history in education is a powerful endorsement.
- EHS Occupational Outlook:
 - CSE: According to the Bureau of Labor Statistics 2010-2020:
 - Careers in special education are expected to grow 17% by 2020. Over the next ten years, 77,400 more special education teachers will need to be hired.
 - Careers in mental health counselors and marriage/family therapists expected growth 37% by 2020. In next ten years, 58,500 more professionals needed.
 - Careers in school and career counseling are expected to grow 19% by 2020. Over the next ten years, 53,400 school and career counselors will be hired.
 - EDL: Bureau of Labor Statistics 2010-2020 jobs in education, training and library occupational groups expected to grow 15% by 2020. Need for 17% increase in Ph.D. graduates required to fill national need, esp. in higher ed. by 2020. Of the 3.5 million job openings in 2011, 600,000 were in educational sector, this number is projected to increase by 5% in 2012. Employment of postsecondary education administrators is expected to grow by 19% from 2010 - 2020 w/expected increases in college enrollments. Employment of elementary, middle, HS administrators is projected to grow by 10%. Almanac of Higher Education (2012) indicates degree completion in USA has increased by 1.4% annually over past decade. Internationally, average degree completion growth exceeding 6.5%, warranting new programs developing educational leaders in higher ed. Projections show growth in the discipline, EDL needs to situate programs to meet increase in student demand for new jobs and replacements of retiring baby-boomers.
 - HEV: Bureau of Labor Statistics national data project average to above average growth in most employment areas in which HEV graduates seek employment. Specific examples include Dietitians (20%), Interior Designers (19%), Kindergarten/Pre-K teaching (17 –

25%), Human Service settings (28%), and Fashion Merchandising (17%). Data for Michigan employment trends follow a similar pattern, though the growth expected is smaller.

- RPL: Bureau of Labor Statistics project growth in the recreation professions from 12% to 18% through the year 2020. Median salary is reported to be \$39,410 per year. The MI job outlook is less optimistic, particularly in the areas of public sector employment (community and outdoor recreation). National opportunities abound.
- TEPD: Bureau of Labor Statistics reports 2010-2020 suggest a growth rate of 17% from 2010-2020 for elementary teachers. The average growth rate for secondary teachers was reports at 7%. The average growth rate for all occupations is 14%. Secondary teachers reported a lower than average growth rate due to student-to-teacher ratios and increases in enrollment. Overall, projected enrollment figures by geographic regions are excellent indicators of where new teacher opportunities exist. Through 2016, enrollments in K-12 schools are expected to slow down as children of baby boomers leave the system. Fast-growing states, such as Nevada, Arizona, Texas and Georgia, will experience the largest enrollment increases. Enrollments in the Midwest are expected to be steady, while those in the Northeast are expected to decline. Teachers who are mobile and earn licensure in multiple subjects have the most job opportunities available to them.
- Overall EHS: Trends indicate growth in all HS, Mental Health, Leadership/ Administration and Education and Technology Programs. We are well positioned.
- EHS Community College articulation options:
 - CSE: For students in the Cognitive and Emotional Impairment programs, they benefit from community college agreements arranged through TEPD.
 - HEV: Community College articulation agreements are critical but, keeping them current is challenging. Programs such as early childhood have agreements with several community colleges. Mid-Michigan CC has been eager to revise their programs to meet the needs of CMU students due to close geographic proximity between the two schools. Community Colleges that serve a larger number of four-year institutions find it harder to mesh their 2 year programs with HEV programs. Programs such as interior design are recognizing that this is an area that needs to be explored to potentially increase student enrollment in the CMU program.
 - RPL: We have had some success with Northwest Michigan Community College in affiliating with our Outdoor Recreation Program. Affiliations are certainly very possible, yet our initial explorations have not shown an interest of mutual benefit.
 - TEPD: The department has articulation agreements with all community colleges in Michigan for transferring EDU 107 – Introduction to Teacher Education into CMU and the teacher education program. In addition, CMU and TEPD have partnership programs in Traverse City with Northwest Community College and in Lansing with Lansing Community College, respectively, to offer the BS in Elementary Education program for students in these regional areas.
 - Overall EHS: We are continuing to harvest and cultivate CC agreements as well as implementing innovative early college programs and outreach for EDU 107 for TE.
- EHS Strengthening partnership with high schools:
 - CSE: In the Counseling program, interns are placed in high schools and connect with students to begin conversations about their future career interests. Special Education student teachers provide role models for high school students interested in the area of teaching individuals with disabilities. Our outreach plan this school year includes a concentrated effort to work with CMU Admissions to target potential future students. In

addition, the creation of Chippewa Camp for middle school students focuses on outreach with the intent to connect with future Chippewa.

- HEV: AMD program is actively involved in connecting to HS students through marketing materials, Threads, and Fashion Camp. Further, many high schools bring their vocational child care students to the CDLL for tours but the opportunity to market our undergraduate programs may be missed.
- RPL: Clearly lack of program's identity within the University's admissions and marketing materials is a hindering factor. If we can begin to market to Human Services programs, I believe the student and faculty interest will grow.
- TEPD: Currently, TEPD has a Teacher Academy Committee to review high school teacher internship programs. If approved by the TEPD Teacher Academy Committee, CMU and TEPD will accept credit for high school internship programs.
- Overall EHS: See above CC info. We have many innovative HS Partnerships. We also just hired a college recruiter with a primary undergraduate focus.
- EHS Merit based programs for students:
 - CSE: We are working to increase our scholarship opportunities for students in CSE programs. In addition, the creation of awards such as the EHS Teaching, Learning, and Leading award helps to recognize outstanding students in their field with monetary and professional development support.
 - HEV: We have started discussions with the Honors program about how to interest transfer students in honors work so a merit based program for such students may be a nice addition to that focus.
 - RPL: We work collaboratively with the Honor's Program with coursework. We provide student scholarships/seed monies for student professional development.
 - TEPD: Currently, there are two honors courses, EDU 107 and EDU 290, which honor students can use in their program. TEPD has been in discussion with the honors program administration to determine how to expand teacher education offerings for students in the honor program.
 - Overall EHS: This is a major focus this year with EHS taking an honors and a leadership approach for undergraduate programs across EHS.
- EHS Marketing for increased awareness:
 - CSE: This year we have already increased our collaboration with other CMU units to spread the word about our hidden gems. The grand opening of the Human Development clinic, revamped and interactive web site, EHS recruiter, community involvement, and increased communication will result in increased awareness not only at CMU, but throughout the state and nation.
 - EDL: Fully engaged in development of new marketing materials/and comprehensive campaign to increase enrollment in our programs with Global and EHS.
 - HEV: We have not focused on recruitment in the past. Today, we are seeing some slight drops in enrollment that suggest a more proactive stance is needed to increase interest in prospective students. We have hired someone in interior design to begin some recruitment work and hired a general advisor for HDFS to do some preliminary discussions with students. Faculty are key to recruiting students and finding ways to engage faculty in this type of activity is a new challenge.
 - RPL: Within a human services context, all of our programs represent marketable skills (leadership, programming, communication, planning, organization, budgeting, administration, etc.). Unique RPL features; Adventure Center, over 10,000 annual hours of service learning, 600 internship affiliation sites, Disney College Program.

- TEPD: We hired a graphics design intern/student to support our efforts to improve quality brochures, newsletters and materials for the recruiting activities organized by CMU, the college and the department. In addition, TEPD is working with the CMU public radio station for advertising the department's graduate programs.
- Overall EHS: We have hired a recruiter, staff writer, web designer/content expert, a community partner consultant and upgraded our media presence. We have also developed an enrollment management team that meets regularly and developing and finalizing a strategic plan. EHS goal is to increase enrollment by 5% this year.

GRADUATE STUDIES (MSA PROGRAM)

- Currently one of the largest graduate programs in the U.S., CMU needs to leverage local, regional, and national awareness
- Regionally-based market-penetration growth strategies will be developed
- The huge number of MSA alumni can be tapped to assist with recruiting and targeted for possible enrollment into additional programs
- Campus-based faculty lines strengthen the program on campus and through Global Campus
- The MSA focus on core administration skills is especially relevant in the current business environment and should be leveraged to bring added value to both students and employers
- The MSA is scalable and can quickly expand into a much larger academic program
- The combination of on-campus, off-campus, online, and hybrid options makes the MSA extremely convenient and desirable to mobile audiences (military personnel, working professionals, etc.)
- The interdisciplinary nature of the MSA fills seats in several other departments and brings added revenue to participating colleges, and this relationship should be enhanced and strengthened to bring better cooperation in terms of new program development and expansion of course offerings
- The demand for the MSA will increase as the economy improves, especially among mid-level managerial positions
- Because of its customer-needs focus and its internal flexibility, new programs will emerge from the MSA that will attract new, uniquely identifiable target audiences

HUMANITIES AND SOCIAL AND BEHAVIORAL SCIENCES (CHSBS)

- CHSBS enrollment has declined significantly in the past 3 years. CHSBS is the canary in the coal mine, since our enrollments are GenEd dependent to a significant degree. We hope that it will stabilize to some degree and are taking some steps to address that (below).
- CHSBS has several new programs on the horizon:
 - Cultural and Global Studies Major and Minor
 - Interdisciplinary area studies certificates (Africa and African Diaspora Studies, American Indian Studies, Cultural Competency, East Asian Studies, European Studies, Latin American and Latino Studies, Middle East and Islamic Studies)
 - Civic Engagement undergraduate and graduate certificates
 - Cultural Resource Management Graduate Program
 - TESOL certificate
 - MSW

These are areas of demonstrated student and employer interest. The MSW, the TESOL, and the CRM are all reported on the Bureau of Labor Statistics to generate above average growth in jobs over the next decade.

- CHSBS is participating in the college-wide effort to identify programs of declining interest, identify the reasons, and reconfigure those programs to better meet student interest and interests of the marketplace.
- International experience is a significant trend that our School of Public Service and Global Citizenship programs are addressing. Cross-cultural competency and experience is a growing trend. Our growing Neuroscience programs at the undergraduate and graduate levels are addressing significant trends toward intensified research in this field.
- Hiring of an academic advisor for the College to assist with early advising as well as improved advising in the Major/Minor including working with college curriculum committee and improving faculty advising is expected to have an impact on student persistence, progression and graduation.
- CHSBS considered how to leverage staff and faculty to strengthen partnerships with high school guidance counselors but we need to reach beyond the guidance counselors to the students and teachers. Here we have an advantage in having so many CMU alumni in the schools. We are discussing having CMU host a Model UN for high schools that would bring students to campus for a series of events. Another possibility would be to host the annual regional competition for National History Day as well as to host the statewide competition on a rotating basis.
- CHSBS is working on a presentation for Orientation, CMU and You Day, and other recruiting events that will highlight unique features of the building, facilities, and hands-on learning environment. The Virtual Tour will assist with this as well.

COLLEGE OF MEDICINE (CMED)

- Combined MD-graduate programs are highly desirable, particularly pairing the MD degree with a Masters' in Public Health, Masters' in Administration (health focus), and possibly with other graduate degrees. Strategic planning for this effort is anticipated to begin in approximately 2015.
- Start-up funding for the research and clinical missions of CMED was not planned or allocated.
- CMED enrollment will increase annually until the fifth class is accepted in 2017, reaching the full enrollment complement of 416 students.
- CMED's desired enrollment profile is 100% graduate students in the MD program.
- CMED has established endowed scholarships, granted based upon a combination of merit and demonstrated need.
- Physician shortage in MI is currently estimated at 2,000, rising to between 4,000 and 6,000 by 2020. This shortage is more significant in primary care and other generalist practices (emergency medicine, family medicine, general surgery, internal medicine, obstetrics-gynecology, pediatrics, psychiatry), and due to maldistribution of physicians, more severe in the central and northern regions of the state. The CMED mission focuses on addressing shortages in the region and in these specialty areas. Significant physician shortage exists in MI and nationally...employability and salaries are currently non-issues.
- MD degree program and residency programs are the first and only currently available in the Central or Northern part of Michigan.
- Through the AHEC, such activities (leverage staff and faculty to strengthen partnerships with high school guidance counselors) are beginning, and apply to all health related and health professions programs.

- CMED has hired a PR/Communications Director who, with the Dean's Executive Committee, and in collaboration with University Communications manages the marketing and awareness program.

SCIENCE AND TECHNOLOGY (CST)

- Most departments in the college can handle growth in enrollment.
- All departments, along with the college, are engaging heavily in recruitment and retention efforts.
- Most majors' enrollment will increase or stay even. Our enrollment drop will be in UP courses.
- CST's desired enrollment profile is to increase academic preparedness of undergraduate students.
- CST's new programs on the horizon: EES PhD program, and potential masters in engineering have demand from outside the university but are unlikely to significantly affect undergraduate enrollment.
- No programs currently in significant decline. Those that were, have been eliminated through the prioritization process.
- Biology is substantially revising curriculum.
- CST is always investing in new technologies.
- BLS projects an increase in most STEM fields over the next few decades.
- Significant opportunities for growth in engineering require additional investment from the university including new faculty lines and renovation of the ET building.
- The decline is in the UP classes and CST has responded by reducing fixed-term faculty.
- CST has 5-year strategic plan to address retention and recruitment.
- CST is providing a Student Success Center that will provide advising and tutoring for all students in our college.
- CST has hired a Director of Student Services and a CST Academic Advisor.
- All of the following CST metrics will be improved:
 - Freshman to Sophomore retention = 52%;
 - Sophomore to Junior retention = 65%;
 - 4-yr graduation rate = 11%;
 - 6-yr graduation rate = 26%.
- "First/Best/Only"
 - Undergraduate meteorology program is the only program in Michigan.
 - Marketing for the other programs is based upon the quality of faculty and experiences that students will gain.
- BLS projects an increase in STEM related careers for the next decade.
- CST has looked at like programs offered by Michigan community colleges but the primary issue is the quality of the programs and courses which must be considered.
- Leveraging staff and faculty to strengthen partnerships with high school guidance counselors will be part of the CST strategic plan initiatives as well as providing Admissions with specific information on our programs to take into schools that they visit.
- CST would like to see institutional/college-based merit aid program for high-achieving and "promise/ opportunity" prospects but will require funding from administration.
- CST marketing collateral is continuously updated, however, is it currently not focusing on the "first/best" aspect for most programs. It is focused on the "best" for a subset of high school students.

- CST has been working with UCOMM and Admissions to insure all information given out to the public is current and correct.

THE HERBERT H. AND GRACE A. DOW COLLEGE OF HEALTH PROFESSIONS (CHP)

- Enrollment changes for CHP will depend on the strategy adopted. The college is currently investigating increasing enrollment in existing programs. Some increased enrollment is possible in the graduate clinical programs, but the SCHs generated would be almost exclusively within CHP (no benefit to other colleges). Increased resources would be needed for any increases in existing programs. Increased enrollment in undergraduate programs is possible, but information to inform projections is soft. Development of new programs offers the possibility of new SCHs and substantial financial benefit to the other colleges. Startup costs (financial, space, etc) will be required to launch these programs. Nursing holds the greatest promise in terms of attracting new freshmen and SCH distribution to other colleges.
- We have a couple of programs with declining interest. To date, these declines have been offset by growth in other areas. Through academic prioritization, some of these programs have been eliminated or placed on hiatus.
- There are provider shortages in many of the professions in the college and in health-related jobs in general. Student interest in health professions is high and is anticipated to remain so for the foreseeable future.
- Increasing enrollment in current programs or starting new programs will require additional space, equipment, and faculty. The specific needs will depend on the strategy adopted.
- There is a certain expected level of attrition in CHP programs as enrollment in many of them is determined on a competitive basis. Opportunities exist to identify what happens to student who are not accepted into one of our programs (i.e., leave the university; select another CMU major; or quit college altogether, etc.). If certain programs attract these students, efforts to make the pathway to these programs should be explored. Our college does not deal with freshmen and we offer very few courses aimed at freshmen.
- CHP is interested in engaging in First/Best/Only activities. Data from first professional graduate programs would be relatively easy to collect at the college level. Undergraduate data would be more difficult to obtain. We would gladly work with Enrollment Management and OIR to collect, analyze and interpret these data.
- Department of Labor statistics cover employment opportunities well for the health professions.
- So called “ladder” programs are identified with community college programs, but are not valid concepts. For example, the Physical Therapist Assistant program at MMCC is not really a gateway to the DPT program at CMU. There is great distance between the associate degree in PTA and the doctoral level DPT. Very few PTAs have credentials that make them competitive for admission into the DPT program. Combining some of the programs offered at the community colleges with undergraduate majors (e.g., Health Fitness) may provide them with more employable skills. Thus far, the community colleges have shown little interest in partnering in this way.
- Connecting faculty/staff with high school counselors or other high school personnel is certainly possible. CHP sponsors the Michigan chapter of Health Occupation Students of America (HOSA) conference every year. This conference attracts some of the best high school students in the state who are interested in health careers as well as their faculty mentors. They interact with our faculty, staff and students while on campus.

Committee Key Performance Indicators (KPIs)

The Enrollment Management Committee is charged with:

- Recommend enrollment goals based on careful study and thorough discussion of external and internal data, in alignment with the strategic plan
- Evaluate current enrollment policies and practices in regards to their effectiveness in reaching established goals
- Recommend strategic initiatives for meeting enrollment goals based on the University's strategic plan, vision, and priorities
- Identify strategies for under-subscribed majors and programs

The priority initiatives of the Committee for the 2013-2014 year are:

- Refine undergraduate enrollment targets
- Review and update undergraduate admission criteria, as needed
- Promote four-year graduation
- Conduct major demand analysis
- Review and verify academic program offerings as compared to occupational opportunities and outlook along with other demand indicators

ACTION PLANS**Committee Action Plan**

ESS Goal 1: Develop and implement a strategic enrollment management plan.

Objective 1: Develop a plan that aligns with and supports the university's strategic plan, mission, and vision to provide sound recommendations on an optimal enrollment profile and matters influencing achievement of enrollment goals.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Form Enrollment Management Committee	ESS	Faculty Staff Student	Dec 2012	Committee defined and meeting scheduled.	Committee formed and four meetings held Jan-Apr 2013, meetings to resume in the Fall.
Improve use of data to drive enrollment decisions.	ESS	EMC	Jan 2013	Provide data regarding discussion topics so that recommendations and decisions are informed and data driven.	<Completed/Ongoing> Binder provided for initial meeting and materials posted on the committee SharePoint site.
	ESS	EMC	Jan 2013	What Information is needed to inform decisions? Collection of any information that is identified and has not yet been shared.	<Completed/Ongoing> This question was asked in the first EM Committee meeting when the binder was shared. Additional information is pulled, as it is identified.
Create Strategic Enrollment Management(SEM) Plan	ESS		Feb 2013 Draft Sept2013 Final Published	Plan document created and shared with the committee	A draft was shared at various levels; input collected and incorporated; to be finalized for Sept 2013 distribution to the board.
	EMC	GC, Intl Grad, Academic Colleges	Aug 2013	Input from International & Academic Prioritization Committee; Input from Graduate Studies; Input from GC; Input from each of Colleges. Attain Subcommittee recommendations/metrics.	Content/feedback incorporated as shared. Subcommittee recommendations will be collected for a future version after the committee reconvenes in Fall 2013.
Form Subcommittees with focus on 4 strategic areas: Academic, Recruiting, Retention, and Service	EMC		Mar 2013	Form Subcommittees	<Completed> posted.
	EMC- Subs		Fall 2013	Subcommittees meet, confirm summaries and assign a lead as well as provide recommendations.	<To Be Rescheduled> May2013 meeting was cancelled so agenda was moved to first Fall meeting to be scheduled.

Action Item - <i>ESS Goal 1 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Establish concrete objectives and metrics to qualify and quantify goal attainment :	ESS-Johnson/ Tickle	UGAdm, AAdv OSS OFA	Aug 2013	Action plans with metrics	<Completed> ESS Division Goals and SEM Plan Recommendations from the Committee are being included as action plan items for improved progress tracking in its own section which can be extracted and maintained.
	EMC –Subs			Review/Expand Action plans for sections that align with each subcommittee.	
	ESS	EMC		What resources are needed for recruiting and enrollment of students	Copied to ESS-Recruiting goal Action Plan
	ESS	EMC		Should we lower our admission standards? If so, a. What would be the impact on the number of new students b. What impact would this have on retention; for these students and overall	Copied to ESS-Recruiting goal Action Plan
	ESS	EMC		Should we change (lower) our tuition for non-resident students a. What should we charge b. What is the impact on the number of out of state students we enroll c. What is the financial impact	
	ESS	EMC		What should be our financial aid philosophy backed up by data? a. Mix of merit vs. need based aid b. Amount of university financial aid c. What should our ‘discount’ rate at various levels d. What is the right amount of university dollars needed e. Who should we give money to	<WIP> a new Financial Aid philosophy was shared in Aug 2013 so this question was copied to the ESS-Financial Aid goal action plan.

Marketing Action Plan

ESS Goal 2: Develop and implement a comprehensive student marketing and recruiting campaign.

Objective 1: Strengthen the University's brand identity in its current market as well as expand reach and exposure beyond the current market.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Improve brand recognition and awareness of CMU within Michigan and beyond current markets	UComm	ESS	Spring 2013 10 weeks Late Summer 2013	Update and invest in new marketing and advertising opportunities, including collateral, giveaways, brochures, television spots, and public broadcasting to increase awareness and brand recognition.	Launched a Spring 2013 Media Campaign Discover Central – Discover You <ul style="list-style-type: none"> TV, Billboards and radio ads scheduled for 10 weeks, aligned with Fall 2013 recruiting cycle complementary campaign to follow
	UComm		12/31/2013	Establish a social media presence for Undergraduate Admissions.	Complete: Official CMU Social Media site established and maintained.
	UComm	ESS		Clarify value proposition, competitive advantage, and brand identity.	<IP>
Develop and implement a market research plan; Identify and cement markets	UComm-Knight, ESS-Johnson	UG Adm-Speakman	7/1/2013	Market analysis completed defining current market and segmentation; generating opportunities we choose to pursue and planned with specific metrics	<IP>
	UComm / ESS		June 2013	RFP distributed to review perceptions on institutional brand along with the choices students are making.	RFP was sent to multiple vendors in June
	UComm / ESS	Affected Depts	TBD	Address the psychographic issues – why are students not coming, etc.?	With data from the RFP engagement, a brand strategy can be formalized and specific plans to address any issues beyond marketing need to be added to the appropriate action plans.
Align and orchestrate marketing and communications efforts targeted at prospective students, their parents and those who influence them; communicate in a campaign format	UComm / ESS	UG Adm	June 2013	A strategic, methodical plan for communications targeting individual students (and in some cases, their parents and influencers)	An integrated communication plan for Fall 2013 was created and UG Admission communications adjusted and improved accordingly. Specific pieces created as needed.
Council of Deans: At 2 Alumni events feedback was provided on what they(Alumni with college age kids) see about CMU:				1) Identify opportunities to leverage CM Life to support recruitment and retention efforts. 2) Need to change the promotional message of what comes out of CMU.	

Recruitment Action Plan

ESS Goal 3: Develop a comprehensive recruitment strategy for increasing and diversifying the University's student applicant pool.

Objective 1: Expand the student prospect and applicant pool in respond to cohort declines in current applicant pool.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Review current application process and admissions standards Review and update undergraduate admission criteria, as needed			Spring 2013	Explore a Common Application and what benefits it may provide for increasing number and caliber of applications.	Holistic components to participate were researched and it was not appropriate for Fall 2013 recruiting. Holistic aspects to continue to be pursued by the new Director.
	Dir/UG Adm	UG Adm Support	August 2013	Communicate with students who completed but did not submit their applications. "Ghost" (un-submitted) applications can be processed as "incomplete" applications. Applicants of "partial" apps can be contacted to encourage completion.	For the first time, "Ghosts" received scheduled communications to facilitate completion. (>3,000 un-submitted and >3,000 partial). This shifted application numbers from--4% to +4% in comparison to last year. A unique source was not loaded for tracking progress as a inquiry/lead source of partial & un-submitted apps.
	Dir/UG Adm	UG Adm Support Staff; Mgr/Comm-Adm;	June 2013	Increase frequency of scheduled communications to "incomplete" applicants to reduce missing materials and increase the timeliness of decisions. Examine the most common item(s) missing that keep a decision from being made to plan needed improvements / communications.	Implemented new monthly (email/1call) communications, after the current single letter being sent regarding missing materials needed for an admit decision. Transcript is the most common item missing for a decision. As of 6-20-13: 4,000 incomplete apps (3,000 newly added Ghosts). Slow decline began in response to new monthly reminder communications.
	Dir/UG Adm	UGAdm Counselors		Evaluate "incomplete" applications where only the application fee payment is left.	Waived the \$35 app fee for admissible students so a decision can be made. About 450 app fees were waived as of 6/20/13 and moved to the queue for decision. Need to track #Admitted and #Enrolled for these.
	Dir/UG Adm	UGAdm Counselors	July 2013	Reduce the number of applications "on hold" by making decision based on information available.	Eliminated the large number of files on Hold (> 800) for Fall 2013. 6/20/13. <400 left to review and 400 being decided (most were offers, a few denied).
	Dir/UG Adm	ResLife	June/July 2013	Increase Paid Admits (Deposits) by 100 students: Utilize newly created Maroon & Gold Scholarship* to enhance yield of admitted students who have not yet paid.	Initial award letter sent then reminders (email/1Call). As of 6/20/13, 136 of 1500 offered a scholarship confirmed attendance. *HSGPA 3.1 - 3.49/ ACT 20 or >

Action Item - <i>ESS Goal 3-Obj 1 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Create provisional admissions standards	ESS-AA ESS-UG Adm	ESS		Academic Empowerment Program was piloted and refined.	Program refined after 2012-13 pilot of 202 students (70% eligible to return).
	ESS-UG Adm	Adm Counselors		Spring 2014 Conditional Admit program defined with targeted follow-up assigned to counselors.	Spring 2014 Conditional Admit is drafted with anticipated numbers: 1,000-1,200 invitations; 25% response and 8-10% become actual transfer students.
Hire an Admissions/Communication Mgr	Rinke; Tickle	team	6/1/2013	Position hired.	Completed successfully-started 6/24/13
Determine desired <u>enrollment profile</u>			May/June 2013	Refine undergraduate enrollment targets and revisit the profile for adjustments.	Fall 2013 targets: 2,850* FTIAC /1,050* Transfers *Revised 6/2013
Develop an annual recruitment plan to guide annual admissions efforts.	UG Adm			Maintain High Achieving student apps FY14 1,500; FY18 3,000	FY12 1,269; FY13 1,233
Increase recruitment of out-of-state students, south / west states will see significant increases in high school graduates through 2020	ESS-UG Adm			Increase leads from out-of-state to expand geographic representation FY14 1,600; FY18 3,000	FY12 1,266; FY13 1,426
Increase participation in national and professional associations to build networks; learn/share best practices.	ESS-UG Adm			Identify/plan attendance at NACAC confr to extend visibility and recognition of CMU that align with outreach areas.	13 NACAC conferences added to the out of state recruiting travel in Fall13
Increase effort to recruit Southeast MI	ESS-UG Adm			Increase leads from Southeast Michigan FY14 10,750; FY18 9,000	FY12 10,865; FY13 10,533
Explore a Program to engage HS counselors from schools / districts not historically in CMU's market, encourage student interest from home areas & develop referral relationships.	ESS-UG Adm Williams			Define a plan for implementing the Counselor Fly-in Program for Fall 2014 recruiting.	
Develop partnerships with campus constituencies (Alumni, MASS, colleges) to diversify the applicant pool	Dir/UG Adm			Increase Minority applications FY14 5,500; FY18 7,000	FY12 4,898; FY13 5,501
Build relationships with students attending CMU charter public schools	Dir/UG Adm ESS Mgr/CRM	Tim Odyrkirk		Increase FTIAC applications FY14 21,000; FY18 25,000	FY12 18,366; FY13 18,185
Enhance community college partnerships	UG Adm; Registrar	CCs		Increase Transfer student apps FY14 4,000; FY18 5,000	FY12 4,079; FY13 3,898 Finalized +4 reverse transfer agreements.
Connect with prospective students/families who visit CMU/MtPI.	Derek; Seelye;	NWilliams UComm		Athletic Events (20-25,000) Camps and big events(~200,000)	Plans to share data for communication campaigns (camps available Sept2013)
Engage alumni in recruiting	Dir/UG Adm	Alumni		Outline outreach/training & schedule	
Support individual colleges in their marketing efforts, including helping them to prioritize big impact, first-step initiatives	Dir/UG Adm			Enable improved communication from the Colleges to prospective and new students to increase confirmation rates and reduce the number who choose to go elsewhere.	Provide monthly student list by College-they can communication with prospective ("Offered"-Admit/Not Pd) new ("Offer Confirmed- Admit/Pd) students

Objective 2: Establish a Prospect / Lead Management framework for monitoring the enrollment funnel.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Utilize EMAS (Enrollment Management Action Systems) to report current prospect / inquiry management until Talisma/CRM is implemented. EMAS is Admissions current CRM tool. (CMU hasn't captured leads historically beyond ACT & transcripts. Beginning with 2012, all lead data should be captured/loaded, where available, as a baseline for comparison with 2013 data).	ESS-Mgr/CRM	UG Adm; OFA	Feb 2013	<p>Develop a Prospect/Lead Management process and baseline prospects/leads by source and conversion to applicant rates.</p> <p>a) Identify key inquiry sources not currently receiving communications or response from CMU. Students initiated inquiries have higher conversion rates than university initiated recruiting and should be a priority response. Implement a process for:</p> <ul style="list-style-type: none"> ▪ Transcripts & Scores coming in on paper (mail/fax) for non-applicants ▪ un-submitted and partial "Ghost" applications ▪ loading FAFSA data for non-applicants <p>b) Identify reporting potential from the current system and any process/system issues which need to be corrected to solidify the short-term framework & process in preparation for Talisma CRM.</p> <p>c) Identify Lead Trends</p>	<p>Investigated, documented, and prioritized all available and desired lead sources; establish benchmark metrics, where available. Define any data/process issues for correction so 2013-14 data will be more complete and usable for decision making.</p> <p>a) EMAS load so included in communications sent.</p> <ul style="list-style-type: none"> ▪ >1,900 Non-applicant Transcripts ▪ 300 Non-applicant "paper" Scores ▪ >4,000 Un-submitted Ghost Apps ▪ >3,000 Partial/started Ghost Apps ▪ 6,500-8,500 Non-Applicant FAFSA's were not loaded but data extract for CRM & Data Warehouse was identified <p>b) Data elements not consistently captured /loaded for reporting (source; stage, enrollment term state/geography; and Fr/Tr student type). Fields corrected in EMAS data based on a best guess; mandatory fields identified /loads fixed. Email was not being captured for communication forcing mail. New lead sources are not being loaded so 2013-14 data will not be complete in EMAS to compare to CRM.</p> <p>c) Trends</p> <ul style="list-style-type: none"> ▪ # leads increasing (capturing more consistently and more lead sources) ▪ ACT Scores sent by students is largest source of new leads for an academic year– tailored communications could improve conversion. ▪ CAPPEX as a University Web Search tool send significant numbers of unique new leads. Tom is looking at other top searches like FastWeb.

Action Item - <i>ESS Goal 3-Obj 2 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
	ESS-Mgr/CRM; OIT	Dir/UG Adm; UG Adm Support Staff; UComm	April 2013	Design and implement a Web Inquiry Form missing from the CMU site, similar to that used by Global Campus which provides approximately 60% of their leads.	<i>The first inquiry forms were submitted within 15 min. of launch without announcement of the form being available (Easily found accomplished!). An average 450 inquiries/mo were submitted for the first three months. 1,500 total inquiries through 6/13/13, resulting in 785 unique new student leads across 4 academic years.</i>
	ESS-Mgr/CRM; OIT		March 2013	Document undergraduate admissions processes and identify both short-term and long-term improvements.	<p>Review processes and document current enhancements.</p> <p><i>A few improvements made in ImageNow system processing of transcripts to automatically post transcript receipt on the Track My App for students. Much of the manual effort of the current processes <u>cannot</u> be eliminated due to limitations of the current EMAS system.</i></p> <ul style="list-style-type: none"> ▪ <i>Manual data loads and export data/manipulation for communication in EMAS can all be built / scheduled and then run without manual intervention in the Talisma system.</i> ▪ <i>Communication Campaigns automatically run in CRM based on defined data elements/criteria being met allowing very tailored/automated communications that will expand the communication plans we can offer today in EMAS that require export/manipulation of files and manual fulfillment.</i> <p><i>Event Management and automated communications and tracking related to the events will capture leads in CRM that we don't consistently capture, communicate with or track today in EMAS.</i></p>

Objective 3: Implement Talisma CRM on campus in undergraduate admissions.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Improve communication throughout the student life cycle through implementation of Customer Relationship Management (CRM) strategies.	GC-Mgr/CRM	ESS/Mgr/CRM & OIT	Mar/April 2013	Participate in the Global Campus <u>Upgrade of Talisma CRM to the Higher-Education Pack Requirement Meetings and Training.</u>	Understand the data structure of the upgrade and the plans for Global Campus to migrate existing Campaigns and Events for planning On-Campus parallel requirements. <i>Implementation was delayed till 6/3/13. Participated in requirements and training. *Ability to use the test environment was restricted until May and then again for a refresh till August.</i>
	ESS-Mgr/CRM		Jan 2013	Establish a Lead Management framework to understand the <u>data</u> that will need to be loaded to CRM.	<i>See the ESS Goal 3 Objective 2 for details.</i>
	ESS-Mgr/CRM	UG Adm ESS Dirs	Jun 2013	Establish a template to build out a <u>communication plan</u> for UG Admissions and have the ESS directors plan student / parent communications they do and/or want to add that can fill out the plan.	<i>The template was developed and shared with the ESS Directors and drafts of plans from primary areas were shared. UG admissions created a matrix only till the new Director started and defined a basic plan with UComm for Fall 2013 forward. Alignment with GC processes will allow cloning of their established campaigns.</i>
	Rinke; Tickle	Dir UGAdm; UComm ESS	May 2013	Hire a Manager of Communication for the Admissions area who can coordinate the building of an integrated communication plan in the Talisma product.	<i>Started 6/24 and can participate in the delayed kickoff of CRM having had a chance to get up to speed.</i>
	ESS-Mgr/CRM	UG Adm	Oct-Apr 2013	Understand <u>processes</u> in UG Admissions; where there are breaks and opportunities for improvement; implement some key fixes and prioritize work request till start CRM conversion.	<i>Liaison with OIT for Admissions fixes. Fixed Transcript system issues and resolved 3 month backlog. Implemented a Web Info Request Form. Implemented Remote Access (VMWare). Designed a Visit/Event simplified solution.</i>
	CIO ESS-Mgr/CRM	Each Admission office OIT	April2013	Establish process documentation for the Admissions office process(es) so differences can be identified and impact of requests better understood.	<i>Initial high-level process was drawn. The UG Admissions' CRM implementation aligning with the GC processes that have already been optimized gets CMU to a single process for the majority of admissions. The rest can be tackled adding the smaller admissions area into CRM.</i>

Action Item - <i>ESS Goal 3-Obj 3 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Continued from prior page	VP ESS; ESS-Mgr/CRM	Dir UGAdm; OIT; VP GC	April 2013	Establish a Statement of work with Talisma/CRM vendor (Campus Management) to design/assist in the initial on-campus implementation for undergraduate admissions. Defining a 2nd campus & what data should be shared vs. separate between campuses is critical to avoid impacting Global Campus' processes.	With a solid understanding of the data sources that we need to implement, an SOW was requested. Budget approval delayed commitment. Signed SOW for Phase 1 On-Campus project with UG Adm and Introduction phone call held in April 2013. Kickoff scheduled for 6/11-13 was postponed.
	ESS-Mgr/CRM	Dir UGAdm;	June 2013	Global Campus Process to be "cloned" as the design for UG Admissions implementation with an initial scope focused on inquiry. Data sources to be included in the scope are key Student Initiated: Web Inquiry; Ghost Apps; Visits Scores; College Web Search; & FAFSA. Requirements communicated with the vendor need to emphasize reuse of existing/approved processes that will be "shared" vs time spent on broken or inefficient "as-is" processes.	Admissions Process Diagrams reviewed. Updated the requirements document with these process diagrams as the requirement for implementing a shared CRM environment. Significant documentation is needed to capture process differences and bring the process flows current(5yrs old). High-level process flows need created to tie detail flows together scheduled with Pat Fox (GC) and UG Adm process owners to have current going into the kickoff.
	ESS-Mgr/CRM	UG Adm: Dir Mgr/Com OIT-Rohn & Reid	Sept2013* Postponed now Feb2014	Talisma/CRM Implementation for UG Admissions targeted to begin Spring 2013 after the GC upgrade, migrating data for Fall 2013 and beyond. It will provide improved, automated, fully integrated communication plans, full tracking of all sources & improved dashboard/reports.	Talisma/CRM contract was signed 5/3/13. Kickoff scheduled for 6/11-13 (postponed*) Kickoff rescheduled for 9/23-25. The project will run approximately 4 months putting implementation likely in Jan/Feb.
Complete import of all Admission Prioritized Lead Sources	Mgr/CRM ESS or GC?	OIT; ESS Dir	Spring 2014	Continue to load additional lead/inquiry sources into CRM as secondary phases until all key sources are available; automatically managed in campaigns and being tracked / reported.	Non student initiated lead sources will not be included in the initial scope and will be completed as a second phase outside the vendor SOW project. Scoping/timing depends on Phase I timing.
Rollout CRM to the next critical area	Mgr/CRM ESS or GC?	ESS Dir		Create a CRM Roadmap.	Rollout to be determined by the full ESS communication plan being developed but likely involves: Orientation; Housing; Financial Aid; OSS/Retention & Registrar with student communications to integrate.

Service Action Plan

Goal 4: Enhance Student Engagement.

Objective 1: Increase out-of-classroom experiences for student connection to campus, social and civic responsibility, and personal growth.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
<u>Increase participation</u> in co-curricular activities (student organizations, service opportunities, leadership events, campus activities) and <u>enhance student engagement</u>	ESS-ResLife			Increase in first year students attending Leadership Safari program to maximum capacity of 1900.	Fall 2013 – 1,900; Fall 2012 – 1,736
Add a Greek Life and Student Involvement Coordinator to adequately support students involved in Greek organizations and encourage increased involvement and outreach opportunities.	<Damon>			Establish baseline participation numbers for all areas of the Office of Student Activities & Involvement (Student Activities, Fraternity & Sorority Life & Student Organizations).	Total students involved in student organizations: FY13 – 5,656 FY12 – 4,040
	<Damon>			10% increase in the student use of Orgsync (Student Organization Management tool)	Students logged in/registered FY13 – 10,227
Explore creation of a Substance Abuse Education Coordinator to educate the community on the impact of substance abuse based on trend data, research & # of cases.	Rapaport	ESS Student Affairs	Fall 2012	Collaboratively complete the planning and research necessary to write a Substance Abuse Education Coordinator position request for submission.	Final Coordinator Alcohol, Other Drug Abuse and Violence Prevention and Intervention Position request was submitted for FY14 but funding did not allow it to be pursued. It will be resubmitted for FY15.
Review the Volunteer Center staffing structure to determine appropriate levels required to meet volunteer and service needs of students.	<Shawna>			Staffing Proposal.	A proposal was received and approved with base funding which will allow expanding the program and hiring another FTE.
Increase the Leadership Institute workforce to provide appropriate staffing to allow for improved service and expanded outreach.	ESS-LI			Staffing Proposal.	In August 2012 two additional positions were created in the Leadership Institute. One Assistant Director (P&A-3, 1.0FTE) and one Administrative Secretary (OP-5, 1.0FTE) were hired and have performed exceptionally well during their first year.
Create a leadership program assessment plan intended to assess performance in civic responsibility and student engagement.	ESS-LI			Develop and implement methods to collect baseline data demonstrating Leadership Institute students' engagement. (e-Portfolio and new online protocol documentation for the Leader Advancement Scholarship)	Developed an e-Portfolio system that allows self-reporting of student progress toward stated learning outcomes & competencies for LAS. This was complimented by the online protocol documentation launched by LI. These efforts were highly successful resulting in a national presentation at the annual convention of the American College Personnel Association (ACPA) in March 2013. Currently using these tools to develop an assessment plan for all LI programming in FY13-14 that measures student progress towards learning outcomes and tracks unique students

Retention Action Plan

ESS Goal 5: Develop and implement strategies to identify and mitigate student attrition

Objective 1: Mitigate student attrition by:

- Identifying factors that cause students to drop-out or stop-out
- Decrease over-reliance on the enrollment of new students (FTIAC)
- Improve year-over-year persistence rates

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Establish a staffing model focused on student retention.	ESS-OSS			Establish a proposal for establishing an Office of Student Success (OSS).	Proposal was presented and approved in 2013 with hiring in-progress for Fall. ESS launched OSS in August 2013.
Identify a vendor to conduct research on why students leave.	ESS-OSS				CMU will participate in the EAB Student Success Collaborative.
Define desired metrics for evaluation and student success	ESS-OSS				See table 1 below; to be updated in Jan 2014.
Identifying factors that cause students to drop-out or stop-out	ESS-OSS	Success Coaches		Decrease 4 year drop out /stop out rate by FTIAC cohort.	55.6% (FY12) down from 59.2% (FY11)
Improve persistence rates	ESS-OSS	Success Coaches		Increase year-over-year persistence rates	2009 cohort saw improved persistence but cohort 2010 and 2011 have decreased or are not yet available
Promote four-year graduation	ESS-OSS	Success Coaches		Increase 4- and 6-year graduation rates	20.6% (FY10) up from 20.54% (FY9) for the 4 year graduation rate

Table 1

Mitigate Student Attrition					
	FY 9	FY 10	FY 11	FY 12	FY 13
4 Yr Drop out / Stop out rate by FTIAC cohort	2006 cohort= 56.5%	2007 cohort= 55.3%	2008 cohort= 59.2%	2009 cohort= 55.6%	TBD
Persist Year 1 to Year 2 (Fr –So)	2008 cohort= 76.1%	2009 cohort= 79.6%	2010 cohort= 75.8%	2011 cohort= 75.4%	TBD
Persist Year 2 to Year 3 (So –Jr)	2008 cohort= 67.6%	2009 cohort= 69.2%	2010 cohort= 67.3%	TBD	TBD
Persist Year 3 to Year 4 (Jr –Sr)	2008 cohort= 63.3%	2009 cohort= 65.0%	TBD	TBD	TBD
4 Year Graduation Rate	2008 cohort= 20.54%	2009 cohort= est. 20.6%	TBD	TBD	TBD
6 Year Graduation Rate	TBD	TBD	TBD	TBD	TBD

ESS Goal 6: Review and analyze the academic advising process and develop strategies to support student success.

Objective 1: Recommend an academic advising model that promotes student success by reducing the number of undeclared students in the first year.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Review academic advising philosophy and structure	ESS-AA			Academic Advising proposal.	The current structure was reviewed and a proposal delivered
Review applicable academic advising models to provide better alternatives for CMU.	ESS-AA			Achieve a 300:1* ratio of student to faculty/staff over a 5-year period.	General academic advising average over the last 5 years: 5,700:5 (1,140:1 ratio). Hiring 5 additional Advisors in Fall 2013 shifts that ratio to 570:1
Engage academic colleges to encourage major selection at the time of application for early major selection and academic program planning.	ESS-AA	Academic Colleges		Decrease the number of students with an undeclared major and no official academic program plan to graduate.	52% Undeclared freshmen being advised. Holds decreasing as advising appointments increase. (Table 2 below)
Review existing advising resources to determine if appropriate staffing is available to successfully deliver advising services university-wide.	ESS-AA	Res Life		Maintain >85% Residence Hall students contact.	87% of residence hall students were advised in 2011-2012. (Table 3 below)
	ESS-AA			Increase % of students who successfully complete the Academic Empowerment program, eligible to return.	70% of 202 Pilot students in 2012-13 were eligible to return.
Develop a transfer advising program and increase the level of service offered to transfer students to improve their experience.	ESS-AA Transfer Coordinator			Baseline new transfer students who have met with an academic advisor.	63% (421) of new transfer students were academically advised in Transfer Advising Services in Fall 2012 (excluding students who declared College of Business or Teacher Education).
Develop a parent/family program.	ESS-AA Parent/Family Coordinator	ESS-UG Adm		Foster relationships with parents and families of current and prospective students through open communication specific to their needs and concerns.	Launched Family Central, a web site with resources for the family.

Table 2

Correlation of Advising and Declaring a Major by 56 Credit Deadline			
Year	Holds (Placed at 56 CRS)	Advising Appointments	%Undeclared Freshmen Advised
2007-2008	603	3,448	n/a
2008-2009	536	3,996	n/a
2009-2010	374	4,029	54%
2010-2011	190	4,166	45%
2011-2012	156	3,944	52%
2012-2013	TBD	TBD	TBD

Table 3

General Advising Student Contact- Residence Hall Cohort			
Year	Residence Hall Population	Total Student Contact	% of Student Contact
2007-2008	6,011	4,582	76%
2008-2009	6,077	4,671	76%
2009-2010	5,982	5,049	84%
2010-2011	6,475	6,236	96%
2011-2012	6,326	5,522	87%
2012-2013	TBD	TBD	TBD

ESS Goal 7: Complete a comprehensive review and implement recommendations for student scholarships and financial aid.

Objective 1: Improve the leveraging of institutional financial aid to award financial aid in a manner consistent with recruitment and retention goals.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Reference the Scannell and Kurz analysis to identify options for achieving the desired enrollment profile.	ESS-Fin Aid		FY15	A financial aid packaging philosophy proposal to be developed and submitted in August of 2013 to begin FY15:	Proposal was submitted and is under review with expected final recommendations in Sept. 2013.
Revise the merit-based award structure with particular focus on attracting an increased number of high-achieving students.	ESS-Fin Aid		FY15	<ul style="list-style-type: none"> Honors-eligible students Leadership Institute participants GPA 3-3.5 (largest FTIAC population) 	TBD
Develop a need-based award program specifically engineered for students with exceptional financial need.	ESS-Fin Aid		FY15	<ul style="list-style-type: none"> Need based for rising Junior/Senior Incentivize degree completion Qualified transfer students 	TBD Table 4 shows # FAFSAs received increasing by approx. 1% each year.
	ESS	EMC		What should be our financial aid philosophy backed up by data? f. Mix of merit vs. need based aid g. Amount of university financial aid h. What should our "discount" rate at various levels i. What is the right amount of university dollars needed j. Who should we give money to	<WIP> a new Financial Aid philosophy was shared in Aug 2013.

Table 4

Number of FAFSAs Received					
FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
26,443	29,005	32,686	35,050	36,703	TBD
	+1.09%	+1.12%	+1.07%	+1.04%	TBD

APPENDICES

CMU Enrollment Trends

Fall Semester Enrollment Statistics

	2003	2004	2005	2006*	2007	2008	2009	2010	2011	2012	1-Year Change	5-Year Change
Total CMU Enrollment	28,003	27,936	27,452	27,100	26,787	27,354	27,357	28,389	28,311	27,693	-2.2%	3.4%
Undergraduate Enrollment	19,642	19,934	20,012	20,173	20,091	20,540	20,580	21,633	21,698	21,332	-1.7%	6.2%
Graduate Enrollment	8,361	8,002	7,440	6,927	6,697	6,814	6,777	6,756	6,613	6,361	-3.8%	-5.0%
International Enrollment	786	741	709	745	685	790	897	1,093	964	913	-5.3%	33.3%
Minority Enrollment	4,567	4,607	4,317	4,223	4,145	4,256	4,210	4,439	4,718	4,810	1.9%	16.0%
New Freshman (FTIAC) Enrollment	3,680	3,762	3,744	3,822	3,819	3,899	3,724	4,215	3,899	3,417	-12.4%	-10.5%
New Transfer Enrollment	1,367	1,341	1,417	1,477	1,320	1,309	1,440	1,527	1,608	1,510	-6.1%	14.4%
Undergraduate Student Credit Hours	263,958	269,565	269,976	270,905	269,276	273,671	272,776	283,736	284,200	276,198	-2.8%	2.6%
Graduate Student Credit Hours	50,941	49,504	46,404	44,197	43,492	43,832	43,796	43,464	43,106	41,285	-4.2%	-5.1%
On-campus Enrollment	19,402	19,792	19,917	20,025	19,867	20,246	20,444	21,290	21,220	20,504	-3.4%	3.2%
Undergraduate Enrollment	17,509	17,949	18,100	18,331	18,163	18,454	18,542	19,368	19,357	18,686	-3.5%	2.9%
Graduate Enrollment	1,893	1,843	1,817	1,694	1,704	1,792	1,902	1,922	1,863	1,818	-2.4%	6.7%
International Enrollment	386	375	362	431	452	518	555	605	587	563	-4.1%	24.6%
Minority Enrollment	1,484	1,627	1,648	1,756	1,663	1,617	1,628	1,851	2,025	2,095	3.5%	26.0%
New Freshman (FTIAC) Enrollment	3,623	3,741	3,718	3,789	3,771	3,864	3,691	4,173	3,838	3,345	-12.8%	-11.3%
New Transfer Enrollment	1,071	1,101	1,107	1,180	1,096	1062**	1,160	1,270	1,328	1,215	-8.5%	10.9%
Undergraduate Student Credit Hours	247,177	253,802	254,900	256,285	253,174	256,272	255,046	263,515	263,479	252,344	-4.2%	-0.3%
Graduate Student Credit Hours	14,630	14,301	14,402	13,460	14,220	14,340	15,483	15,777	15,486	15,115	-2.4%	6.3%
One-year Retention Rate	77.2%	77.9%	77.0%	75.9%	76.0%	77.5%	76.1%	79.6%	75.8%	75.4%		
Two-year Retention Rate	67.8%	68.5%	68.8%	67.5%	65.0%	67.3%	68.4%	67.6%	69.2%	67.3%		
Global Campus Enrollment	8,601	8,144	7,535	7,075	6,921	7,108	6,913	7,099	7,091	7,189	1.4%	3.9%
Undergraduate Enrollment	2,133	1,985	1,912	1,842	1,928	2,086	2,038	2,265	2,341	2,646	13.0%	37.2%
Graduate Enrollment	6,468	6,159	5,623	5,233	4,993	5,022	4,875	4,834	4,750	4,543	-4.4%	-9.0%
International Enrollment	400	366	347	314	233	272	342	488	377	350	-7.2%	50.2%
Minority Enrollment	3,083	2,980	2,669	2,467	2,482	2,639	2,582	2,588	2,693	2,715	0.8%	9.4%
New Freshman (FTIAC) Enrollment	57	21	26	33	48	35	33	42	61	72	18.0%	50.0%
New Transfer Enrollment	296	240	310	297	224	247	280	257	280	295	5.4%	31.7%
Michigan site enrollment	5,273	5,083	4,818	4,531	4,886	5,257	5,245	5,663	5,703	6,017	5.5%	23.1%
U.S. site enrollment (non-Michigan)	3,083	2,808	2,486	2,154	1,858	1,722	1,557	1,339	1,271	1,105	-13.1%	-40.5%
Non-U.S. site enrollment	245	253	231	390	177	129	111	97	117	67	-42.7%	-62.1%
Undergraduate Student Credit Hours	16,781	15,763	15,076	14,620	16,102	17,399	17,730	20,221	20,721	23,854	15.1%	48.1%
Graduate Student Credit Hours	36,311	35,203	32,002	30,737	29,272	29,492	28,313	27,687	27,620	26,170	-5.2%	-10.6%

*First year using new student system SUCM.

**Does not include summer entrants. Approximately 70 more than normal began in the summer due to ending of CMU Promise.

Bolded figures are highs during the covered 10-year period.

Due to continuous enrollment, Global Campus enrollment figures pertain to the Fall term (end-of-semester) of the prior year per official count date policy.

Enrollment counts are unduplicated headcounts and students enrolled at both on-campus and Global Campus are included in the on-campus total.

[CMU Board of Trustees Enrollment Count Date Policy](#)

Historic FTIAC Entering Academic Credentials

Average ACT Score by Year											
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
National	20.8	20.8	20.9	21.1	21.2	21.2	21.1	21.1	21.0	21.1	21.1
CMU	22.2	22.0	21.8	21.8	22.0	22.2	22.2	22.3	22.3	22.6	22.5
Michigan	21.3	21.3	21.4	21.4	21.5	21.5	19.6	19.6	19.7	20.0	20.1

Average GPA by Year (4.0 scale)			
	2000	2005	2009
National	2.94	2.98	3.00
CMU	3.35	3.29	3.30
Michigan	N/A	N/A	N/A

CMU Financial Aid Discount Rate - by Class Standing

Year	Class Standing	Count	Tuition & Fees	Total Tuition Revenue	Institutional Aid**			Discount Rate	% Receiving Inst. Aid
					Number Receiving Aid	Average Amount Received	Total Grant Aid		
2011-12	Freshman	4974	10,740	53,420,760	2,642	5,158	13,628,563	25.51%	53%
	Sophomore	4425	10,740	47,524,500	1,665	4,088	6,806,994	14.32%	38%
	Junior	4040	10,740	43,389,600	1,503	2,830	4,252,946	9.80%	37%
	Senior	5734	10,740	61,583,160	1,578	2,544	4,013,976	6.52%	28%
2010-11	Freshman	5260	10,380	54,598,800	2,938	3,599	10,572,909	19.36%	56%
	Sophomore	4229	10,380	43,897,020	1,835	3,089	5,667,525	12.91%	43%
	Junior	3993	10,380	41,447,340	999	3,324	3,320,522	8.01%	25%
	Senior*	5714	9,120	52,111,680	1,106	3,070	3,395,256	6.52%	19%
2009-10	Freshman	4732	10,170	48,124,440	2,625	3,740	9,816,735	20.40%	55%
	Sophomore	4152	10,170	42,225,840	1,288	3,033	3,906,911	9.25%	31%
	Junior*	3806	9,120	34,710,720	916	3,230	2,958,298	8.52%	24%
	Senior*	5640	7,530	42,469,200	1,027	2,822	2,898,419	6.82%	18%

* Lower tuition & fees due to students still being under the CMU Promise.

** Institutional Aid includes all awards listed below:
 1. Departmental Scholarships
 2. Endowed Scholarships
 3. Institutional Grants

Awards that were excluded from the Institutional Aid Category include:
 1. Athletic Aid
 2. Michigan Indian Tuition Waiver
 3. CMU Tuition Waiver

Office of Institutional Research, CMU

December 2012

This data highlights the difference for Junior/Seniors and includes duplicates (1 person receiving 2 or more awards). Per OIR, 2012-13 data will not be available until September 2013.

CMU Financial Aid Discount Rate – Comparing Select Michigan Universities/Freshmen

Freshman Discount Rate for Select Michigan Universities								
Institution	Year	Tuition & Fees	Full-time Freshman Cohort	Total Tuition Revenue	Institutional Aid			Freshman Discount Rate
					Number Receiving Aid	Average Amount Received	Total Grant Aid	
Central Michigan	2011-12	10,740	3,747	40,242,780	2,390	5,971	14,271,152	35%
	2010-11	10,380	4,150	43,077,000	2,669	4,792	12,788,757	30%
	2009-10	10,170	3,675	37,374,750	2,355	4,750	11,185,969	30%
	2008-09	9,720	3,862	37,538,640	2,028	4,452	9,028,536	24%
Eastern Michigan	2011-12	8,727	2,119	18,492,513	1,600	4,660	7,455,934	40%
	2010-11	8,465	1,955	16,549,075	1,413	4,156	5,872,989	35%
	2009-10	8,465	2,196	18,589,140	1,455	3,764	5,477,338	29%
	2008-09	8,157	2,167	17,676,219	1,472	2,817	4,146,358	23%
Ferris State	2011-12	10,440	2,059	21,495,960	1,285	4,616	5,931,841	28%
	2010-11	9,930	1,956	19,423,080	1,315	4,734	6,224,758	32%
	2009-10	9,480	1,954	18,523,920	1,140	4,831	5,506,820	30%
	2008-09	9,000	2,101	18,909,000	1,046	3,775	3,948,537	21%
Grand Valley	2011-12	9,716	3,853	37,435,748	2,740	3,573	9,789,750	26%
	2010-11	9,088	3,417	31,053,696	2,148	3,344	7,183,064	23%
	2009-10	8,630	3,718	32,086,340	2,073	3,283	6,806,156	21%
	2008-09	8,196	3,884	31,833,264	1,803	2,826	5,095,470	16%
Michigan State	2011-12	12,203	7,827	95,512,881	3,202	7,534	24,125,215	25%
	2010-11	11,153	7,227	80,602,731	2,797	5,597	15,654,597	19%
	2009-10	10,880	7,252	78,901,760	4,829	3,621	17,484,339	22%
	2008-09	10,214	7,390	75,481,460	2,362	5,834	13,779,120	18%
Oakland	2011-12	9,938	2,240	22,261,120	1,767	5,774	10,202,207	46%
	2010-11	9,285	2,226	20,668,410	1,765	4,703	8,301,330	40%
	2009-10	8,783	2,330	20,464,390	1,600	3,960	6,335,704	31%
	2008-09	8,055	2,247	18,099,585	971	4,435	4,305,912	24%
Saginaw Valley	2011-12	7,815	1,761	13,762,215	928	3,485	3,234,217	24%
	2010-11	7,308	1,729	12,635,532	855	3,584	3,064,329	24%
	2009-10	6,900	1,730	11,937,000	814	3,289	2,677,623	22%
	2008-09	6,492	1,646	10,685,832	787	3,261	2,566,461	24%
Wayne State	2011-12	9,809	2,226	21,834,834	1,714	4,715	8,081,208	37%
	2010-11	9,025	2,465	22,246,625	1,868	4,081	7,624,218	34%
	2009-10	8,642	2,770	23,938,340	2,092	4,242	8,874,975	37%
	2008-09	8,109	2,625	21,286,125	1,778	3,442	6,119,337	29%
Western Michigan	2011-12	9,906	3,132	31,025,592	1,801	3,705	6,672,931	22%
	2010-11	9,306	3,354	31,212,324	2,012	4,297	8,645,642	28%
	2009-10	8,682	3,163	27,461,166	1,778	4,447	7,906,049	29%
	2008-09	8,228	3,806	31,315,768	1,617	3,653	5,907,368	19%

Data Sources:
 Tuition & Fees: HEIDI
 Freshman Cohort, Institutional Aid: IPEDS Student Financial Aid Survey
 Office of Institutional Research

August 2013

The types of aid/awards included are different in IPEDs (more comprehensive) and does not include duplicates (1 person receiving multiple awards). Kirk intends to inquire on how the other universities classify the data they include to improve his interpretation of this data.

Per OIR, 2012-13 data will not be available until September 2013.

Peer Institutions

For comparison purposes, the following institutions are identified in the *Integrated Postsecondary Education Data System* (IPEDS) as CMU's Peer Institutions:

- Ball State University
- Bowling Green State University
- Eastern Michigan University
- Illinois State University
- James Madison University
- Kent State University
- Miami University (Ohio)
- Middle Tennessee State University
- University of Louisiana at Lafayette
- Western Michigan University

Competitor Institutions

Competitor institutions are defined as those institutions that historically have significant cross-over in applications with CMU, have proven to be institutions that a significant number of students admitted to CMU have chosen to attend instead, or have taken a significant market share of students thought to be in areas CMU has traditionally drawn from:

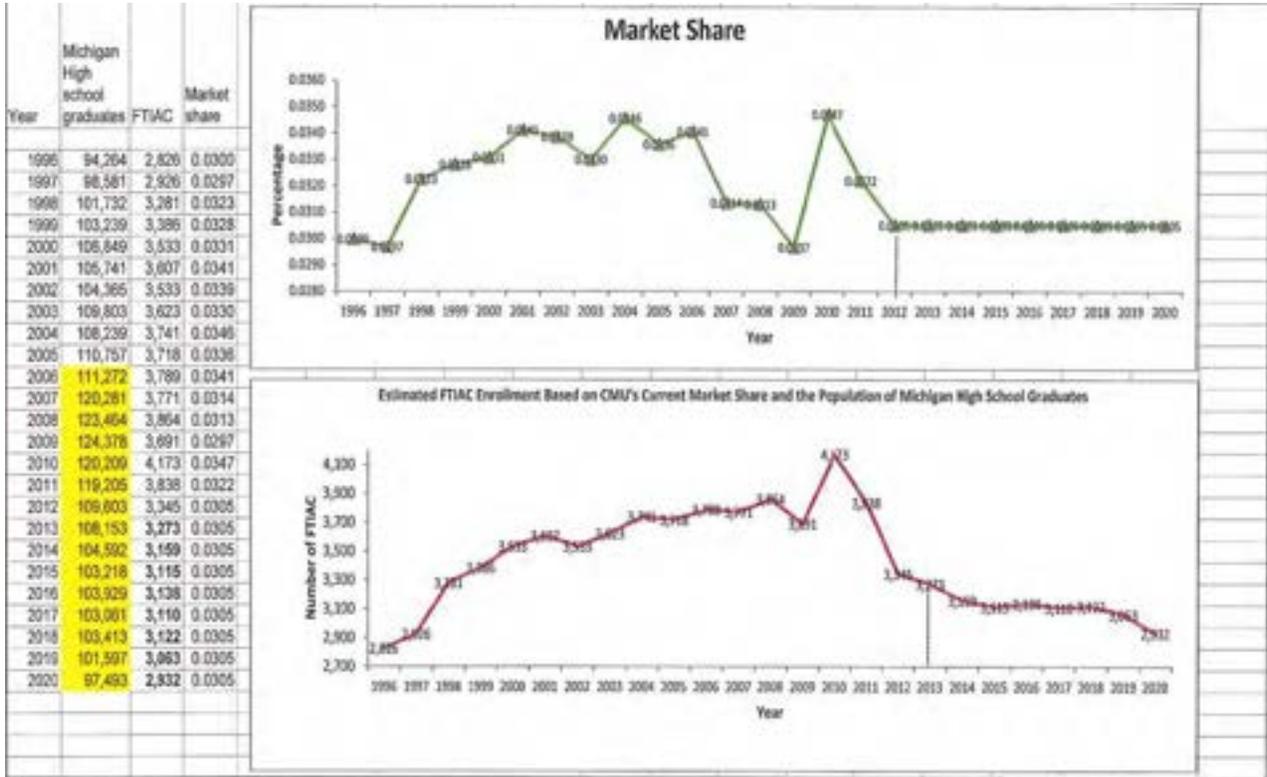
- Bowling Green State University
- Grand Valley State University
- Michigan State University
- Oakland University
- Saginaw Valley State University
- University of Toledo
- Western Michigan University

Mid-American Conference Institutions

Mid-American Conference institutions are those institutions belonging to CMU's athletic conference, and in many cases, are comparative in size, academic offerings, and other key comparison areas:

- University of Akron
- Ball State University
- Bowling Green State University
- University at Buffalo
- Eastern Michigan University
- Kent State University
- University of Massachusetts
- Miami University (OH)
- Northern Illinois University
- Ohio University
- University of Toledo
- Western Michigan University

Market Share



Primary, Secondary, and Tertiary Drawing Area

In a geographic and geodemographic analysis complete by College Marketing Technologies, Inc. in the fall of 2011, enrollment data was utilized to identify specific characteristics of students most likely to enroll at CMU. This information, as well as their area of residency, was used to build models showing where CMU has historically done well, relatively well, or poorly, in attracting students from specific areas. These models were broken down to represent CMU’s primary, secondary, and tertiary drawing areas. Recommendations were also made as to where CMU should focus its recruitment efforts to maintain or improve the number of students drawn from a specific area.

While this analysis was done specifically for the State of Michigan and the Chicagoland area, the Enrollment and Student Services division is contracting with College Marketing Technologies for a similar analysis of potential out-of-state markets which may assist in decision-making for targeted recruitment efforts.

Maps and further information regarding the analysis is available upon request.

Michigan High School Quality Indicators**Top 25 High Schools by ACT Performance (Class of 2012)**

HIGH SCHOOL	TOTAL	
	Number of test takers	Avg
MI - Kalamazoo - Kalamazoo Area Math and Sci	1	30.0
MI - Bloomfield Hills - International Academy	321	29.4
MI - Hillsdale - Hillsdale Academy	18	29.1
MI - Birmingham - Roeper School-Upper Campus	44	28.4
MI - Ann Arbor - Greenhills School	65	28.2
MI - Bloomfield Hills - Cranbrook Kingswood Upper Sch	162	28.1
MI - Cadillac - Cadillac Heritage Christian Sc	7	28.0
MI - Traverse City - NW Michigan House Of Hope	1	28.0
MI - Beverly Hills - Detroit Country Day School	149	27.6
MI - Clinton Township - International Academy Macomb	96	27.3
MI - Midland - Midland Christian School	3	26.7
MI - Saline - Washtenaw Christian Academy	11	26.6
MI - Ann Arbor - Community High School	94	26.6
MI - Wetmore - Munising Baptist High School	2	26.5
MI - Pontiac - Notre Dame Preparatory	164	26.4
MI - Grosse Pointe - University Liggett School	71	26.1
MI - Detroit - University Detroit Jesuit Hs	148	26.0
MI - Lupton - Bible Baptist Church School	2	26.0
MI - Westland - Westland Christian Academy	1	26.0
MI - Sterling Heights - Utica Acad International Std	35	26.0
MI - Novi - Detroit Catholic Central Hs	248	25.9
MI - West Bloomfield - Frankel Jewish Academy	53	25.8
MI - Ann Arbor - Father Gabriel Richard Hs	109	25.7
MI - Ann Arbor - Clonlara School	12	25.5
MI - Wixom - Wixom Christian School	4	25.5

Community College Enrollment

Michigan Community College Enrollment					
Fall 2012					
Community College	Percent change in Credit Hours*	Percent change in Head Count*	Credit Hours	Head Count	Semester Start Date
Alpena	-3.60%	-1.71%	19,721.00	1,953	8/27/2012
Bay De Noc	-10.00%	-11.00%	25,006.00	2,433	8/27/2012
Delta	-5.19%	-6.00%	99,904.00	10,824	8/27/2012
Glen Oaks	-6.50%	-4.90%	12,585.00	1,262	8/27/2012
Gogebic	-5.40%	-8.00%	12,660.00	1,055	8/27/2012
Grand Rapids	-2.89%	-0.96%	157,326.00	17,465	8/27/2012
Henry Ford	-1.28%	-1.09%	164,599.00	17,714	8/23/2012
Jackson	-11.40%	-9.50%	58,022.00	6,254	8/27/2012
Kalamazoo Valley	-5.20%	-3.10%	103,738.00	11,317	9/4/2012
Kellogg	-2.43%	-1.26%	52,607.81	6,294	8/1/2012
Kirtland	-4.40%	0.00%	16,960.00	1,834	8/25/2012
Lake Michigan	-1.10%	-0.50%	36,344.00	4,041	9/4/2012
Lansing	-8.34%	-8.16%	176,201.75	18,683	8/23/2012
Macomb	-1.60%	-1.60%	211,995.00	23,599	8/20/2012
Mid Michigan	-8.86%	-3.66%	41,632.00	4,762	8/25/2012
Monroe	-10.00%	-8.00%	35,574.00	4,071	8/30/2012
Montcalm	-4.40%	-1.50%	19,561.25	2,024	8/25/2012
Mott	-18.40%	-14.60%	91,553.25	10,239	9/4/2012
Muskegon	-5.00%	-3.00%	44,721.00	5,081	8/27/2012
North Central	-9.16%	-6.83%	21,865.50	2,757	9/4/2012
Northwestern	-8.00%	-6.00%	46,743.00	4,847	8/25/2012
Oakland	-5.85%	-5.47%	235,720.50	27,535	8/30/2012
Schoolcraft	-2.25%	-1.84%	115,834.00	12,597	8/29/2012
Southwestern	-11.50%	-12.40%	27,392.00	2,740	9/4/2012
St. Clair	-2.60%	-1.60%	43,377.80	4,612	8/27/2012
Washtenaw	-6.20%	-4.80%	103,767.00	11,740	8/24/2012
Wayne County	-2.60%	-2.70%	161,033.00	18,102	8/20/2012
Westshore	-7.80%	-8.70%	1,476.00	13,349	8/1/2012

Source: Michigan Association of Campus Registrar's and Admissions Officers (MACRAO)

Top 25 Declared Majors - Fall 2012

DECLARED MAJORS FOR FALL 2012-13 From Largest to Smallest												
	MAJOR	FR		SO		JR		SR		TOTAL		GRAND TOTAL
		M	W	M	W	M	W	M	W	M	W	
1	Psychology Major: General	1	4	15	30	58	130	97	201	171	365	536
2	Hlth Fit-Prev & Rehabilitative Prog Mj	0	0	8	8	71	100	143	146	222	254	476
3	Marketing Major - General	0	0	14	13	100	58	161	80	275	151	426
4	Spe Maj: Tchrs-Stdnts W Cognitive Impair	0	0	6	42	15	80	30	183	51	305	356
5	Accounting Major	1	0	12	5	78	43	130	54	221	102	323
6	Biology/Biomedical Sciences Major	0	3	13	22	60	55	70	100	143	180	323
7	Logistics Management Major	0	0	10	6	60	21	126	41	196	68	264
8	Language Arts Major	0	0	0	2	7	62	9	159	16	223	239
9	Broadcast & Cinematic Arts Major	0	0	4	3	69	33	81	43	154	79	233
10	Soc Maj, Social & Criminal Justice Conc	1	1	15	6	54	39	70	47	140	93	233
11	Integrative Public Relations	0	0	8	24	17	74	24	82	49	180	229
12	Sport Studies Major	0	0	8	2	74	18	108	16	190	36	226
13	Finance Major	0	1	14	1	55	17	103	25	172	44	216
14	Communication Disorders Major	0	0	1	10	7	99	7	90	15	199	214
15	Entrepreneurship Major	2	0	17	7	65	23	72	27	156	57	213
16	Rec: Commercial Rec & Facility Mgt Conc	0	0	6	15	25	38	27	69	58	122	180
17	General Management Major	0	0	8	5	49	19	60	35	117	59	176
18	Social Work Major	0	1	2	26	10	60	8	68	20	155	175
19	Family Studies Major	0	1	1	19	1	56	6	85	8	161	169
20	Amd Maj: Apparel Merchandsng Concen	0	9	2	35	2	47	2	66	6	157	163
21	History Major	0	0	5	2	21	14	80	36	106	52	158
22	Health Administration Major	0	1	3	3	18	45	29	58	50	107	157
23	English Major	0	0	1	8	15	31	29	66	45	105	150
24	Communication Major	0	0	7	8	18	38	26	40	51	86	137
25	Integrated Science Major	0	0	0	2	5	17	33	75	38	94	132

Note that for reporting purposes, numbers for “Declared Major” are specific to a singular SAP-coded major and are not represented departmentally in size, meaning that signees within a department might be spread over several of the concentration specific majors within an area.

Occupational Outlook – Unemployment Rates – Salary - Popularity

Here is a chart that measures unemployment rates, salary and popularity of CMU majors with a report published by the Wall Street Journal. Obviously the lower the unemployment rate the higher in demand and visa versa.

Major Field	Unemployment Rate	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
Actuarial Science	0.00%	\$52,000	\$81,000	\$116,000	150
School Psychology	0.00%	\$18,000	\$20,000	\$42,000	172
Astronomy/Astrophysics	0.00%	\$56,000	\$62,000	\$101,000	170
Teacher Education	1.10%	\$30,000	\$38,000	\$48,000	86
Meteorology	1.60%	\$40,000	\$68,000	\$101,000	146
Physical Science	2.50%	\$36,000	\$51,000	\$68,000	157
Social Science or History Teacher Education	3.00%	\$35,000	\$45,000	\$58,000	83
Industrial Technology (<i>Production</i>)	3.10%	\$46,000	\$67,000	\$91,000	82
Geosciences (<i>Geography and Geology</i>)	3.20%	\$36,000	\$52,000	\$71,000	153
Communication Disorders	3.30%	\$32,000	\$41,000	\$50,000	98
Misc. Health Medical Professions	3.30%	\$35,000	\$45,000	\$62,000	93
Mathematics Teacher Education	3.40%	\$34,000	\$42,000	\$56,000	108
Computer Science Mathematics	3.50%	\$55,000	\$91,000	\$151,000	158
Elementary Education	3.60%	\$32,000	\$40,000	\$49,000	8
Special Needs Education	3.60%	\$34,000	\$42,000	\$50,000	52
Misc. Education	3.70%	\$33,000	\$46,000	\$65,000	61
Secondary Teacher Education	3.80%	\$35,000	\$43,000	\$59,000	57
Mechanical Engineering	3.80%	\$60,000	\$81,000	\$106,000	23
Misc. Social Sciences	3.80%	\$38,000	\$52,000	\$85,000	143
Applied Mathematic	4.10%	\$52,000	\$71,000	\$100,000	131
Religion	4.10%	\$25,000	\$38,000	\$54,000	46
Community/Public Health	4.10%	\$31,000	\$46,000	\$70,000	110
Early Childhood Education	4.10%	\$28,000	\$37,000	\$45,000	50
General Education	4.20%	\$31,000	\$41,000	\$53,000	9
Information Systems	4.20%	\$47,000	\$71,000	\$96,000	44
Art and Music Education	4.20%	\$32,000	\$41,000	\$51,000	48
Health Administration	4.30%	\$36,000	\$51,000	\$76,000	63
Physical/Health Education	4.50%	\$34,000	\$46,000	\$59,000	39
Physics	4.50%	\$39,000	\$68,000	\$101,000	70
Finance	4.50%	\$44,000	\$65,000	\$101,000	12
Multi-Disciplinary/General Science (<i>Integrated</i>)	4.60%	\$36,000	\$55,000	\$81,000	26
Operations Logistics & E-Commerce (<i>Log. Mngmt</i>)	4.70%	\$45,000	\$65,000	\$97,000	102
Criminal Justice	4.70%	\$36,000	\$50,000	\$73,000	13
Recreations, Parks & Leisure	4.80%	\$33,000	\$45,000	\$61,000	27

Occupational Outlook – Unemployment Rates – Salary – Popularity continued

Major Field cont.	Unemployment Rate	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
Mathematics	5.00%	\$42,000	\$63,000	\$95,000	28
Economics (<i>Business Economics</i>)	5.00%	\$44,000	\$71,000	\$101,000	80
Electrical Engineering	5.00%	\$60,000	\$86,000	\$111,000	17
Environmental Science	5.00%	\$40,000	\$52,000	\$76,000	60
Chemistry	5.10%	\$39,000	\$59,000	\$85,000	36
Counseling Psychology	5.30%	\$23,000	\$34,000	\$42,000	133
Microbiology	5.20%	\$40,000	\$60,000	\$86,000	94
Music	5.20%	\$30,000	\$45,000	\$67,000	37
General Business	5.30%	\$38,000	\$59,000	\$91,000	2
Engineering Technology	5.30%	\$40,000	\$60,000	\$91,000	117
Accounting	5.40%	\$41,000	\$61,000	\$94,000	3
Construction Services (<i>Const. Mngmt</i>)	5.50%	\$34,000	\$42,000	\$50,000	107
Computer and Information Systems (<i>Comp. Sci</i>)	5.60%	\$44,000	\$62,000	\$86,000	31
Biology	5.60%	\$35,000	\$51,000	\$76,000	14
Industrial and Manufacturing Engineering	5.60%	\$50,000	\$75,000	\$100,000	59
Computer Science	5.60%	\$50,000	\$77,000	\$102,000	10
Geology/Earth science	5.70%	\$41,000	\$60,000	\$93,000	73
Hospitality Management	5.80%	\$32,000	\$49,000	\$71,000	38
Marketing/Marketing Research	5.90%	\$40,000	\$59,000	\$90,000	6
General Engineering	5.90%	\$47,000	\$73,000	\$101,000	24
Foreign Language Studies	5.90%	\$32,000	\$48,000	\$67,000	43
Biomedical Engineering	5.90%	\$45,000	\$68,000	\$101,000	137
Business Management/Administration	6.00%	\$38,000	\$56,000	\$85,000	1
Political Science	6.00%	\$38,000	\$57,000	\$91,000	15
Psychology	6.10%	\$30,000	\$43,000	\$65,000	5
Advertising/Public Relations	6.10%	\$36,000	\$50,000	\$74,000	41
Geography	6.10%	\$40,000	\$54,000	\$81,000	62
Communications	6.30%	\$35,000	\$50,000	\$81,000	7
Economics	6.30%	\$42,000	\$69,000	\$108,000	16
Nutrition Sciences (<i>Dietetics</i>)	6.40%	\$35,000	\$51,000	\$71,000	101
History	6.50%	\$34,000	\$50,000	\$81,000	18
Human Resources	6.60%	\$40,000	\$55,000	\$85,000	40
English Language & Literature	6.70%	\$32,000	\$48,000	\$75,000	11
Social Work	6.80%	\$30,000	\$39,000	\$51,000	30
Anthropology	6.90%	\$30,000	\$40,000	\$60,000	55
Statistics	6.90%	\$50,000	\$76,000	\$108,000	128
Art History	6.90%	\$33,000	\$45,000	\$71,000	81

Occupational Outlook – Unemployment Rates – Salary – Popularity continued

Major Field cont.	Unemployment Rate	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
Sociology	7.00%	\$33,000	\$45,000	\$67,000	19
Computer Engineering	7.00%	\$58,000	\$81,000	\$102,000	47
Journalism	7.00%	\$34,000	\$50,000	\$79,000	25
Drama and Theater Arts	7.10%	\$28,000	\$40,000	\$60,000	45
Neuroscience	7.20%	\$34,000	\$52,000	\$76,000	154
Philosophy and Religion	7.20%	\$30,000	\$42,000	\$65,000	42
Film Video and Photographic Arts	7.30%	\$30,000	\$45,000	\$71,000	54
Fine Arts	7.40%	\$28,000	\$44,000	\$65,000	22
Liberal Arts	7.60%	\$32,000	\$48,000	\$71,000	20
Composition & Speech	7.70%	\$30,000	\$40,000	\$61,000	99
Pre-Law	7.90%	\$32,000	\$45,000	\$69,000	91
Commercial Art/Graphic Design	8.10%	\$31,000	\$45,000	\$69,000	21
General Social Sciences	8.20%	\$34,000	\$50,00	\$74,000	68
International Business	8.50%	\$38,000	\$52,000	\$87,000	72
Visual and Performing Arts	9.20%	\$20,000	\$36,000	\$52,000	103

(Red/italic text) is the CMU major/minor that best equates to the data.

Popularity indicates the number of students who choose to major in that discipline.

Occupational Outlook – Major Occupational Groups Employment Demand, Projected 2020

14.3% is the average growth projected for all occupations

**Source: U.S. Bureau of Labor Statistics*

Major occupations with projected growth above the average are

Business and financial operations	17.3%
Computer and Mathematical	22.0%
Life, physical, and social science	15.5%
Community and social service	24.2%
Education, Training and library	15.3%
Healthcare practitioners and technical operations	25.9%
Healthcare support occupations	34.5%
Personal care and service	26.8%
Construction and extraction	22.2%
Transportation and material moving	14.8%

Major occupations with projected growth below the average are

Management	7%
Architecture and engineering	10.4%
Legal	10.8%
Arts, design, entertainment, sports, and media	12.6%
Protective service	11.0%
Food prep and serving related	9.8%
Building and grounds	12.1%
Sales and related	12.5%
Office and administrative support	10.3%

Occupations with the Most Openings Requiring a Bachelor’s Degree

State	Source:	Link:
Michigan	Careeronestop/Michigan Department of Labor & Economic Growth, Bureau of Labor Market Information & Strategic Initiatives	http://www.careerinfonet.org/oview2.asp?next=oview2&Level=edu3&optstatus=&jobfam=&id=1&nodeid=4&soccode=&ShowAll=no&stfips=26
Illinois	Careeronestop/Illinois Department of Employment Security, Economic Information and Analysis Division	http://www.careerinfonet.org/oview2.asp?next=oview2&Level=edu3&optstatus=&jobfam=&id=1&nodeid=4&soccode=&ShowAll=no&stfips=17
Indiana	Careeronestop/Indiana Department of Workforce Development, Strategic Research & Development Division	http://www.careerinfonet.org/oview2.asp?next=oview2&Level=edu3&optstatus=&jobfam=&id=1&nodeid=4&soccode=&ShowAll=no&stfips=18
Ohio	Careeronestop/Ohio Bureau of Labor Market Information, Office of Workforce Development, Department of Job & Family Services	http://www.careerinfonet.org/oview2.asp?next=oview2&Level=edu3&optstatus=&jobfam=&id=1&nodeid=4&soccode=&ShowAll=no&stfips=39
All States	Careeronestop/Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections	http://www.careerinfonet.org/oview2.asp?next=oview2&level=edu3&optstatus=&id=1&nodeid=4&soccode=&stfips=00&jobfam=&ShowAll=no

Occupations with the fastest decline projected 2010 – 2020

The only occupations included in *BLS.gov* fastest declining that required a bachelor degree was journalist/correspondent.

More from *BLS.gov*: “Declining occupational employment stems from falling industry employment, technological advances, changes in business practices, and other factors. Almost all of the occupations that are projected to decline the fastest fall into two occupational groups. Eleven of the twenty fastest declining occupations are in the production occupational group; examples are shoe machine operators and tenders and fabric and apparel patternmakers, declining by 53 percent and 36 percent, respectively. Together, the 11 production occupations are projected to shed 77,300 jobs by 2020.

Seven of the twenty occupations that are projected to decline the fastest are in the office and administrative support staff occupational group. The seven occupations are expected to contribute to a loss of 143,300 jobs over the coming decade. Included among these fastest declining office and administrative support jobs are several postal service occupations. Postal service mail sorters, processors, and processing machine operators, the fastest declining office and administrative support occupation, are expected to decline by 49 percent. Both production occupations and office and administrative support occupations are adversely affected by increasing factory automation or the implementation of office technology, reducing the need for

workers in those occupations. The difference between the office and administrative support occupations that are expected to experience the largest declines and those which are expected to see the largest increases is the extent to which job functions can be easily automated or performed by other workers. For instance, the duties of receptionists and customer service representatives involve a great deal of personal interaction, so automating their jobs is difficult or not desirable, whereas the duties of some file clerks, operators, and data entry workers can be automated or performed by other workers, such as administrative assistants.

Although farmers, ranchers, and other agricultural managers are not among the fastest declining occupations, their employment is projected to drop by 96,100, the most of any occupation.”

Some facts and quotes

1. There is a demand for greater numbers of college-educated workers
2. In a globalized knowledge economy, the capacity to drive innovation is the key strategic economic advantage
3. Rapid scientific and technological innovations are changing the workplace and demanding more of ALL employees
4. Global interdependence and complex cross-cultural interactions increasingly define modern society and the workplace and call for NEW levels of knowledge and capability

The Economic Value of Liberal Education; Prepared for the Presidents' Trust; Humphreys, D. AACU & Carnevale, A. Georgetown University Center for Education & the Workforce

“Irrespective of college major or institutional selectivity what matters to career success is students’ development of a Broad set of cross-cutting capacities...”*Carnevale, A.*

“(Employers) generally are...frustrated with their inability to find ‘360 degree people’ who have both the specific job/technical skills and the broader skills (communication and problem-solving skills, work ethic, and ability to work with others) necessary to promise greater success for both the individual and the employer.” *Peter D. Hart Research Associates, Report of Findings Based on Focus Groups Among Business Executives (AAC&U, 2006)*

Employers’ Top Priorities for Student Learning outcomes in College

1. Effective oral/written communication
2. Critical thinking/analytical reasoning
3. Knowledge/skills applied to real world settings
4. Analyze/solve complex problems
5. Connect choices and actions to ethical decisions
6. Teamwork skills/ability to collaborate
7. Ability to innovate and be creative
8. Concepts/developments in science/technology

“Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn” (AAC&U and Hart Research Assoc. 2010)

Criterion 1 Evidence
Strategic Planning Team

Strategic Planning Team

- **Claudia Douglass**, Interim Vice Provost for Academic Affairs – Co-chair
- **Barrie Wilkes**, Associate Vice President, Financial Services and Reporting and Controller – Co-chair
- **Jason Bentley**, Enrollment and Student Services
- **Vincent Cavataio**, Past President, Student Government Association
- **Charles Crespy**, Dean, College of Business Administration
- **Tracy Galarowicz**, Professor, Biology
- **Pamela Gates**, Dean, College of Humanities and Social and Behavioral Sciences
- **Bryan Griffin**, Director/Annual Giving, Development and External Relations
- **Tracy Guinn Buckley**, Interim Associate Vice President, Institutional Diversity
- **Merodie Hancock**, Vice President/Executive Director, Global Campus
- **Lori Hella**, Associate Vice President, Human Resources
- **Stephen Lawrence**, Associate Vice President, Facilities Management
- **Lauren McConnell**, Assistant Professor, Communication and Dramatic Arts
- **Orlando Perez**, Chairperson, Political Science (faculty elected by Senate)
- **Kelly Wright**, Student Government Association

Criterion 1 Evidence
The Central Michigan University Chippewas

The Central Michigan University Chippewas

In 2002, Maynard Kahgegab, Jr., then chief of the Saginaw Chippewa Indian Tribe, and Michael Rao, president of Central Michigan University, signed a proclamation pledging their support for strengthening the relationship between the Saginaw Chippewa Indian Tribe and Central Michigan University "for the enhancement of each other's goals and visions and for the greater good of all residents of the region, state, and nation."

The proclamation included a statement of support for the university's continued use of the Chippewas nickname. CMU's approach to the Chippewas nickname entails using it in a respectful and honorable manner.

This respectful use of the nickname wasn't always the case.

CMU started using the Chippewas nickname in 1942 after CMU's track and field coach Lawrence Sweeney approached the student council to request changing the nickname from the Bearcats to Chippewas. He argued that the Bearcat was too unfamiliar a mascot to provide the kind of atmosphere desired at athletic events and "the Chippewa name opens up unlimited opportunities for pageantry and showmanship." In practice, this amounted to stereotypical imagery and mockery of Native ceremonies.

The mimicking, stereotyping, and misrepresentation of Native American cultures and people are attitudes and behaviors that will not be tolerated and must be part of the past.

Cultural misrepresentation occurs when Native American sacred objects, cultural ways of knowing, and traditions are used in a context that strips their cultural meaning.

Because CMU proudly uses a nickname associated with a contemporary people, every effort is made to avoid engaging in behavior that demeans or belittles Native Americans. Such efforts to ensure the nickname is used properly include CMU copyrighting the Chippewas nickname to gain control over unauthorized use.

CMU's Responsibilities

It is your responsibility as a CMU student or faculty/staff member to use the Chippewas nickname in a respectful and understanding manner. You can learn about this tribal nation's rich heritage and respectfully use the Chippewas nickname by:

- Taking time to understand the Chippewa culture and history
- Attending Native American cultural events
- Enrolling in a Native American studies course
- Knowing the difference between respectful and disrespectful uses of the nickname
- Refraining from disrespectful behavior such as dressing like an "Indian" or performing the "Tomahawk chop"
- Upon learning the culture and history, let others know what it REALLY means to be a Chippewa

Central Michigan University Chippewas

- > Four Words
- > The Central Michigan University Chippewas
- > Know the Saginaw Chippewa Indian Tribe
- > About the CMU and Tribal Relationship
- > Visit the Zibiwing Center
- > Consider Native Americans' perspectives of history and of today
- > Look into the Michigan Tribes
- > Native American Cultures at CMU
- > Live what you've learned.

Criterion 1 Evidence
University Health Services

University Health Services

[cmich.edu](#) > [College of Medicine](#) > [CMU Health](#) > [CMU Health Mt. Pleasant](#) > [University Health Services](#)

The University Health Services Pharmacy is closed as of 2/26/16. We can no longer fill nor transfer any prescriptions. Please contact your physician for refills or transfers. To see a list of pharmacies in Mt. Pleasant, go to med.cmich.edu/mppharms

Seasonal flu vaccines are available at the Foust location - no appointment necessary.

Immunization hours are M-F 8:30-11:30 a.m. & 1:30 and 4:30 p.m. We are also offering flu vaccines at various locations on campus, watch our Facebook page or check out the bright orange flyers around campus for dates/locations.



CMU Health – University Health Services clinics offer a variety of services and programs for Central Michigan University students, faculty, staff and spouses. Our board-certified family practice doctors work with licensed physician assistants to provide quality primary care services. We also have a pharmacy and laboratory for testing.

Foust Hall

Our primary clinic, pharmacy and lab are on the second floor of Foust Hall. Open year round 8 a.m.- 5 p.m. Monday-Friday.

Location: On campus at the corner of Preston St. and East Campus Dr.

Parking: Limited designated spaces are on the east and west sides of the building.

Towers

Our CMU Health – University Health Services walk-in clinic is for students and is open during the academic year from 12:30 p.m.-4:30 p.m. Monday-Thursday. It is located in Troutman 103.

Billing

Payment is not required on the date of service. Patients are responsible for providing current insurance information (health insurance card or photocopy of it) at the time of service. [Click here for more billing/insurance information.](#)

Patient Portal

ATTENTION

Patient portal users - at this time the portal is having difficulty with immunization entry - this applies only to immunization entry

Our patient portal allows you to:

- Complete health history, insurance & privacy forms prior to visit.
- Receive secure messages from your provider.
- Receive lab results.
- View your patient statements.
- View your immunizations.

Electronic form submission will be accessible to students approximately one week after they have registered for classes.

Need transportation?

[Bus service schedule](#)

University Health Services

University Health Services

- Allergy Injections
- Communicable Diseases
- Immunization/Travel Health Clinic
- Billing and Insurance
- C.H.A.M.P. Peer Educators
- Contact Us
- UHS Staff
- Health Education
- Laboratory
- Pharmacy

Howell Breast and Skin Surgical Services

Paul Simmons, MD - Internal Medicine

Criterion 1 Evidence
Veterans' Resource Center



Veterans' Resource Center

STEP - BY - STEP



TO RECEIVING
VA EDUCATIONAL BENEFITS
AT CMU

[cmich.edu](https://www.cmich.edu) > Veterans' Resource Center

Veterans' Resource Center

Welcome to CMU! Whether you plan to complete your degree at our main campus in Mt. Pleasant, Michigan or through Global Campus at one of our 50 centers across the U.S. -- including 22 on bases and installations -- or online, the VRC is here to assist you every step of the way. CMU has a rich, 40-year history of offering courses to military personnel, veterans, and their family members. We take great pride in **servicing those who served**.

Contact Information

B4 Warriner Hall,
Mount Pleasant, MI 48859

E-mail

veterans@cmich.edu

Telephone

(989) 774-7991

Fax

(989) 774-7993

Hours

Monday - Friday

to 5:00 p.m. Also by appointment

Veterans' Resource Center

[About the VRC](#)

[Students](#)

[Finances](#)

[Faculty and Staff Resources](#)

[Support Services for Military, Veterans and Dependents](#)

[Veterans Day Events 2015](#)

[\(ECR\) GI Bill Enrollment Certification Request](#)

Criterion 1 Evidence
Volunteer Center



Mary Ellen Brandell Volunteer Center

Welcome

[Login to OrgSync](#)

Congratulations everyone!

We raised over 4 tons of water to be donated to help alleviate the Flint Water Crisis.



If you're still interested in getting involved in helping those in Flint, MI affected by the water crisis, below are some more links for you to learn how you can donate and get involved:

[United Way](#) [Help For Flint](#)

Central Michigan University Volunteer Center Mission:

To provide students the opportunity to serve their community, enhance their educational experiences and develop into caring citizens

The Mary Ellen Brandell Volunteer Center is dedicated to developing active citizenship among CMU students by providing unique and dynamic programs, coordinating civic engagement efforts and facilitating networking among service leaders across campus. The Volunteer Center seeks to uphold one of Central Michigan University's institutional priorities to "develop and strengthen learning experiences through collaboration with local, national and global partners to enhance cultural awareness, the natural environment, health and wellness, and local economies."

Located in the Bovee UC Room 106

Hours: 8am - 5pm Monday through Friday

Mary Ellen Brandell Volunteer Center

[Home](#)

[Volunteer](#)

[Programs](#)

[Need Volunteers?](#)

[Multimedia](#)

[About](#)

[Parents](#)

[Calendar](#)

Contact The Volunteer Center

Send us an email: volunteer.center@cmich.edu

Or give us a call: 989.774.7685

We'd love to hear any comments or suggestions you have. Let us know what kind of job we are doing!

Our Links:

- [Frequently Asked Questions](#)
- [Internship](#)
- [Awards & Grants](#)

Tweets by @CMUVolunteers

CMU Volunteer Center @CMUVolunteers
 Volunteers are needed for the 27th Annual Pow Wow! Click the link below for more info! [ow by@CMUFS](#)



The Mary Ellen Brandell Volunteer Center offers a variety of opportunities and services for:

[Students](#)

[Global Campus Students](#)

[Registered Student Organizations](#)

[Faculty and Staff](#)

[Community Partners](#)

[Parent FAQ](#)

[Request a Presentation](#)

Nominate a Student Volunteer, Student Organization, or Faculty Member to be Recognized for their Service

[Nominate a Volunteer](#)

Individuals with disabilities requiring accommodation should contact the Mary Ellen Brandell Volunteer Center with the contact information listed below. You must be an enrolled CMU student to participate in any Volunteer Center activities. If you have questions not addressed on this page, please contact the Volunteer Center at 989.774.7685 or via email at volunteer.center@cmich.edu.

Fax us at: 989.774.2153

CMU Volunteer Center
@CMUVolunteers

Wishing our fellow Chips a safe and happy St. Patrick's Day! #CMUVolunteers



Embed

View on Twitter



Be the first of your friends to like this

