

Strategic Planning Survey Findings from Faculty and Staff

May 23, 2012

Introduction to the Documents

The co-chairs of the University's Strategic Planning Team, Claudia Douglass and Barrie Wilkes, have contracted with the Center for Applied Research and Rural Studies to administer web surveys of CMU stakeholders to gain feedback on the third draft, prepared by the Team, of the university's Vision, Priorities, and Initiatives. The materials included here focus on findings from faculty and staff. Data from students, alumni, and community members will be provided under separate cover.

Three documents are attached. The first is a summary, using percentage distributions, of data provided by on-campus faculty (regular and fixed term), off-campus faculty, and staff (on-campus and off-campus) to the closed-ended (quantitative) survey questions. In this summary, respondents are divided into the three groups based on their responses to a question asking individuals to "indicate the categories that describe your CURRENT relationship(s) to CMU." Respondents could choose as many categories as appropriate from among student, alumnus/alumna, faculty member at Mount Pleasant campus, faculty member through off-campus programs, staff member, and member of the greater Mount Pleasant community. Respondents are grouped into categories for the presentation of the quantitative data based on their self-definitions. As a consequence, some individuals will be included in more than one category (e.g., faculty member at Mount Pleasant campus and through off-campus programs). The second document includes all (verbatim) responses to the open-ended (qualitative) survey questions. In this document, respondents are included in one broad category only, based on the coding scheme used by Information Technology. Consequently, a regular faculty member at CMU who might occasionally teach for off-campus programs is included here in the On-Campus Faculty group.

The third document includes the questions that form the web survey.

Survey Methodology

Faculty and staff were invited to complete web surveys through notes delivered to their CMU e-mail addresses. The first invitation to faculty was mailed on April 24 and 25, 2012, and reminders were sent on April 29 and May 11. The invitation note was mailed to staff on April 25, with reminders on May 3 and May 13. The data were downloaded on May 21.

The following table provides information on response rates by group. The data on response rates result from the coding of employees into broad groups used by Information Technology, and a decision by CARRS to include any one individual in only one group (for the purposes of sending e-mail messages and survey invitations).

Employee Group	Size of Population (N)	Size of Sample of Completed Questionnaires (N)	Response Rate (%)
On-campus Faculty (regular and fixed-term)	1088	299	27.5%
Off-campus Faculty	615	134	21.8%

Staff (on-campus and off-campus) ¹	1869	442	23.6%
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The response rates are comparable to what one expects for this type of project, but one must remember that a majority of faculty and staff chose not to answer the survey questions. Further, in interpreting the quantitative data, readers must remember the impact of both measurement error and sampling error. Small differences between one employee group and another and among questions should be discounted. A useful rule of thumb in considering differences between questions and groups is to focus only on those differences of 10 percentage points or higher.

¹ The staff group includes Aramark employees as well as military employees.

Strategic Planning Survey

Responses from On-campus Faculty, Off-campus Faculty, and Staff to Closed-Ended (Quantitative) Survey Questions

PERCENTAGE DISTRIBUTIONS

May, 2012

Dynamic community of learners	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	4.6	1.2	2.7			
2	7.9	0.6	3.7			
3	9.2	7.7	12.1			
4	20.5	14.9	24.7			
5	52.5	73.2	52.8			
No Opinion	5.3	2.4	4.0			

Dedicated to academic excellence	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	3.0	1.2	0.7			
2	2.0	0.6	1.2			
3	4.6	3.6	5.9			
4	16.6	11.8	19.5			
5	71.5	81.7	71.0			
No Opinion	2.3	1.2	1.7			

Dedicated to high quality research	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	4.3	1.2	1.7			
2	5.6	3.0	3.2			
3	14.2	13.6	11.7			
4	25.2	20.7	35.1			
5	46.7	58.0	45.1			
No Opinion	4.0	3.6	3.2			

Dedicated to creative and scholarly endeavors	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	2.6	1.8	1.0			
2	2.0	1.8	2.4			
3	10.9	7.8	10.7			
4	26.8	22.8	30.7			
5	54.3	64.7	53.3			
No Opinion	3.3	1.2	1.9			

Dedicated to enrich lives and transform our world	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	2.7	1.2	0.7			
2	4.0	3.0	2.9			
3	13.7	8.9	14.5			
4	25.7	22.0	25.1			
5	49.7	62.5	54.1			
No Opinion	4.3	2.4	2.7			

Embrace tradition of excellence in education	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	5.7	1.8	1.5			
2	3.7	1.8	2.5			
3	12.0	9.6	8.7			
4	18.7	21.6	22.8			
5	56.5	62.9	60.9			
No Opinion	3.3	2.4	3.7			

Challenge ourselves to address the intellectual and cultural needs of ever-evolving state (of Michigan)	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	4.0	5.3	1.7			
2	5.7	2.4	4.2			
3	14.7	10.1	11.5			
4	24.4	22.5	28.3			
5	46.5	54.4	50.1			
No Opinion	4.7	5.3	4.2			

Challenge ourselves to address the intellectual and cultural needs of ever-evolving national societies	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	4.6	4.1	1.2			
2	5.6	1.8	5.1			
3	16.6	12.4	18.3			
4	29.1	21.9	31.5			
5	38.4	56.2	39.3			
No Opinion	5.6	3.6	4.6			

Challenge ourselves to address the intellectual and cultural needs of ever-evolving global societies	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Strongly Oppose	5.0	4.1	1.7			
2	5.3	1.8	6.9			
3	16.2	9.5	19.5			
4	27.1	21.9	26.4			
5	41.3	58.6	40.5			
No Opinion	5.3	4.1	4.9			

Priority #1. Student Success Foster the development of the student into a responsible and respectful global citizen.	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Definitely Not	1.6	1.2	1.0			
2	1.3	1.8	1.5			
3	2.6	3.6	1.0			
4	6.2	6.5	4.1			
5	11.4	8.3	10.9			
6	16.9	17.8	14.3			
7 Definitely Yes	59.4	60.4	66.5			
8 No opinion/not enough experience to answer	0.6	0.6	0.7			

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

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

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

Priority #2. Research and Creative Activity Enhance research and creative activities with a focus on integrating scholarship into our teaching.	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Definitely Not	3.3	0.6	1.0			
2	4.2	2.4	1.5			
3	5.5	3.5	4.9			
4	6.8	8.8	11.7			
5	20.5	21.8	23.8			
6	19.2	22.9	23.1			
7 Definitely Yes	37.5	37.1	27.0			
8 No opinion/not enough experience to answer	2.9	2.9	7.1			

RANK 1 – Research and Creative Activity	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Identify foci of research and creative activities across the university with potential for national prominence and targeted funding.	13.3	15.6	10.9			
Enhance and improve facilities, equipment, and support services for research and creative activities.	41.2	21.4	29.0			
Enhance efforts to promote the active involvement of students in research and creative activities.	25.1	30.5	41.5			
Support emerging areas of interdisciplinary, global studies, and creative activities that build on the university's strengths.	20.4	32.5	18.7			

RANK 2 – Research and Creative Activity	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Identify foci of research and creative activities across the university with potential for national prominence and targeted funding.	16.4	14.2	16.3			
Enhance and improve facilities, equipment, and support services for research and creative activities.	21.3	23.0	26.5			
Enhance efforts to promote the active involvement of students in research and creative activities.	36.9	33.8	27.3			
Support emerging areas of interdisciplinary, global studies, and creative activities that build on the university's strengths.	25.4	29.1	29.9			

RANK 3 – Research and Creative Activity	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Identify foci of research and creative activities across the university with potential for national prominence and targeted funding.	18.5	30.5	27.4			
Enhance and improve facilities, equipment, and support services for research and creative activities.	28.9	24.8	26.8			
Enhance efforts to promote the active involvement of students in research and creative activities.	24.5	24.8	20.0			
Support emerging areas of interdisciplinary, global studies, and creative activities that build on the university's strengths.	28.1	19.9	25.8			

Priority #3. Quality Faculty and Staff Foster a vibrant, innovative, intellectual community of high quality faculty and staff focused on inclusiveness, diversity, shared governance, and respect.	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Definitely Not	1.3	1.8	1.0			
2	0.3	1.2	1.9			
3	1.3	3.5	1.7			
4	3.3	3.5	4.4			
5	4.6	7.6	9.2			
6	14.3	21.2	20.6			
7 Definitely Yes	73.3	60.6	60.2			
8 No opinion/not enough experience to answer	1.6	0.6	1.0			

RANK 1 – Quality Faculty and Staff	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.	45.9	38.3	45.2			
Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence.	35.5	48.8	43.1			
Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.	18.6	13.0	11.6			

RANK 2 – Quality Faculty and Staff	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.	32.1	35.1	33.1			
Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence.	40.4	37.1	39.5			
Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.	27.5	27.8	27.4			

RANK 3 – Quality Faculty and Staff	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.	22.2	26.8	21.3			
Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence.	23.6	13.4	18.7			
Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.	54.2	59.7	60.1			

Priority #4. Community Partnerships Develop and strengthen mutually beneficial partnerships between CMU and the local, national and global communities we serve with a focus on collaborating to enhance the region’s economy, cultural attributes, natural environment, and the health and wellness of the local population.	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Definitely Not	2.3	0.6	0.2			
2	2.0	1.2	1.2			
3	4.2	2.4	1.7			
4	13.7	8.3	7.9			
5	24.1	17.2	21.6			
6	22.1	24.3	27.3			
7 Definitely Yes	29.3	42.6	39.1			
8 No opinion/not enough experience to answer	2.3	3.6	1.0			

RANK 1 – Community Partnership	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Promote unique opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.	43.5	46.4	36.0			
Increase awareness of the university's transforming contributions to individuals, communities and the local economy.	17.5	19.6	20.9			
Involve students, faculty, staff and local community members in creating and maintaining healthy, vibrant campus environments.	39.0	34.0	43.1			

RANK 2 – Community Partnership	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Promote unique opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.	35.3	30.1	32.6			
Increase awareness of the university's transforming contributions to individuals, communities and the local economy.	24.1	27.4	30.4			
Involve students, faculty, staff and local community members in creating and maintaining healthy, vibrant campus environments.	40.6	42.5	37.0			

RANK 3 – Community Partnership	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Promote unique opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.	21.3	25.0	30.5			
Increase awareness of the university's transforming contributions to individuals, communities and the local economy.	57.8	53.5	48.5			
Involve students, faculty, staff and local community members in creating and maintaining healthy, vibrant campus environments.	20.9	21.5	21.0			

Priority #5. Infrastructure and Stewardship Manage university resources and infrastructure to ensure that they align with and support the university's mission and vision.	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
1 Definitely Not	0.7	0.6	0.2			
2	2.0	0.6	0.7			
3	1.6	0.6	1.0			
4	6.8	4.7	5.1			
5	16.9	10.7	14.4			
6	23.8	21.9	29.0			
7 Definitely Yes	44.3	55.0	47.2			
8 No opinion/not enough experience to answer	3.9	6.5	2.4			

RANK 1 – Infrastructure and Stewardship	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Increase ongoing investments in strategic environmental and sustainable energy optimization efforts, and seek opportunities to share this knowledge and experience.	18.6	14.3	14.2			
Strengthen financial and infrastructure strategies that support the university’s academic mission.	49.6	42.2	31.2			
Develop and implement a long term plan to manage enrollment and retention.	31.8	43.5	54.6			

RANK 2 – Infrastructure and Stewardship	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Increase ongoing investments in strategic environmental and sustainable energy optimization efforts, and seek opportunities to share this knowledge and experience.	27.5	22.3	26.7			
Strengthen financial and infrastructure strategies that support the university’s academic mission.	28.3	39.9	42.9			
Develop and implement a long term plan to manage enrollment and retention.	44.1	37.8	30.4			

RANK 3 – Infrastructure and Stewardship	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Increase ongoing investments in strategic environmental and sustainable energy optimization efforts, and seek opportunities to share this knowledge and experience.	53.7	63.4	58.6			
Strengthen financial and infrastructure strategies that support the university’s academic mission.	20.5	17.2	25.3			
Develop and implement a long term plan to manage enrollment and retention.	25.8	19.3	16.1			

Have you attended one or more of the forums or meetings to discuss strategic planning that have already taken place?	On Campus Faculty (asked of Fixed Tem faculty only)	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Yes	17.0	16.0	32.6			
No	83.0	84.0	67.4			
N on which % is based	100	163	411			

Do you feel that the changes made in the vision/priorities/initiatives that you see in the current draft (presented above in this survey) reflect the input and suggestions that you heard in the forums or meetings you attended?	On Campus Faculty On Campus Faculty (asked of Fixed Tem faculty only)	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Definitely Yes	--	30.8	23.9			
Yes to some extent	68.8	53.8	57.5			
Not really	--	--	--			
Definitely not	--	--	9.7			
Not sure/can't really say	31.3	15.4	9.0			
N on which % is based	16 ²	26 ³	134 ⁴			

² Response options “definitely yes” and “yes to some extent” combined and responses “not really,” “definitely not,” and “not sure/can’t really say” combined owing to small N.

³ Response options “not really,” “definitely not,” and “not sure/can’t really say” collapsed owing to small N.

⁴ Response options “not really” and “definitely not” combined owing to small N.

Please indicate the categories that describe your CURRENT relationship(s) to CMU. Respondents can check multiple items; hence, percentages will not equal 100.	On Campus Faculty	Off Campus Faculty	Staff	Students	Alumni	Mt Pleasant Community
Student	2.9	--	12.6			
Alumnus/Alumna	12.9	17.1	21.5			
Faculty Member at Mount Pleasant Campus	100.0	11.8	3.9			
Faculty Member through Off-Campus Programs	6.4	100.0	1.2			
Staff Member	5.1	2.9	100.0			
TOTAL N	311	170	413			

OPEN ENDED RESPONSES – Faculty and Staff

Question MISSVISS

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

On-campus Faculty

MISSVISS	If you want the Vision statement to be meaningful, you need to keep it short, sweet, and to the point. Otherwise the same thing will happen to it that has happened to previous ones, NO ONE KNOWS OR CARES WHAT IT IS. Please, make sure your efforts are worthwhile and give us a simple vision and mission that can be accessed by all.
MISSVISS	Discovery, inquiry, is missing.
MISSVISS	I think we should have something that explicitly states teaching/learning . I am assuming this is assumed with academic excellence , however, we speak specifically of research but do not explicitly state our core activity ... teaching/learning.
MISSVISS	An institution supportive of a diverse range of disciplines
MISSVISS	This vision will not be achieved until there is integrity, honesty, and respect shown to all of those who study and work here by the administration of this university.
MISSVISS	seems like a random collection of current pop-culture catch phrases rather than a vision of anything. Nothing about integrity, which I guess is good as our administration has clearly demonstrated that they do not have it.
MISSVISS	There should be a positive change. High quality research must be deleted.
MISSVISS	I believe it statement is missing a service component as well as a citizen component.
MISSVISS	I would be proud to work for a university with a vision statement that views diversity as a prerequisite for academic excellence. Right now the vision statement shows a striking lack of attention to the value of diversity, be it cultural, racial, linguistic, etc. Diversity is a cognitive necessity--meaning that students learn best when they are interacting with classmates and faculty who are NOT just like them. While the current vision statement does not exclude faculty and students of diverse backgrounds, it also does not make any attempt to welcome them. Frankly, the vision statement sounds rather generic, and its worthy attention to state, national, and global concerns is undermined by my suspicion that this global focus stems largely from the drive to expand the CMU Global Campus. We can do better.
MISSVISS	I think this can only be our vision statement if the university prioritizes teaching fiscally, not just with words. Put more money into hiring more tenure line faculty, lower the Student to teacher ratio, make learning a priority.
MISSVISS	There is nothing about a commitment to diversity here -- especially racial and ethnic diversity. Does CMU still want to be known as a safe, white school ?
MISSVISS	Transparency
MISSVISS	Something about recognizing the value and worth of all students and employees, who tend to be committed to the university's well being and improvement. I would rate this as a 4 (my other ratings were 5 and 3).
MISSVISS	This proposed vision statement reflects CMU as a whole 5-15 years ago. The poor leadership and their decisions have eroded most of the once excellent and dynamic

	characteristics of CMU, dragging down the quality of CMU's programs. As CMU stands currently, this vision statement reads as a lie to me.
MISSVISS	There certainly is a strong emphasis on research, which changes the vision of CMU from what it was just a few years ago.
MISSVISS	The focus is very heavy on scholarship and could emphasize the need to prepare students to be critical thinkers.
MISSVISS	Statement encompasses all faculty, staff and students under the broad umbrella of the term learner . This term is trite and its lack of complexity to describe the diversity of human effort involved in the campus community degrades the image of the university. It is also a poor choice in that it can easily be lampooned: eg. Learner to Earner
MISSVISS	I think something about dedication to the natural world (not just state, national, global communities) is important
MISSVISS	There are no references to high-quality teaching in this statement (academic excellence is vague and does not necessarily imply teaching).
MISSVISS	I think we all know that any vision for this place that contains all that high flying stuff is just a big public relations stunt. The trustees want one thing and one thing only: CMED. Now there is a vision statement...
MISSVISS	integrity and honesty
MISSVISS	It sounds a bit like someone threw some buzzwords in the blender. The first sentence sounds particularly contrived and insincere.
MISSVISS	I don't see how we can envision CMU as a community of dynamic learners when the administrative message continues to value research over learning. Faculty who are dedicated to the attainment of learning excellence are continually undervalued on-campus.
MISSVISS	I am skeptical about the utility of these kinds of broad visions statements. Does this really say anything specific about CMU or about the kind of education our students will be receiving? How will this statement transform or direct what we do at CMU?
MISSVISS	I'd like to see something about solving problems in the world, seeking change that promotes social justice or equity, and leveraging diversity. I'd also like to add local community to state, nation, and global society.
MISSVISS	I think we need a vision element specifically linked to service learning
MISSVISS	The current administration has NO VISION. They treat faculty as lines on an accounting ledger rather than people. They have no idea how their actions impact the constituents of the CMU community. They are willing to lie to further their agenda. Improving the vision statement would require a removal of this administration.
MISSVISS	Replace the word learners with the word scholars. Most people would associate learner with students. Scholars implies teachers, researchers, and students.
MISSVISS	I am uncomfortable with the statement that we are all learners, rather than we are a community of scholars and learners. I appreciate that as a scholar I continually learn, but if we are all simply learners, it appears like the students magically receive the necessary skills and knowledge for the academic goals CMU desires. This statement erases the teaching function of CMU. How do staff fit into this statement?
MISSVISS	The entire statement should be re-written. CMU does not value any of those elements. I suggest looking at the vision statement for the University of Phoenix's of the world. That is what CMU has become. Our vision statement should reflect that.
MISSVISS	This reads like a description of requirements to be a faculty member on this campus;

	the list is made up of the headings in the FA contract. I realize the question is What is missing? My answer: some reference to students, unless the assumption is that they are part of the community of learners. Who IS the community of learners?
MISSVISS	Add community service or community service and outreach, and service learning.
MISSVISS	Joke. Nobody who works for or studies at this top-down-impose-decisions university takes this seriously.
MISSVISS	There is nothing about a commitment to racial and ethnic diversity -- an important consideration in this very-white university.
MISSVISS	Integrity. The Administration has none.
MISSVISS	Dedicated to assisting faculty with their needs and promoting their ability to function as educators and researchers.
MISSVISS	The word teaching does not appear in the Vision Statement. It seems like there should be an element that refers to excellence in teaching.
MISSVISS	While we might be able to address the needs of our state, nation, and world, I would also encourage us to act, solve, or otherwise work to engage in a solution to those needs. Address seems as if we are sitting on the sideline, offering commentary.
MISSVISS	Where is discussion of the need for a liberal education and a need for a collaborative atmosphere among faculty and the administration to improve the quality of education
MISSVISS	I like the global emphasis but the wording on that part of the statement Challenge ourselves seems odd.
MISSVISS	The development of a strong research ethic should be emphasized (and then supported).
MISSVISS	Add actionable language that speaks to serving our students and community and so in a way that is free of academic bullshit.
MISSVISS	A vision statement should not taste like raw potatoes. This one does. It does not say what CMU wants to be when it grows up. An equal emphasis laundry list ideas commonly found in other universities' statements puts us behind everyone else. Therefore, the missing elements are a shared excitement about our future and clarity on what CMU will become.
MISSVISS	I would like the Vision Statement to include the idea that we are committed to the hard work through which we become the best that we can be.
MISSVISS	committed to: student success undergraduate and graduate student research individualized student attention
MISSVISS	Sustainability
MISSVISS	Most of the elements are so vague that they might mean anything. That's the way administrators like it. The devil is, as they say, in the details, i.e., in how the vision elements are operational zed.
MISSVISS	There should be a stronger statement about the commitment to undergraduate education. CMU's primary mission is undergraduate education while maintaining some strong graduate programs as well.
MISSVISS	CMU should have forward thinking to broaden the scope of research and to meet the demand of the modern and future society, not go backwards to so-called tradition of education/teaching college.
MISSVISS	Three elements are missing: teaching, service and honesty. The more glowing and vague the vision statement the less it is useful. This one is so overblown that it is entirely spin.

MISSVISS	I'd really like to see the word students or student success in there - I understand it is implied with enrich lives and academic excellence , but I'd like the vision statement to more strongly focus on students.
MISSVISS	I think the vision statement should only include the first sentence. The rest is fluff - not really a vision.
MISSVISS	Dedication to HIGH QUALITY RESEARCH depends on good infrastructure for research. We can never compete with high quality research institutions (such as UM) and we should NOT pretend we are going to do it. CMU should focus on what it has always been - a leader in quality education. Dedication to quality scholarly and creative endeavors is appropriate.
MISSVISS	Where is the word teach ?
MISSVISS	It doesn't matter what the vision statement SAYS if actions don't back it up. Currently, I don't see how any of the statements listed can be included without a ridiculous amount of denial and/or hypocrisy.
MISSVISS	Responsive to needs of students
MISSVISS	I don't believe we should have a Vision Statement that is not currently being taken seriously and honestly. Many of these statements are not being supported by our administration.
MISSVISS	There are many things we could do which would be highly desirable, but our highest priority should be to improve the quality of the education we provide for our students. We have a lot of room for improvement! If we did this consistently well, we would contribute to several other visions included in that statement. I am ambivalent about the reference to embracing our tradition of academic excellence since that sounds more like marketing than fact.
MISSVISS	solving global problems should be in there additionally
MISSVISS	The second sentence of the vision statement seems redundant to me -- shorten it.
MISSVISS	Research is most important
MISSVISS	Reflect a model of collaborative decision-making between the Board of Trustees and the campus community.
MISSVISS	I still like national prominence or nationally competitive.
MISSVISS	My overall concern is how the administration will interpret these elements and skew them to their own vision which may be in opposition to how others (faculty, staff) interpret these elements. I am not opposed to any of the elements taken at face value. Integrity, truthfulness, transparency, participatory decision making should be a part of the vision
MISSVISS	I suspect there might be a better word than societies. To what degree are administrators included in this vision statement? They seem to be a major portion of the university but most of them aren't included in the vision as it is stated.
MISSVISS	We need to challenge ourselves to address the technical needs of the state etc. The statement as it stands is very liberal arts focused but we are a comprehensive university.
MISSVISS	Integrity should be emphasized in some form.
MISSVISS	Revisit ways of evaluating the and upholding the teaching excellence we say we want by emphasizing the learning that gets done rather than the kindness of faculty.
MISSVISS	Our focus needs to be placed back on our students. This Vision Statement has no focus. We are going to strive to be everything according to this vision statement. The

	lack of student-centered focus is disturbing.
MISSVISS	prefer the addition of will in the ... that will enrich
MISSVISS	It's a very broad statement and could apply to any institution. It seems that quality education is our unique service (as compared to an MSU or U of M). I would encourage the committee to highlight education more.
MISSVISS	This Vision Statement is so bland that it says virtually nothing. MANY, MANY universities throughout the United States could use a statement like this. It says nothing distinct about CMU. I am glad, however, that you removed language about being a first-choice institution. I can't imagine that CMU is first choice for anyone.
MISSVISS	I do not see integrity mentioned anywhere in this statement.
MISSVISS	None. We aspire to be this. How committed is the administration to bring it about? The behavior of central administration through the past year suggests it is mostly talk.
MISSVISS	I strongly support this statement's implication that our goal is to educate citizens of the state, nation, and world.
MISSVISS	Please strike meaningless inflationary adjectives such as 'high quality'. 'Meaningful' research or similar is preferable. Similarly, just evolving, not ever-evolving! Finally, it's not at all clear what it means to say that we embrace our tradition of excellence in education. Embrace as opposed to what? How do we do this? Why say it?
MISSVISS	The most important element missing in the vision statement is an acknowledgement that only the FACULTY are engaged in pursuing that statement. This administration has communicated loudly their disdain for the merits of true scholarship and learning in favor of a pretty campus and the pet project Med school.
MISSVISS	dedicated to artistic excellence and preservation.
MISSVISS	I think we are more than a community of learners--scholars and educators too; by saying just learners you ignore the work that makes that learning possible
MISSVISS	It's missing actual content. It's a mass of glittering generalities; it's the kind of thing we should be teaching students to dissect. Is there any university in the U.S. -- *any* university -- that would say these aren't its goals? Is there a measure of dynamicness of community that will be used? Are any of these terms going to be defined?
MISSVISS	Embrace tradition? Why not dedicated to excellence.
MISSVISS	diversity
MISSVISS	I do not think CMU can compete in research due to the teaching load required.
MISSVISS	CMU makes no attempt to live up to its current mission statement. I have no faith that it will live up to a new one. Why does every single new president think he needs to re-invent the wheel? This is busy-work that allows senior officers to justify their over-priced existence. IF the BOT wants buy-in from faculty, they need to fire Ross and Shapiro.
MISSVISS	Liberal Arts is missing
MISSVISS	I haven't seen the resources available to effectively address the changing the global element yet.
MISSVISS	It is worded so generally that, for the most part, it seems to say little. More precise wording would be helpful. Also, there is no mention of attentiveness to the community within the university, their physical, emotional, intellectual health.
MISSVISS	academic excellence is such a vacuous term; I wish any vision statement could simply ban excellence from its vocabulary.
MISSVISS	Just the term dynamic in the beginning has a connotation of ever-changing group of

	educators (as in, faculty come and leave CMU all the time....which has a negative connotation, in my opinion).
MISSVISS	Central Michigan University is a dynamic community of learners dedicated to academic excellence, with high potential to conduct high quality research, and creative and scholarly endeavors
MISSVISS	I believe it lacks vision and reads more like a laundry list of a university trying to make the world perceive it does everything. Essentially, there appears to be no core vision and certainly nothing that is a distinguishing feature of CMU. Also, dedication to high quality research as one item and creative and scholarly activity as another is a bit redundant. Scholarly activity includes research so why is research listed separately?
MISSVISS	How about something about INTEGRITY? About CARE?
MISSVISS	Perhaps something about developing or encouraging integrity in our students.
MISSVISS	I don't believe the statement adequately represents the University's commitment to diversity. Nor does it put enough focus on the excellence of the educational experience students will receive. I believe there is too much emphasis on research and creative endeavors. Because there is very little fiscal support available for research or creative endeavors, it seems disingenuous to make it such a predominantly featured part of the vision statement.
MISSVISS	The challenge ourselves phrase is awkward. Professing a commitment to those ideals would be better. If this is our vision statement, does that mean the university is prepared to align its support in ways that complement the vision? If not, then this whole process of revising the vision (again) is a major waste of everyone's time.
MISSVISS	saying that research needs to be high quality seems redundant. All endeavors need to be high quality. I think research can be included but think that high quality research goes without saying. For example, you did not spell out high quality for creative endeavors (because it goes without saying)
MISSVISS	ever evolving is a hackneyed phrase. community of learners is an awkward phrase. These need to be restated.
MISSVISS	Add: cultivate responsible citizens, employees and future leaders by setting examples starting with the administration, faculty and staff.
MISSVISS	Well, we are a dynamic community focused on excellence in teaching and research. I strongly support that. However the question is: Does the administration recognize our dedication to excellence?
MISSVISS	Foster and encourage critical thinking and problem solving
MISSVISS	There is nothing in the vision statement that is a vision. Everything listed there describes what a University should be, not what it should aspire to become.
MISSVISS	Vision statement feels quite generic. You could put the name of any university in the state with that vision statement and it would make equal sense.
MISSVISS	Some clarity would be nice. This is a lot of clichés and generalities, some of which, when one thinks about it, mean very little even as a mission statement, which should be broad but not banal.
MISSVISS	Diversity and more global perspectives.
MISSVISS	I cannot tell from the question if I am supposed to answer based on what we are or what we should be. I support almost all the visions stated, but feel we fall far short of achieving any of them, especially in the last year and with the current atmosphere of distrust and divisiveness between the overgrown administration and the undervalued faculty and students.

MISSVISS	In recognition of existing resource constraints, change the focus to advancing single individuals -- not societies.
MISSVISS	Dedicated to the promotion of (local, regional and international) peace and amity through the study of and respect for diverse perspectives.
MISSVISS	The vision statement sounds too busy and full of marketing-ese. It should more emphasize CMU's role as a teaching-centered institution.
MISSVISS	No element of the Vision statement should be removed.
MISSVISS	Dedicated to preparing students to meet the technological challenges that impact society locally, nationally and globally.
MISSVISS	The goal should be to add to the global intellectual knowledge pool. Research is nice as is our cultural sensitivity, however we need better relationships to external organization - those that employ our students - to develop the clearing house as well as the resources to remain relevant and join the global conversation.
MISSVISS	do not care for the language of learners
MISSVISS	Quality Teaching/instruction utilizing best practice and meaningful assessment of student learning. This is not addressed in academic excellence .
MISSVISS	The statement is trite, banal, empty. It should be redrafted from the start or, better, shelved entirely. Such statements have almost nothing to do with anything that actually happens at a University, but I guess they keep someone busy. CMU already has a motto: sapientia, virtus, amicitia. That's enough.
MISSVISS	Serving the needs of our customers (USE THE TERM CUSTOMERS!!!! TELL THE TRUTH!!!!) - students, taxpayers, employers and donors.
MISSVISS	I think if we spent more time working on being better educators with good teaching technique rather than devoting so much time to research, we would be more effective. I am sure that is an unpopular viewpoint but I get so tired of hearing students complain about boring and ineffective classes.
MISSVISS	I think 'transforming the world' is a generalization that ends of having no real meaning. Transforming the world through the development of capable and thoughtful graduates? Transforming the world through commitment to the creation of relevant new knowledge? These are ways that CMU could potentially 'transform the world' from Mount Pleasant, MI - but without being specific, the phrase sounds nice but is just rhetoric to me that ends of being meaningless. Also, this University serves a variety of student skill levels. It's kind of unrealistic to speak of everything from the past (tradition of...) as being consistent with academic excellence. Shouldn't the vision speak to the ways that CMU actually serves and brings along students, helping them to achieve their highest potential and reach the next level, rather than using a functionally meaningless and generic term like academic excellence that makes it sound like this is Harvard? This is CMU, great faculty, great resources, serving an academically diverse population of students. How do we envision we be the best CMU we can be? Saying we are going to change the world, have always achieved excellence and will continue to do so seems to be over the top and ultimately useless. I don't maybe it's a good goal to shoot for and could be a good guiding vision, but somehow it seems hollow to me.
MISSVISS	Diversity should be included.
MISSVISS	I don't think we should lie to future students about what the vision of this university is. In the past 12 months it is abundantly clear that Dedicated to academic excellence and Embrace tradition of excellence in education are not actually goals

	or visions of this administration for this university and therefore should be removed.
MISSVISS	Encourage practical methods of learning and living
MISSVISS	social and environmental justice
MISSVISS	Any strategic plan for CMU must include the element of improving respect for and conditions of employment for all faculty.
MISSVISS	This generation of learners is very aware and committed to social change, and (in my experience) very opposed to the tradition of learning.
MISSVISS	I'm not sure that the word dynamic is the best description of learners.
MISSVISS	My three priorities would be education, research, and community service. Perhaps service is missing.
MISSVISS	an active and engaged partnership within the community we serve and reside within While the strategic planning vision does discuss how CMU will cultivate a stronger knowledge base and a stronger intellectual generation, it does not feel as if it will develop or maintain a stronger partnership with the Mt. Pleasant community. It almost sounds like the strategic vision is one of building a silo around itself - because CMU has a bigger vision outside of Mt. Pleasant. It does feel like there is much investment in its foundation with the community to which it lives within - or the investment within its community is implied. Which still tells me - there are silo's being built between the city of Mt. Pleasant and CMU - by CMU.
MISSVISS	Vision statements are bullshit in its purest form. This one is more so than many. CMU has a community of third-rate students who couldn't get in to other schools. Many of my students can barely write a coherent sentence. CMU is not dedicated enough to research to actually support it.
MISSVISS	I really miss the emphasis on community engagement - perhaps this is in the Mission statement to address intellectual and cultural needs. This vision statement feels too expansive and confusing. What does it mean to transform? I sure don't like the way America is currently being transformed. Overall this is super confusing and begs explanation.
MISSVISS	Changing ourselves to address the intellectual, cultural as well as health and welfare of ever evolving societies
MISSVISS	high-quality research needs a hyphen
MISSVISS	Several of us made some recommendations to the proposed statement during the April 18 meeting. Those recommendations should be considered.

Off-campus Faculty

MISSVISS	I am not a fan of including the state of Michigan because I think CMU serves a global population with cutting edge distance and online programs.
MISSVISS	I think the vision statement sounds great!
MISSVISS	Focusing specifically on Michigan should not be a primary emphasis (I know we are a Michigan based school, but that is somewhat limiting given our more national and global focus)
MISSVISS	consider adding economic needs: ... intellectual, economic and cultural needs...
MISSVISS	Considering the student and community audience served by CMU, the scope seems too broad for the last 3 elements (Challenge ourselves to address intellectual and

	cultural needs of ever evolving...)
MISSVISS	There is a breakdown of honesty and integrity in our society. I believe your vision statement has tried to address this problem in a positive manner. It remains disconcerting for teachers to encounter these problems in the classroom.
MISSVISS	Perfect as is
MISSVISS	The second sentence should be removed. A mission statement should be simple and not require two sentences.
MISSVISS	We should be preparing our students to be thoughtful, active members of participatory democracy. There should be at least some mention of 'service'.
MISSVISS	I think research and scholarly endeavors is redundant
MISSVISS	Creative and scholarly endeavors suggests mutually exclusive. Take out the word AND = creative scholarly endeavors
MISSVISS	Our students come from/reside throughout the world - to include/focus on Michigan in specific terms is too narrowing.
MISSVISS	Meeting the learner's delivery needs, e.g. distance learning, non-traditional formats.
MISSVISS	I liked the inclusion of creative endeavors as this is frequently not included in mission statements. The last phrase on Michigan, nation, and world needs to be revisited in language---not in spirit.
MISSVISS	Central Michigan University welcomes all scholars through embracing the core values of wisdom, virtue and friendship in all of its endeavors from local activities to global initiatives.
MISSVISS	Emphasize the role of a Regional University and the importance with Undergraduate StudiesModel after Miami University...Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar
MISSVISS	A vision is really a statement of where CMU expects to be in future. None of prior statements capture a real vision. Example: CMU will position itself at the forefront of undergraduate and graduate education within and beyond Michigan. It will be recognized, respected and sought out as an institution of higher learning by students and their employers.
MISSVISS	You should include a community of learners and leaders ...
MISSVISS	Looks fine
MISSVISS	If CMU's Off-Campus Program is now being called the Global Campus, and CMU is really serious about extending its reach far beyond Michigan, reference to the State of Michigan appears to me to be inappropriate. CMU, through its limited vision of what off-campus programs can be, has lost out to the competition for graduate students in its programs.
MISSVISS	Great as is
MISSVISS	Vision statement should address this question, where we are headed and what our future customer, market, and technology focus will be ? Accordingly the proposed elements are valid.
MISSVISS	I believe the vision should contain an element of innovation and CMU as an enabler of student innovation.
MISSVISS	There is no evidence from this statement that CMU is committed to embracing cultural, ethnic, racial diversity OR to ensuring its students graduate with the cultural

	competence necessary to successfully interact with people who are unlike themselves.
MISSVISS	consider what the difference between stating commitment to academic excellence and tradition of excellence in education . What is the difference? Does it imply traditional practices? If so, I don't believe that would be something to advocate as the world of knowledge and learning is definitely evolving in its needs.
MISSVISS	delete reference to cultural needs. That is total BS
MISSVISS	Research availability for Adjuncts is lacking--so the research statement is not encompassing
MISSVISS	I am not sure I understand the global reference of responsibility.
MISSVISS	I'm uncomfortable with any part of the vision statement suggesting that CMU's mission is to foster global governance. rather, CMU's mission in part (should be) to foster/incite, encourage, etc. people around the world to maintain intellectual curiosity, creativity, etc..
MISSVISS	I don't like the term learners. We are all scholars at all different levels, so I feel it would be a better term to use.
MISSVISS	Language meets the spirit of a vision. As a pragmatist I tend to be attracted to concepts with clear outcomes. Everyday today's generation of learners ask how course content facilitates skill development/enrichment that will position them for employment, career or profession advancement. Perhaps this level of earthy reality can be in the mission.
MISSVISS	No mention of integrity or hard work (for both students and professors).
MISSVISS	CMU has a partnership with the US Military at bases around the world. Seems like this unique role should be addressed somewhere.
MISSVISS	Concerns about educating students about living in a diverse world - race, ethnicity, gender, etc. And developing a concern about injustices both here and elsewhere.
MISSVISS	I don't have the wording to use, but something that address' fiscal responsibility in tuition, scholarships, faculty/staff salaries, operational costs.
MISSVISS	No - covers all the relevant bases
MISSVISS	The Statement should have some mention of building self-discipline and self-motivation in students.
MISSVISS	I find the statement excellent as it stands.
MISSVISS	Comprehensive? Fundamental education?
MISSVISS	A lot of stuff there... so much so that it could easily be forgotten. better to be focused on what's really important to a university: Dedication to academics, research, and scholarly endeavors! The rest is just fluff to be PC.

Staff

MISSVISS	Include a commitment to informing our regional community. Cultural and intellectual efforts pertain to the past. If we work as an institution to better inform the general Michigan community, such efforts pertain to the present and future. Beyond our students, our other stakeholders deserve cultural, intellectual and informative services from CMU.
MISSVISS	remove ever-evolving

MISSVISS	Remove any soft items like challenge ourselves; it sounds like we are weak. Remove embrace traditions; it sounds gender specific, and self gratuitous. Who wrote this anyways, I hope the University did not pay for it; restart from scratch.
MISSVISS	What about compassionate, caring citizens who serve their communities?
MISSVISS	Community, state, national, global
MISSVISS	Sometimes I feel everything is too focused on diversity than on education. This could cause more minority groups to be created.
MISSVISS	While it does mention our students enriching lives, it doesn't seem to put much emphasis on them.
MISSVISS	I would remove state, national and global and just leave it at society. If you specify every focus it just sounds redundant.
MISSVISS	To help each student achieve their full potential.
MISSVISS	It should say learners and educators
MISSVISS	As a general opinion, if any of the statements are made than they should also be true and not said because that is what we'd like to hear about ourselves or would like to be true. It would be necessary to have a definitive plan in place to succeed at a high rate in said area to claim it. Also, though it all sounds great, some statements sound as if we're trying to be all things to all people. There are many fixes and divides on campus needing a fix before any of those statements in practice can be true (most instructors are value added and educating our customers (students) in a manner in which they learn, retain, and are able to use that instruction; faculty that feel that they are not at opposition with administration and are not trying to drag students into it on either side; more professional development for all classifications on campus rather than just faculty and the salaried), etc.
MISSVISS	I cannot think of any important element that has been missed. I'm not sure that I'm comfortable with the first section, a dynamic community of learners. I believe this to be important, but I don't care for the wording.
MISSVISS	Omit the statement regarding global communities. We spend too much time in this community and this country trying to change other countries to our way of thinking, while ignoring the problems and issues at home.
MISSVISS	dynamic community of learners just sounds stupid
MISSVISS	On the first page of responses shows that I support all draft mission, I just do not believe that we carry out some of it. A community of learners is a statement that I would like to believe. I do not feel passionate that our professors fall into the learning portion. The technology advances separate faculty teaching from real student learning.
MISSVISS	Remove high from the quality research statement. Community of learners may be too restrictive.
MISSVISS	That enrich our lives and transform our world and ever evolving state could be eliminated.
MISSVISS	CMU will be known as the university that gives their students the best education possible so they will go on to have successful lives and serve our communities.
MISSVISS	too much fluff keep it plain and simple
MISSVISS	There is a community service piece missing. Where is the social responsibility piece? To me the vision statement reads like a research institution. CMU needs to be open to a broad range of students. The faculty needs to be excellent but, the students need

	to be from all walks of life. I believe it is a mistake to focus on only the smartest.
MISSVISS	I think you have addressed the element of community service and I feel this is a definite need.
MISSVISS	I don't know if it belongs here or elsewhere. A reference to an ongoing collaborative efforts amongst CMU Board of Trustees, upper administration, administrative staff, faculty, and students, and within each group, might be nice. With all the changes in reporting structures, goals, etc, collaboration sometimes takes a backseat.
MISSVISS	As many such statements do, adjectives and adverbs clutter the document. A dynamic community -- would anyone propose an undynamic community? The adjective is meaningless description that intends to emphasize a point but in fact actually suggests that in the past CMU may have been undynamic, thus requiring us to now emphasize the issue.
MISSVISS	I would suggest adding the word societal to the intellectual and cultural needs.
MISSVISS	I think we are not a major player in terms of research.
MISSVISS	The items that I marked 3 or No Opinion seem so vague as to be meaningless. Paring them out or tightening them up would make the statement more compact and therefore more useful.
MISSVISS	Are we are community of learners or educators? Our students are learners and we strive to teach. I'm just confused by the word learners.
MISSVISS	I'm not sure that societies is the best term, sounds exclusive to particular groups and that's not the intent, I'm sure.
MISSVISS	While I understand the desire to be all-encompassing in a vision statement, doing so often inhibits focus. The statement: challenge ourselves to address the intellectual and cultural needs of ever-evolving state, national and global societies. is so vast, we risk achieving mediocrity in an endeavor to be excellent in everything to all people.
MISSVISS	I think the vision statement should include a commitment to the local community in addition to the state, national, and global.
MISSVISS	Some statements very broad for a reason but in the plan we need to consider 1. People will pay more if they feel the academic quality we provide exudes excellence and strong academic rigor 2. Placing an emphasis on cultures and global markets are good but they cannot be buzz words trainings are needed for all.
MISSVISS	The majority of the wording seems a little static for a VISION statement. Seems to reflect more of what we are as a university rather than what we are striving to become.
MISSVISS	Social Responsibility and Embrace Diversity in all respects
MISSVISS	I think the vision statement is excellent in its focus and each identified element. However, it seems a bit sterile to me. Is there a way to soften it to make it seem more personal and inviting? Maybe something that incorporates the Take Care initiative or presents a warm and friendly living-learning community?
MISSVISS	I don't believe our educational goal needs to be focused on global issues. How exactly do we provide evidence in the future of having accomplished that? A Vision Statement is good, but it seems we should keep it just out of grasp, yet attainable (with evidence to support).
MISSVISS	Vision statement should be visionary, what we aspire to be. This vision is too wordy. Would be nice to have a single statement and then allow the colleges and departments to draft mission statements that would help support the vision.

MISSVISS	I do not like the phrase community of learners. It confuses me as I feel the staff at CMU are all educators. The phrase should reflect that. I think community of educators and colleagues , community of authorities , community of professionals , Or change to a dynamic partnership of professionals dedicated to
MISSVISS	I believe the statement for the most part, however we need to back it up if we are going to use it. We need to challenge people to become a learner that will become what we believe.
MISSVISS	I hope the word ourselves will not be in the vision statement! Who is ourselves? Life-long learners is absent. It seems it is a mission of a university to create a thirst and hunger for continued learning.
MISSVISS	Needs to be more clear and precise. How will this vision be achieved? Polish the words until we have a vision statement inspiring enough to energize and motivate people inside and outside our organization. (quoted from Mind tools) We just need to be specific as to how we will carry out this vision.
MISSVISS	Central Michigan University is a dynamic community of learners? Just learners? But we are not just learners. A huge portion of CMU is administrative. Why not a dynamic community of students, scholars, and administrators... ? The faculty and administrative groups should NOT be excluded from our own statement of who we are and who we should be.
MISSVISS	I would not add anything more as a vision statement should be short and clear. I cannot think of anything I would remove at this time.
MISSVISS	Regarding endeavors that ... transform our world, drop the ambiguous transform half; enriching lives is truly enough. Regarding embrace tradition, this seems redundant, self-defeating. A tradition of excellence discredits the effort involved to become excellent - that you'll get it by simply attending CMU.
MISSVISS	Where is the commitment to promoting diversity and social justice?
MISSVISS	Active and engaged CITIZENS
MISSVISS	The words are all there. No element is missing. This statement represents what CMU aspires to become, not what it reflects in its day to day operation. CMU's challenge is not in its vision for what it aspires to be. CMU's challenge lies in its ability to make the necessary changes to make this vision a reality.
MISSVISS	Expand the awareness of what CMU has to offer the nation and the world.
MISSVISS	State should be capitalized
MISSVISS	CMU is a diverse community of learners dedicated to the success of our students, (then lead into academic excellence) I don't like dynamic - kind of sounds cheesy? Next - I don't like how ever-evolving reads in that sentence -the sentence structure does not flow well? We embrace our tradition of excellence in education and challenge ourselves to address the intellectual and cultural needs of a changing global society in order to advance the evolution of the human condition.
MISSVISS	it's too long; it should focus on our primary purpose which is to educate students for meaningful lives in a complex, evolving, diverse and global society; even faculty research should serve this purpose by educating students on how to conduct research
MISSVISS	- students engaging in the total college experience, with holistic development - building strong relationships/partnerships between alumni, administration, faculty/staff, students, community partners, state/national/global constituents, government entity
MISSVISS	The latter section on embracing challenges seems vague, not specific and concrete.

	Embracing a challenge doesn't mean succeeding in dealing with it or taking any concrete action to meet and address a challenge.
MISSVISS	It lacks anything contributing to the fact that we are first and foremost committed to the success of our students. I feel we are moving away from providing quality education and spreading ourselves very thin in this 'global' market and 'research based' campus. Research is good, but I not see it as a high priority for this campus.
MISSVISS	I THINK THE FIRST STATEMENT SHOULD HAVE 'OF LEARNERS' REMOVED. 'TRANSFORM OUR WORLD' SOUNDS FLUFFY. THE LAST SENTENCE SHOULD READ 'EVER EVOLVING SOCIETIES'
MISSVISS	-I prefer to remove the word 'learners' and leave it a dynamic community. -It needs to include wording that says we are open to change and able to change as the need arises.
MISSVISS	address the needs of STUDENTS in this evolving state, nation, world
MISSVISS	I feel that the statement has positive components, but it is very awkward..maybe some revisions to the grammatical aspect of it are important.
MISSVISS	Dedication to community service and volunteerism is not emphasized. I think that's a large part of CMU - giving back to the local community.
MISSVISS	We could/should somehow add that we are dedicated to creating responsible global citizens...
MISSVISS	This topic was well communicated at the Friday meeting held in Rowe hall.
MISSVISS	We embrace is not a vision statement
MISSVISS	dynamic community
MISSVISS	Anything that discusses preparing our students to overcome challenges or provide for their themselves and their communities perhaps?
MISSVISS	Little over kill. We are not an MSU or U of M and we are never going to be. We should stop trying to meet their levels of excellence. However, if we do want to attempt to reach their standards at least raise our standards for the students that we matriculate both on campus and OCP. Also, make the standards equal for on and off campus programs. As it is right now and has been for a very long time, OCP is a money maker but has very very low standards required for its students. Give us your money and we'll let you in the class as many times as it might take you to pass it. It is a joke!
MISSVISS	It just seems so very LONG!
MISSVISS	Make CMU the best data processing site.
MISSVISS	What about using lifelong learners ?
MISSVISS	Embrace tradition of excellence in education seems too vague to me. How is it different from Dedicated to enrich lives and transform our world ? or Dedicated to academic excellence ? Something more parallel with the others like Dedicated to maintaining (or providing) excellence in education might work.
MISSVISS	I think something should be added regarding to moral and ethical standards. There are too many examples in today's big company and higher education where ethical standards are not being held in front of the almighty dollar. If you truly want to say you are doing all of these things for the betterment of society...you should make sure this is addressed.
MISSVISS	I struggled with this vision statement; it does not reflect the value and dedication of staff members or support services. I am also still struggling to get past the greed,

	arrogance, and selfishness of the faculty. How can we be dedicated to excellence in education with a faculty who are like this? So many of the faculty are horrible and stay at CMU because they literally couldn't be hired anywhere else. But I know, we can't say this in our vision statement.
MISSVISS	Yes - the co-curricular - social - community - student life aspect is missing. We develop the whole student - not just the academic/learner.
MISSVISS	What about service to the University and community?
MISSVISS	the word high quality research. Quality should be able to stand alone. I don't think you need the word high .
MISSVISS	Overall, I think our Vision Statement is fine. Coming off of Faculty Negotiations this year, I just do not believe our Faculty believe it. Nor do they behave in a professional academic manner reflective of an institution of higher learning! Actions of Academic Senate have also become a bit of a joke!
MISSVISS	Our vision statement seems so narrowly focused on global excellence that it distracts from addressing local needs to provide a quality education at least cost. Nail that down, and national recognition will follow.
MISSVISS	Missing: what is CMU's Vision for the future? Where does CMU strive to be? The statement reflects where the university is now, not the direction it is moving toward.
MISSVISS	creating the opportunities students need to experience to be successful.
MISSVISS	My issue with vision statements is that they tend to be made up of the current buzz words but no one ever talks about what it really means or the practical implications.
MISSVISS	The statement is not very visionary. It basically states what we do now, not what we strive to become.
MISSVISS	Should a vision statement also reflect a view of the internal workings of the institution being deeply embedded in integrity of what it says publicly and what it does within its own system.
MISSVISS	I would love to believe that CMU is a dynamic community of learners, but the reality is that we are not. I wish that we could also say that we are striving to create a community of learners, but I'm afraid that is also not accurate.
MISSVISS	Be something we actually mean and follow through. No more hollow words from the administration. Actually value employees and not just those in unions.
MISSVISS	The Vision Statement is perfect as it currently reads. I personally think the university is working towards becoming that type of institution. We're not there yet. It's great, but not who we are today.
MISSVISS	Nothing is mentioned regarding the welfare and the desire to attract and retain quality faculty and staff.
MISSVISS	Excellence in Education sounds like the good old days when the College of Education was prominent on this campus. Excellence in Learning would be my choice.
MISSVISS	future tense need to reference the culture at CMU - i.e. our identity - what makes us who we are and distinguished from any other university in terms of the culture/atmosphere here?
MISSVISS	Central Michigan University is a dynamic community of learners and scholars dedicated to enriching lives and transforming our world. We embrace our tradition of excellence in education and challenge ourselves to address the intellectual and cultural needs of an ever-evolving global society.
MISSVISS	
MISSVISS	I feel that something should be added regarding our focus toward individual student

	success. Also, the word learners should be removed due its elementary-school connotation. The phrase challenge ourselves sounds short-sighted and not reflective of our full capabilities.
MISSVISS	There should be more on communication throughout the campus for students and employee's.
MISSVISS	What you have proposed is a statement of what CMU believes that it is. That is not a vision statement. A vision statement should very clearly and succinctly state what it is we envision ourselves becoming. In other words, in an ideal situation, what would CMU look like? Once you see this vision , then you work on missions, and then goals.
MISSVISS	I think the Draft vision statement is very grandiose in its message. From my perspective a CMU Vision/Mission statement needs to be grounded so people can connect with its message. It would also be incomplete unless it would recognize are our partners in success, the local community of Mt Pleasant and the many service organizations that are committed to supporting CMUÆS wealth of programs
MISSVISS	I feel that it is important to acknowledge whether the administration is on board with the vision statement or not. It's a nice exercise, but if the admin cannot stand behind it, live it, and demonstrate it through their actions toward employees, then it's all meaningless.
MISSVISS	I liked when we were striving for national prominence.
MISSVISS	I like the words intellectual, learners, and research. Some elements at the end such as cultural needs of global societies make me think negatively of social justice issues.
MISSVISS	The vision statement is a lofty goal that may not be attainable for an institution with a tradition of shooting for the stars but being content with mediocrity.
MISSVISS	Academic excellence is a broad term and already encompasses the ideas of high quality research and creative and scholarly endeavors. It just seems like a filler for the third item in the list.
MISSVISS	What about diversity?
MISSVISS	I don't believe we're meeting cultural needs when we allow for the cost of tuition to sky rocket thereby eliminating many qualified but financially-limited individuals from our student body.
MISSVISS	The element of providing educational experiences and leadership that allow our students to perform and transform our state and impact the country through job creation and intellectual stimulation?
MISSVISS	Understanding and respecting Culture is important. However, my concern is America has become a salad bar (we cater to everyone) as opposed to a melting pot, where new citizens do not assimilate into patriotic Americans, but rather set up mini-communities, of what they left in their previous country, not taking English as their primary language, or embracing America. Not sure how you tie that into the vision statement, but maybe make it American Culture?
MISSVISS	Something needs to be added about keeping up with technology and incorporating it teaching methods.
MISSVISS	I think that one important element should be to inspire our students
MISSVISS	The last portions seems a little repetitive, with state, national and global.
MISSVISS	Maybe remove the words: state, national : (It would be clearer with just global societies.) We embrace our tradition of excellence in education and challenge ourselves to address the intellectual and cultural needs of ever-evolving state, national and global societies.

MISSVISS	n/a
MISSVISS	The statement seems to be focused on doing everything for society. I presume that this is accomplished, indirectly, through the student. But it's not directly clear as to what the student gets.
MISSVISS	For your consideration ... Universities are for Students, we expect a lot from the students, yet, we do not mention their role and the Vision for them to consider/embrace, they would have to believe it to live it. Just a thought ... Central Michigan University is committed to providing students with a 'place', atmosphere and environment that challenges a student to be all they can be ... excellent in whatever they pursue, a platform for high standards and quality, a safe harbor for creativity and scholarly activity with the expectation that when students graduate they take the knowledge and education they have acquired to address the intellectual and cultural challenges of an ever changing state, nation and global societies. As you can see, I am not very good with words, but you did ask ...
MISSVISS	Develop students with the habit of mind of an educated person.
MISSVISS	Community of learners sounds very nebulous. That doesn't seem to speak to our purpose.
MISSVISS	I would prefer We will build upon (embrace) our tradition of excellence rather than embrace as this sounds like we are rooted in our past rather than moving forward.
MISSVISS	Focusing on the state level(Michigan)and our World makes us sound rather small and insular. Rather, begin with national as the smallest circle and use the World instead.
MISSVISS	Perhaps, something about dedicated to moving the State of Michigan forward, meeting the challenges facing the State.
MISSVISS	There needs to be language in the vision statement related to the students and the goals specifically surrounding them. There needs to be specific language about a commitment to diversity being incorporated into the organizational culture not just an addressing of the matter
MISSVISS	I like focusing on providing a quality education to students as our first and foremost mission. Scholarly and research emphasis should be secondary.
MISSVISS	Keep vision focused on national interest.
MISSVISS	I believe an element to include should be something about how Global Campus' extends CMU to adult learners, working professionals, etc.
MISSVISS	Think it's missing the most important aspect of what CMU faculty and staff do, facilitate learning. Suggest beginning vision statement with CMU is a dynamic community of learners and facilitators dedicated to...
MISSVISS	Beyond the vision, there must be also be an organizational structure to support that vision.
MISSVISS	Yes. What is definitely missing from the statement as well as the CMU culture is effort that fosters collaboration within the entire CMU community for the benefit of the students that have chosen CMU to learn and grow.
MISSVISS	seemed fine to me

Question Change1

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

On-campus Faculty

CHANGE1	I am already frustrated that THIS is what you wanted input on ... keep your priorities small, simple, and meaningful ... the fact that you've wasted university resources and talent surveying about this makes me think that this strategic planning process is: the same people doing the same thing leading to the same outcome (a series of meaningless documents that don't have any real effect on anything). So far, this is a total waste.
CHANGE1	The student success priority is wonderful, but it is impossible to achieve without support for the faculty, and without an atmosphere that fosters and not punishes research, as it is the one in some departments in CMU. Too many extracurricular and service activities means too little time researching and equals too much focus on little things and not keeping up to date with the profession, not reading enough, not being able to think critically thus to foster critical thinking in class.
CHANGE1	I believe it should explicitly state reading and writing skills, in addition to communication skills. This is the critical area for our students.
CHANGE1	Include something about how administration, faculty, and staff will use student success to guide decision-making.
CHANGE1	I am afraid to rank the last priority, because, up to this point, the administration is the only entity on campus that has been allowed to come up with pedagogy initiatives -- they have done so without faculty input and then forced those initiatives upon the faculty.
CHANGE1	I guess, since you are going make the undergraduate students of CMU subsidize the education of medical students who will be making millions 10 years out, you really don't give f* all about undergraduate student learning. You want critical thinkers, try questioning why the undergrads subsidize med students education.
CHANGE1	Student success should be centered on student learning. Priority number 1 should be to teach the students' academic subjects. This does not mean that the rest of campus life is unimportant, but we can't bury academic achievement under some pretext of spinning more fluffy, meaningless buzzwords into our priority statements.
CHANGE1	Without a genuine focus on learning and teaching this initiative is mainly just a bunch of fancy words.
CHANGE1	Priority 1 does not say anything about students being educated or thoughtful or gaining knowledge. It strikes me as these have to be Priority 1 for a university. Global citizenship is a trendy concept in our world today, and the idea is not without value or merit, but is it really the #1 task of a university to create global citizens?
CHANGE1	1) Enriching students' lives sounds like making the happy and comfortable. We want to challenge students to grow and expand their horizons to view the world through multiple perspectives. That's how diversity (in terms of demographics) enhances teaching and learning. 2) Academics for what? Reading, writing, and thinking critically for what? To those beyond academia, that goal sounds very abstract compared with preparing them for future employment. To combat the consumeristic culture, we

	should add the so what, which is that with reading, writing, and thinking skills, students learn how to solve problems in society.
CHANGE1	I would like the current CMU administration to recognize that student success is not measured through the amount of money earned by graduates. CMU is not a trade school, and we should focus on creating well educated, well rounded graduates, not on creating more job training
CHANGE1	Yes--the wording is awkward the student gives the idea that there is one model student. Change this to students and global citizens
CHANGE1	Set a realistic goal for students and faculty. Our students are prepared to be grade schools teachers and let's try to make them a better teacher. Our faculty have to teach 3 classes each semester and no graduate students, then do not ask them do too much to meet the high standard requirement for research so all they have to do is sacrifice the quality of education. There is balance here and faculty member need s break too.
CHANGE1	Add: and especially by encouraging study abroad
CHANGE1	Joke. Nobody takes this seriously at top-down U.
CHANGE1	All four of those are important. Why are we being forced to leave one out? I'm left with having to rank employability of students and diversity???
CHANGE1	Where is discussion of the need for more academic mentoring of students to improve learning and retention
CHANGE1	We need to turn out functional graduates.
CHANGE1	Again , be real. Keep in mind this is CMU and not some enlightened university with amazing students. We will never be that -- and that is fine. Students have other resources for enlightenment.
CHANGE1	Aren't we supposed to help students learn to think? I thought that that's why we brought students into classrooms. That's the biggest part (90% of time?) of what we do to our students when we say we educate them... we bring them inside in groups. Most groups sit facing a podium, some groups interact with people and things, such as in labs. This setting is not the best setup for teaching responsibility and other success priorities. Or our priorities wrong?
CHANGE1	Again, I would like to see the idea of hard work as a prerequisite for success to be included.
CHANGE1	The wording of priority 1 is the only thing I was not impressed with. Respectful and responsible sounds blasé.. How about attentive and actively engaged global citizens.
CHANGE1	The one about enhancing student lives... will likely take care of itself if we achieve the other three.
CHANGE1	Supporting student success is fine, but the respectful and responsible statement does not link very well with either student success or with the four initiatives.
CHANGE1	If we focus on critical thinking skills, then knowledge, our other goals will grow from this seed.
CHANGE1	Foster the development of the student into a responsible and respectful global citizen. This is a broad statement, no? Ideas of what constitute a responsible/respectful citizen vary, although we may agree on many points. This gets into fundamental discussions about morality (otherwise, how do you define what is responsible?) which I am in favor of - to a point. However, teaching students HOW to think is more valuable than teaching them WHAT to think. I do not support an over emphasis here.

CHANGE1	I think the business community has made it clear that what they need most from us is graduates with good critical thinking and problem solving skills who can learn, on their own, to prepare for new challenges. Too often we talk about preparing students for their careers by giving them hands-on experiences. The latter is not a substitute for the former. Nor is skill in various new technologies.
CHANGE1	Need to include research somewhere.
CHANGE1	We should focus on student success and not financial savings. We need small, face-to-face classes.
CHANGE1	Focus should be on undergraduate education.
CHANGE1	Develop students' awareness of ethical issues and their commitment to integrity.
CHANGE1	I feel it is more our duty to develop thinkers than it is to develop socially responsible citizens. Furthermore, college should be about intellectual maturity, not simply job training. This is not to say that students do not develop morally or gain job skills through their experiences here, but those are not our purposes.
CHANGE1	We need to focus on the basic building blocks of an undergraduate education: the development of the ability to analyze and apply knowledge and to problem solve. The focus on creating global citizens is just a buzz phrase. We need more rigor and we need to be more responsive to the demands of the market. Also, we need more financial support for students and less focus on fancy new buildings.
CHANGE1	Students need to not understand the global perspective, but also the national perspective. We focus on study abroad, while most of our students do not have an understanding of the cultural differences that exist in the US.
CHANGE1	We should have high standards for students rather than the low standards that exist currently. We should stop the push for more on-line classes.
CHANGE1	Stress the role of the faculty as student mentors -- actual people in face-to-face courses!
CHANGE1	It's not clear why 'global' is part of this priority. Being a good local citizen is surely at least as important as being a 'global' one (whatever that means). It's also troubling that the priority makes no reference to students who are 'educated', 'thoughtful', or to academic or other actual skills. Only 'responsible and respectful citizens'. Admirable as they are, none of these decidedly moderate goals are inherently connected to a university education.
CHANGE1	Having an administration students recognize as working for, rather than against, those directly providing them with their education would go a long way toward furthering their sense of belonging, and with it their sense of receiving an education from a quality institution.
CHANGE1	I honestly don't know what Priority 1 means. The terms are so vague that Priority 1 borders on being meaningless.
CHANGE1	The learning environments item isn't really an initiative -- it's bad sales copy from ed tech vendor brochures.
CHANGE1	solid liberal arts education
CHANGE1	Stop bringing in speakers if you aren't going to follow their advice. Get rid of SOS as a basis for evaluating instructors because it leads to grade inflation. Stop relying on adjunct faculty so heavily because it leads to grade inflation. None of these initiatives will make a difference without serious structural and policy changes. It's like putting lipstick on a pig.
CHANGE1	Student learning should include the ability to question, investigate, and contribute to

	the further enhancement of the world. These questions assume that it's already functioning as it should.
CHANGE1	add something about empathy and global citizenship
CHANGE1	These ideas are not well presented or distinguished from student experiences now so I am unsure how they are part of an emerging vision and plan.
CHANGE1	Again, I notice nothing about integrity or care.
CHANGE1	The priorities are poorly drafted as they're overlapping and cumbersome.
CHANGE1	We need to clearly define what we mean by student success.
CHANGE1	Communication and team-work skills, by my understanding, are the most important skills employers feel an undergraduate education can help students develop that they currently do not develop. I really think this aspect of student development needs to be accentuated (and like that this appears to figure prominently into strategic planning!)
CHANGE1	The words and ideas you have selected are intellectually satisfying. But how actionable are they. If mom and dad didn't teach respect, how does a prof with 20-70 other students in the room? I am wondering if this process is a well-intentioned campaign that will quickly break down.
CHANGE1	Sound pedagogy regarding critical and analytical thinking, in which at least 70% of our students demonstrate mild to substantial deceitfulness of a focus on bells and whistles, such clickers and Prezis and online courses designed so poorly they are already ten-years outdated and which, after polling students for a year, 89% hate anyway (either they or their friends have taken one). THEY NEED TO READ AND WRITE COLLEGE APPROPRIATE MATERIAL.
CHANGE1	Understanding diversity.
CHANGE1	Value students and faculty over shiny new buildings and furthering the administration's visions of grandeur..
CHANGE1	Each student needs a moral foundation derived from an individual perspective, not a global perspective.
CHANGE1	Much of your wording is typical buzzword, beat around the bush nonsense. Can't we communicate more concisely?
CHANGE1	Who wrote these questions? They feel like push-questions. What can be meant by forward-focused teaching strategies , etc.? This is obfuscation.
CHANGE1	Are you planning on putting in a statement about the importance of faculty? Just wondering.
CHANGE1	focus on support services: Tutoring, Writing Center, counseling
CHANGE1	Enhancing and testing student's basic skills in literacy, numeracy and science before embarking on a major. (i.e. many seem under-prepared for university study).
CHANGE1	What are the measures of student success and university success ? Our vision statement and our related goal statement never address what this looks like. We don't even mention student success in our vision. This has been a problem with CMU for as long as I have been aware of CMU's existence. We never define what we want from or for our graduates. What is the vision for our product ? What the heck is student success for a CMU grad? Benchmarks? Parameters?

Off-campus Faculty

CHANGE1	I would add knowledgeable to responsible and respectful.
CHANGE1	I teach in the Off-Campus programs and students' communication, analytical, and creative thinking skills need serious attention. Half of the undergraduates and a third of the students doing graduate study are not sufficiently prepared for the degree they are pursuing.
CHANGE1	Critical thinking is as important as creative thinking
CHANGE1	Include more successfully practicing professionals as faculty in the educational experience
CHANGE1	Critical thinking may need to be included, unless it is included elsewhere.
CHANGE1	Student-Faculty Connections
CHANGE1	Eliminate political bias throughout this process.
CHANGE1	teach students to ask relevant questions, to challenge the status quo, to take risks, and be accountable for decisions
CHANGE1	N/a
CHANGE1	Ok as is
CHANGE1	Fertile academic environment is a must. This motivating environment should be used to help students acquire the necessary knowledge and skills for success.
CHANGE1	It seems we spend a lot of time on content and not their ability to actually be a self directed learner
CHANGE1	Speaking as an executive, key terms (strengths) important to employment/advancement are: 1) responsibility 2) communication 3) commitment
CHANGE1	Just a comment on the survey. Note the spelling of definitely (misspelled twice in the survey).
CHANGE1	Responsible citizens and emerging leaders

Staff

CHANGE1	Not sure about respectful. The simplicity of that word omits consideration that respect goes both ways. It also implies a moral framework that does not lie within the University's purpose. Respectful of whom, or what?
CHANGE1	Be explicit on the initiative to prepare students for success ; it's way too soft and introduces bias in the selection of the three choices in priority on this survey.
CHANGE1	It would be nice if the instructors were more student friendly and in certain departments such as Math, the students could actually understand the teachers. It's not fair that students have to learn from instructors who cannot speak clear audible English. Has there ever been studies done on instructors to gauge the student success rates in their classrooms? Learning should be about students learning not faculty prestige and status.
CHANGE1	The number of student events, presentations, guest speakers etc. is overwhelming - while students have a great variety of options, there are only so many events they can attend in addition to their courses. As a result, many events are not attended in sufficient numbers. Maybe focus on fewer events,

	that will appeal to a larger group of students.
CHANGE1	financial/economical
CHANGE1	To have adequate professors who actually do their job instead of putting the students in groups and having them to their lectures for them. No one learns this way. Trust me.
CHANGE1	I don't think it's the University's responsibility to foster the students to become responsible and respectful .
CHANGE1	To say we want student success would mean a look at all instructors on campus and are they really doing what they need to be doing; creating rules on campus and following through on holding everyone accountable for their choices; zero tolerance for alcohol, drugs, and aggressive behavior; teaching the students life skills without feeling that we are responsible for also entertaining them (this is not always enrichment). Hold staff to the same standard we hold the students, look for ways to provide an affordable education and still keep up with technology as it pertains to where it is in the workplace outside our walls, but not just social technology. Quit wasting money on overhauling marketing tools like logos, websites, and make a lasting strategic initiative that is timeless.
CHANGE1	No, I would not want to make changes.
CHANGE1	The Priority 1 statement should be rephrased to: Foster the continued development of the student as a responsible and respectful global citizen. The original statement implies that our students are not already responsible and respected citizens. There are a number of students that are adult learners and/or that have already accomplished many things by the time they become a student at CMU.
CHANGE1	#4 Re-word to state Develop state of the art learning environment, laboratories and innovative technologies.
CHANGE1	keep it simple clear goals
CHANGE1	Curriculum needs to either directly address current business world needs, or make a point to address how a student takes what they learn to be used to learn new things. This is of particular concern in the realm of technology.
CHANGE1	Take out in their chosen field as I believe we need to prepare them for success period, as many students will end up working in fields other than their chosen one...
CHANGE1	I believe if CMU can achieve the three I checked, that the fourth outcome would follow.
CHANGE1	Analytical thinking for me is more important than creative thinking.
CHANGE1	In the world of the future, students must also be able to evaluate information to determine if it is valid and verified (by science, if appropriate). Students must also be able to determine what they do/do not know (meta self-evaluation) and be able to successfully locate and learn what they need to know.
CHANGE1	All the latest and greatest technology cannot improve teaching ability. Spend the money saved from NOT being extravagant with technology and do more thorough searches for faculty who have teaching as their primary love in life. They will know how to engage the student, with or without all the latest and greatest technology, and the student will receive a greater benefit for their dollar.
CHANGE1	Get rid of the word Foster-it is too old fashion. Eliminate respectful, sounds too much of a parent. Encourage an environment that allows the student the

	opportunity to develop the knowledge and skills needed to succeed locally, state-wide, nationally and globally.
CHANGE1	The word develop in the communication statement. The students come with these skills. However, the key is to enrich them. Develop sounds as if one is starting from square one.
CHANGE1	Providing students with the skills needed to succeed in today's workplace is of utmost importance.
CHANGE1	many academic departments are lacking in their preparation of students for career outside of graduate education! They don't have any internships, field work experiences or other required classes that apply what they have learned in class to outside of class. Not everyone wants to or needs to go to graduate school. Many of these departments are in the CHSBS!
CHANGE1	Priority should be relative to Michigan and US not global.
CHANGE1	put more money into the academic units and less into athletics
CHANGE1	May want to work on some of the sentence structure and wording. Some of the hyphenated sentence structure just does not flow well?
CHANGE1	is this our only priority? why only global and not diverse? the initiatives are presented as if they were mutually exclusive and I don't think they are; for example critical thinking is tightly linked to diverse perspectives
CHANGE1	I hear from faculty across the country that current students in general lack motivation for personal responsibility in being successful. The students want to be spoon-fed (this is a generalization but it's not just at CMU that we hear this). Emphasizing student responsibility and allowing students to fail when they don't accept this responsibility is one of the most valuable lessons people can learn as they grow up -- we are responsible for our own success.
CHANGE1	Students need all the help they can get locating jobs post graduation - especially with today's tough job market. Holding additional Job fairs, fostering good business relationships with well established employers and as well as providing access to employment recruiting firms all would well benefit the next graduating class.
CHANGE1	What about the importance of faculty development? How can students be successful without faculty who are effective educators? There is SO little emphasis on faculty development on this campus.
CHANGE1	We need to consider English Speaking as part of Student Success. It seems to be the harder the program the more often it is that professor's speak broken English.
CHANGE1	The initiatives don't address the global aspect of the priority. A priority is needed to provide more students more opportunities to interact with peoples of different heritages or cultures, whether that means studying abroad, more interactions with foreign students, or more opportunities to interact with students in other parts of the US, especially those with a different heritage.
CHANGE1	The initiative that would be most important for this priority would be holding CMU professors accountable to high standards of teaching AND rewarding them for doing so.
CHANGE1	hold students more accountable for their actions - especially bad behavior
CHANGE1	I would also add providing more opportunities for students to participate in active decision-making (not simply token seats on upper level committees). If we are a community of learners, we need more scaffolding for faculty/staff/admin to learn

	from students and for students to make meaningful contributions to the learning community.
CHANGE1	We need to focus on student success and we have a LOT in place already. The top of the line labs and dynamic teaching are more a benefit for faculty then for students.
CHANGE1	Robust critical thinking skills are an essential element in attaining self-reliant and responsible citizenship. At CMU, and other schools, this seems to be an afterthought, with academic focus more aligned toward teaching my dissertation and inculcating global values in our student populations.
CHANGE1	A priority of the university should be to encourage students to not only get involved with co-curricular activities, but a strong focus should be placed on encouraging students to work on their leadership skills and abilities through the Leadership Institute on campus. The word leadership is one often looked for on resumes and within cover letters, and students have ample opportunities within the Leadership Institute to improve, develop, and learn about their own leadership style, and have just as many opportunities to become a leader on campus (and as a professional) if given the necessary skills to do so. Students need to know how important it is to have leadership skills and experiences once they begin applying for jobs after leaving CMU.
CHANGE1	Consistent MODELING by CMU authority figures through their words, attitudes, and behaviors of the centrality of the Vision Statement in their everyday decisions and actions.
CHANGE1	No.
CHANGE1	I would like to see prof's more accountable for their work ensuring that each student is given appropriate learning tools. If the entire class fails - it's not the class, is it? - it's the prof, but they do not have to answer for that. The more successful, happy people that we can graduate from CMU, the more it will get spread around what a fantastic University we are and it would increase enrollment.
CHANGE1	We want high employment stats when our students graduate.
CHANGE1	Although it is not explicit, we need to refrain from becoming a diploma mill for professional fields (i.e. business et al.) and we need to focus on the well-rounded higher education based in liberal studies (both arts and sciences).
CHANGE1	One of the most important factors in student success is the amount of debt they accrue while pursuing degree. If the school is truly interested in the success of its students, then making CMU more affordable should be higher on its list of priorities.
CHANGE1	n/a
CHANGE1	That relevant use of technology is used in teaching and learning
CHANGE1	Develop and support mentorship programs with a wide range of organizations and CMU alumni.
CHANGE1	HOW? This organization comes in two parts. At the lowest level (those with stations) how will you make a student successful given the untraditional student's role?
CHANGE1	Yes. Any evidence of success in student learning should be promoted outside the CMU community.
CHANGE1	I believe in making sure students come out of school and enter their careers as

	debt free as possible. Not sure how to incorporate this into the mission statement but feel being able to capture the importance of managing their finances while getting a degree is very important!
CHANGE1	Students also need to have more Real World Experiences hands on practical vocations that are backed up by un biased fact based courses
CHANGE1	na

Question Change2

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

On-campus Faculty

CHANGE2	Professors should also be able to research without teaching every part of their research. The reason is that professors should be able to have specialties not so flashy but nonetheless important and that professors should be able to develop research in an atmosphere where their peers can contest them, make them rethink, etc, and not only students that will always agree with us. Linking research exclusively to teaching is one of the pillars of mediocrity and goes against what academia should mean.
CHANGE2	It would be nice to acknowledge that much research is done for practitioners in various fields...this doesn't always generate national attention or gain large monetary grants, but it is vital to those professions it serves.
CHANGE2	Improve research support infrastructure in grants office and grant accounting.
CHANGE2	CMU TT faculty teach 3-3 loads and have an ever-increasing roster of non-teaching duties (i.e., I am the chair of four thesis committees). Given this reality, faculty have limited time available for research. The issue is TIME. I am proud of the research and creative works produced by CMU faculty, particularly since it is produced despite a heavy workload. I am not complaining about this workload; I am merely pointing out that CMU cannot be a research powerhouse when its faculty is expected to teach 3-3 loads and perform many, many other duties.
CHANGE2	Please then also consider other elements needed in becoming a research university--reduced teaching loads, TAs or graders for all departments (what happens in departments without graduate students?), increased departmental funding for travel and paper presentations.
CHANGE2	The first item in the previous question is unclear. What does targeted funding mean? If it means obtaining external funding, then the question is unanswerable because the research that gains national prominence is not the same research that is fundable. If it means internal funding should be given to research programs that achieve national prominence, then that is clear, and of course it makes the most sense to do that.
CHANGE2	Scholarship should be valued equally across disciplines. Having poor administrators who were never successful researchers choose specific foci for research funding and

	other resources is foolish and is leading CMU now down a slippery slope.
CHANGE2	The current push to be a global presence in research is a lofty goal and one that changes the organizational culture and structure. This will be a challenge.
CHANGE2	Statement is unclear in the manner in which it describes the integration of scholarship into faculty research and creative endeavors.
CHANGE2	I would never rank number one in this university: because what would end up happening is that all the money would go towards science and technology studies and CMED; with money being drained away from social sciences and humanities. This, in fact, is already happening. So, why will it be any different in the future?
CHANGE2	Appreciate and support all areas of creative and scholarly endeavors that receive recognition within a person's field rather than focusing on those that are fundable from outside CMU.
CHANGE2	Think more toward using Boyer's ideas in Scholarship Reconsidered, etc.
CHANGE2	Consider adjustments to faculty workloads to allow time and resources for research and creative activity.
CHANGE2	Mostly these all are meant to help the rich get richer, I suppose.
CHANGE2	I selected 3 options in the previous question, but I strongly feel that the most important was left out. The university needs to foster a positive research environment for ALL faculty and students. Productivity of EVERY faculty member should be fostered and encouraged as much as possible through research initiatives. I need time for my research. With my heavy teaching and service load, I do not have sufficient time to maintain my research at the level of which I am capable.
CHANGE2	I am deeply concerned and skeptical about the current trend of targeting certain areas of research for extra funding. This approach is problematic in many ways. To name two: it leads to a decline in morale among the faculty not deemed important or good enough for the targeted funding; it risks back-firing, because who can tell at any given time what fields are going to be most important 20, even 10 years down the road? Broad-based support for all faculty research and creative activity is the way to go to promote a healthy and productive university.
CHANGE2	Why the focus on teaching when you are on research and creative activities?
CHANGE2	All of these are important foci. With some additional support (financial) for faculty and students to engage in research, this university is poised to be a premiere research institution known for teaching excellence. No one else in the state of Michigan can boast that, and several of our programs are well positioned nationally, too.
CHANGE2	In every statement on research made by the administration, they emphasize the need/desire for funded research. This is a failure of the administration to value innovative research that moves learning and knowledge forward, but does not bring grants to CMU. If CMU wants to improve research at CMU, then they need to educate themselves on the research done here, and its value.
CHANGE2	Isn't this priority just going to be focused on the hard sciences? As a social scientist I feel that CMU does not value me or my research...So this priority is meaningless to me..
CHANGE2	Who is our ?
CHANGE2	The research focus should be realistic and relevant to student learning. Faculty can spend times to do high end research, but students have to sacrifice for the quality of education.

CHANGE2	Joke. Nobody takes this process seriously.
CHANGE2	FRCE publication requirements excessive given the amount of funds provided. Student conference travel funds must be made available for summer, since that's when my conferences take place.
CHANGE2	Stop building and making technology fixes and start investing in faculty
CHANGE2	If we are to be nationally prominent, we need to commit resources - equipment, instrument technicians, graduate students.
CHANGE2	Support faculty members in mentoring students who are interested in research. That's about it.
CHANGE2	Priority 2 might be that an infrastructure is first developed by the university that would make this possible.
CHANGE2	We need to reward research ON teaching in our fields as well as including more of our research IN our teaching.
CHANGE2	I am extremely shocked by the way this priority is designed. How can so-called 'research and creative scholarly activities' be so narrowly defined ONLY to be in teaching? Scholarly and creative activities should be 'creative' and 'scholarly', and to investigate and challenge the unknowns. Does this indicate CMU is going backwards to 20, 30 years ago, to be a teaching college? Does this mean that only 'so-called teaching related scholarly activities will be counted towards tenure/promotion evaluation? It is absolutely NONSENSE!
CHANGE2	Once again, the initiatives have very little relationship to integrating teaching and research. In addition, with more than 50% of the student credit hours being generated by temporaries, the goal will essentially be met by involving a minority of students in individual projects, at the cost of higher tuition for most. And the emerging initiatives tend not to be based on our past strengths.
CHANGE2	Additional support needed, statistics center
CHANGE2	Reduce faculty service workloads by converting fixed-term positions into regular faculty and increase faculty positions in general to create across-the-board support for research.
CHANGE2	Enhance internal funding. Faculty excelling in research (as evidenced by peer-reviewed publications and/or external grant support) should not be penalized for sporadic low SOS scores.
CHANGE2	we can't be everything. a modest effort in the areas of research are practical for our institution, but without having 2/2 or 3/2 loads, expectations of achieving lofty research goals can be difficult on faculty. I am not angry about it (my choice), but the reality is that I have lost precious years with family relationships in the attempt to be an excellent teacher with university service and research excellence. I believe that our research directly effects our teaching but sometimes at an ultimate cost that is not healthy.
CHANGE2	We already have some very strong graduate programs at CMU in departments with strong research agendas. The problem is that these are often under-funded programs. We should be focusing our energy and finances on these current programs rather than creating new PhD or MED programs.
CHANGE2	Applied research--meaningful to the student's chosen profession--is important. Does not have to be scientific based. Social research, ethnography, practitioner based research is equally important.
CHANGE2	We need to accept that 3/3 teaching loads and national research prominence are

	competing goals and make an initiative to value faculty research and high quality teaching by allowing more flexibility in the definition of faculty duties.
CHANGE2	Are we a research 1 institution? No, we are not. So why the focus on research? Why not focus on what we do well -- teaching! CMU wants the faculty to teach heavy loads in the classroom and be nationally recognized scholars. This is unrealistic. If the university wants the faculty to compete with our fellow scholars nationally and internationally, the university is going to have to invest more into this goal. CMU wants a return without making the investment. All this is doing is making the marketable faculty want to move on to other institutions.
CHANGE2	Students need to have practical skills ... that sometimes occurs with research but predominately occurs through classroom and practical based interventions
CHANGE2	We should not simply focus on niche areas of research. This will create a two-tier faculty and will undermine efforts to increase the overall caliber of scholarship at CMU.
CHANGE2	I think this is a priority for most faculty. The problem tends to be the lack of support internally with time and space. Teaching loads tend to be high so much of the research I personally complete occurs because I put in many extra hours.
CHANGE2	Put money where your mouth is. Support faculty to conduct and present research.
CHANGE2	The best institutions develop reputations for both general and particular excellence by providing broad, unstinting support for scholarship and research, not by targeting what seems trendy or promising at a particular moment in time. Scholars and administrators are equally terrible at predicting what will be important in a few years, much less decades. Long timeframes, hands-off support for research, and lots of investment are the only time-tested methods.
CHANGE2	CMU is not now, nor ever will be, a Research I institution. This continued push for more MORE RESEARCH is doing nothing but putting additional pressure on an already overworked and underpaid faculty. Furthermore, the administration's demonstrated disdain for any non-hard-science research needs to be abolished.
CHANGE2	Why build to strength? Why not tie Priority 1 initiatives to Priority 2 initiatives? For instance, if Priority 1 involves strengthening critical thinking skills, perhaps we shouldn't target areas of research for national prominence or build to strength, but support research that will aid improving students' critical thinking skills.
CHANGE2	Most of us incorporate scholarship into our teaching so this go does not really make sense to me. If you mean that CMU would like to support faculty scholarship with course releases, research assistants, and student training that would make more sense
CHANGE2	Support for research not funded by external grants, especially in the form of released time.
CHANGE2	You will not have engaged faculty willing to undertake these efforts unless you FIX morale on campus. Working with students in this manner takes far more effort than simply lecturing and publishing on one's own. Why should faculty put forward this effort when we have been called laggards who publish schlock. So -- now you want the students to publish schlock too?? I'm surprised you don't want to minimize their interactions with us so that we don't corrupt them too.
CHANGE2	The choices presented seem to represent a bias toward the sciences. While they can be interpreted broadly, the research options speak to improving access to research at CMU and what can be done at CMU. There are a lot of faculty who have been hired

	who have a research focus that takes them abroad and I do not see any obvious support for those endeavors.
CHANGE2	Enhance research and creative activities.
CHANGE2	It is unfortunate that the way in which CMU has attempted to increase research activity has actually resulted in less activity in many ways. The system is counter-intuitive and counter-productive and clearly created by those that have no understanding of research. Particularly troublesome is the fact the university is unwilling to provide basic resources such as statistical programs for data analysis that cost well under \$1000. Resources must be made available and the idea of the amount of paperwork required for basic and customary resources is embarrassing.
CHANGE2	Initiatives need to focus on direct funding of research activities rather than creating new administrative positions.
CHANGE2	How about recruit and retain talented, dedicated faculty?
CHANGE2	CMU should concentrate on its market and educate undergraduate students. Most of the research across campus is a waste of time and money that could better be put into student learning.
CHANGE2	Identify and support faculty with proven track records of research and creative activity at the national and international levels. Implement the University Scholars Program passed unanimously by the University Strategic Planning Committee 3/13/2009.
CHANGE2	There is a big difference in involving students in research at the undergrad vs. grad levels.
CHANGE2	I dislike so much emphasis on funding -- it cannot be used to measure our success. In the humanities, there are hardly any grants available. Success should be measured in terms of original contribution to the field and mentoring students.
CHANGE2	Actually support the intellectual activities of members of the university community. As the situation currently stands, the university does not support and often actively impedes research. Research and creative activities are not products, they are processes that help us learn new things and create new works. The university must stop treating research as a product!
CHANGE2	Funding creates more opportunities. Research must be able to impact the student and his/her learning. Otherwise, it's just a prof/department groping for status.
CHANGE2	Yes, stop gutting the Arts and the Humanities. I know it is fashionable to do so, but unless you want a return of the Visigoths, who had no literature, no art. History isn't kind to those civilizations/people who insist the only worthwhile culture is a warrior/merchant culture. Stop making decisions about the Arts & Humanities that are based on a Wal-Mart model as opposed to an Academic one. And remember, if you have a flourishing art culture, you will attract MUCH better faculty for the med school, and they may not charge you combat pay.
CHANGE2	Stop wasting resources to sustain the university's publish or perish environment; instead, spend the money on immediate initiatives to lower tuition costs for our students.
CHANGE2	Suggestion: Open these initiatives to include (funding for) Fixed-Term Faculty as well. FTF are an integral part of the University, yet they face double economic impediments to full participation in Research and Creative Activity: FTF both earn less and have less access to R & CA funding!
CHANGE2	The focus of these priority initiatives seems to be on the sciences, with little thought

	given to the sort of research undertaken in the humanities.
CHANGE2	Just de-emphasize research.
CHANGE2	More emphasis on arts
CHANGE2	The word identify was spelled incorrectly on the previous page.
CHANGE2	Incorporating evidence based research into all applied fields of study
CHANGE2	I would love to see a first year course in scholarship and research be part of the Gen Ed or even competency requirements. If we are serious about involving students in research, there should be an avenue for students to glean the basics and for the university to teach and infuse the value and excitement of research. This could be an excellent first year course that teaches the FYE principles of college engagement and success, but also sets the tone for excellence and scholarly engagement. More emphasis on scholarship and less promo of Greeks, parties and FUN...
CHANGE2	Develop University resources that will support and facilitate student involvement in scholarship and research.

Off-campus Faculty

CHANGE2	Adequate preparation precedes successful creative activity.
CHANGE2	encourage INNOVATION. WE need to be forward thinking and have a faculty base of highly creative innovators. This will allow the university to identify and encourage students. Scholarly research based teaching can be a barrier when it stifles innovation.
CHANGE2	As an off-campus faculty member who has never been to campus, it is hard to say that CMU needs/does not need updating in their facilities.
CHANGE2	Engage undergraduate students.
CHANGE2	n/a
CHANGE2	Creative minds are the engine of progress. Tasks and activities promoting creative thinking should be encouraged.
CHANGE2	n/a
CHANGE2	Faculty/student research should be a focus in order to develop a community of learners
CHANGE2	More opportunities should be available for students to participate in field study opportunities in the social sciences. I do not mean interns or work experiences, I mean getting hands on experiential learning.
CHANGE2	Note spelling of identify (again another misspelling) -- CMU doesn't look good if administrators can't spell. Not all students need to be involved in research. Also, ORSP should subscribe to daily grant notices from grants.gov, know the research interests of faculty members and forward interesting grant opportunities to them. Currently, faculty must engage ORSP to get some help (not very much really) in pursuing a grant. Lots of people in ORSP but not much gets done in terms of bringing in real grant money.
CHANGE2	I strongly support research, but feel at times academia in general is too focused on research at the expense of teaching; this is largely due to the increased drive to obtain on external funding from research grants.

Staff

CHANGE2	The emphasis on research should not result in a lack of emphasis on quality of pedagogy. By increasing support for research, do we reduce our commitment to the quality and success of the classroom experience?
CHANGE2	I feel research and creative activities for students would be beneficial in learning more about the areas they are majoring and minoring in. As far as faculty, yes, this helps to enhance their teaching skills but should not take away from their time to teach or interact with students or be able to meet with other faculty and administrators. And I feel research done by administrators should be done on a limited basis because it is already very hard to schedule all the necessary meetings without having to work around their research time. Sometimes it appears the research take priority over their administrative duties.
CHANGE2	Most large universities with research have a site where you can see what's being worked on and sign up to participate as volunteers (paid or unpaid). If we do have this; market it better. Creative should maybe be changed to Innovative. Creativity may spark innovation, but the innovation will be the thing to make application of it.
CHANGE2	No, I would not make any changes.
CHANGE2	We should focus more on education and not the research
CHANGE2	Activity should be changed to Endeavors in all instances throughout the priority and initiatives wording. Initiative #2 should be rephrased to: Enhance and/or acquire facilities, equipment, and support services for research and creative endeavors through targeted funding. Initiative #1 should have a period after national and international prominence.
CHANGE2	Creative activity is what I like here. Students have to think on their feet in a real world environment. Let's give them real world experience dealing with a variety of people. When you hire someone, you hire for their people skills. How are we helping them to develop as a person? In the real world and in most jobs, it is not all about research.
CHANGE2	Building a strong infrastructure initially should then allow a more global/cultural focus. However, the infrastructure to do 'the basics' is needed first.
CHANGE2	I am all for supporting new initiatives that would bring national prominence and new funding, but I believe that should be balanced with supporting the strong or emerging new programs at CMU that have or show promise.
CHANGE2	these four initiatives we are asked to rank are so interrelated it is hard to rank them...they depend on each other--involvement, funding, facilities...
CHANGE2	I think all four are important for independent reasons. I could have skipped question but want to show ranking, because it is not that I don't have an opinion.
CHANGE2	I think creative is often overlooked on this campus, I wonder if it should be separated from research so that it does not get overlooked.
CHANGE2	Eliminate the word scholarship from the phrase. It is confusing as there are many definitions for this word across the various divisions of campus. It means financial in my world but was explained in the meetings it was referring to

	academic expertise. Could it be changed to integrating real world knowledge in place of scholarship.
CHANGE2	CMU is not Harvard, MIT or Stanford. State prominence would be nice.
CHANGE2	Not at this time
CHANGE2	How exactly would one integrate scholarship into research or creative activities?
CHANGE2	according to the administration we can barely afford to support academics. We're even cutting programs that cost too much. We should not be trying to expand into other areas until our financial situation is more stable
CHANGE2	I'm not following the integrating scholarship into our teaching? Is a student going to get a scholarship? Are we trying to convey that are teachers are scholars?
CHANGE2	education suffers when we focus on endeavors that bring in the most money or prestige
CHANGE2	Stop giving free rein and unlimited funds and attention to new faculty -- existing faculty also need support and encouragement if they are doing their jobs (teaching, research, service). We need more emphasis on our common values and common worth as a community of faculty, staff and students. Devaluing people undermines our credibility as an institution purportedly in a quest for excellence. Communication was TERRIBLE this year at all levels and we need as an institution to work on transparency and collectivity in our vision and plans.
CHANGE2	With creativity you'll always need to find that spark to get things moving. It takes a certain idea and individual to build the momentum behind something new and they must have terrific vision in-order to see the project through. This can no doubt be very costly depending on what research is in proposal so all efforts to minimize cost and maximize creativity need to be made here. Otherwise, it's probably not a good business decision to re-create the wheel.
CHANGE2	Not a fan
CHANGE2	Should include language to make sure it is a priority at both the undergraduate and graduate level.
CHANGE2	The ONLY ways in which research can move to a high level at CMU: 1. Better support from ORSP (they should be easier to work with & more accurate in their work) 2. Support for faculty by providing release time to do research
CHANGE2	Spell everything correctly, unlike the items on the previous page. <grin>
CHANGE2	Research Facilities are needed
CHANGE2	Same comment as previous. We can't simply give lip-service to saying we will involve students. We must provide them with meaningful experiences inside and outside the classroom where their contributions are not only recognized but are an important/necessary component of the learning ecology.
CHANGE2	This is a great focus and works to build on what we already have and improve it even more!
CHANGE2	Initiate and sustain a significant budget line to financially support students, faculty and staff in their efforts to produce research and creative products.
CHANGE2	Pursuit of national prominence should not be a goal but rather a by-product of our activities.
CHANGE2	While incorporating research efforts and outcomes to improve teaching is an

	important result of promoting research, it should NOT be the FOCUS of our efforts to foster research, scholarship and creative activities.
CHANGE2	The University needs to ensure that this is something that is acted upon. It would be great to see interdisciplinary research supported by the University, but the support really isn't there and the fiefdom mentality of University departments across campus tends to stave off interdisciplinary cooperation.
CHANGE2	I am assuming this is to provide undergrads with research experience, lure top grad students, and bring in grant money. Addressing undergrads, their time would be better spent nailing down the basics of their field rather than focusing on specific research projects. As far as building top grad programs, let's get undergraduate education right first. As far as grant money goes.. who cares? Many professors in the sciences are able to buy great research equipment with grant money, but few student even get to use them. Lower tuition instead.
CHANGE2	n/a
CHANGE2	Not sure if this is the right place for this comment, but I believe we must expand the number of graduate programs resulting in a PhD.
CHANGE2	Facilities are important and must be state of the art.
CHANGE2	Injecting students into the real world while solving real issues means CMU sustains prominence throughout its current foot print.
CHANGE2	Yes. Academic research needs to be more LEARNING focused, rather than faculty advancement focused.
CHANGE2	Expand the definition of research beyond scholarly publication
CHANGE2	n/a

Question Change3

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

On-campus Faculty

CHANGE3	This is exactly what is NOT happening in CMU and Mt Pleasant. The atmosphere is NOT supportive and NOT inclusive. There is a LONG way to go until this principle becomes a reality. Professors are also guilty of this. Maybe because they don't research enough in an atmosphere where somebody respond to them...
CHANGE3	The atmosphere on campus is so toxic that it will be difficult to recruit or maintain quality faculty. Shared governance is not even given lip service here and the President appears unable to explain what shared governance is. The Provost has made it clear that the Academic Senate is to agree with anything that comes up, challenge nothing, etc. In this climate this vision will not be reached.
CHANGE3	I'm very curious how CMU plans to retain faculty. The administration is making it

	difficult for faculty to stay here.
CHANGE3	paying incoming faculty based upon the set of universities we currently use works sometimes, but not others. We have some programs they do not have and some points of excellence they do not have. For such programs, we need to pay new faculty based on the pay of programs like theirs. After faculty are hired, basing pay on merit should be done even more than it is, because it will help keep the better faculty.
CHANGE3	Value current faculty who have demonstrated high-quality research and scholarship. Now, it is the newly recruited faculty who are the priority.
CHANGE3	In order to retain quality faculty, the university needs to re-commit to the value of shared governance and put into place leadership that respects the many roles that faculty play in the core mission of the university.
CHANGE3	I ranked the third suggestion as #1 because the administration at this university has made very little effort to promote shared governance with the faculty. This needs to be a top priority, and it needs to start happening now. Or, things are not going to change here.
CHANGE3	Pay faculty and staff well relative to other institutions of similar size and scope.
CHANGE3	Quality faculty is critical to fostering an environment of learning and a community of scholarship. Focus in recruitment and retention should be quality of research and creative endeavors.
CHANGE3	Talk is cheap. Where administration really stand will be determined by the next faculty contract.
CHANGE3	Truly embrace shared governance, not just speak of it.
CHANGE3	Why in the world are we still living under the illusion that Detroit is going to come to school at CMU. They don't help you with anything but numbers on your chart. Make us a better place? Think again. You want diversity, look to China, India, and South America. At CMU diversity is a code word for handout. I am sick and tired of the diversity mafia making the place feel guilty. I am as happy as the next person to have motivated and smart black kids in class. Get me more of those.
CHANGE3	I could not rank any of the three items. In the first item, by including staff in the statement, it sounds like we are a university committed to our administrators. Coddling our leadership is not a noble priority. In the second item, including cultural competence weakens the statement by throwing around buzzwords which overshadow research and teaching. The third statement contains a contradiction. One cannot both support the exchange of diverse viewpoints and be timely .
CHANGE3	Really!?! There isn't already Quality Faculty and Staff at CMU. Maybe you should take a closer look at the department level beyond simply the number of articles being published.
CHANGE3	How could a university not do these things? Do we really need a vision statement to say we are going to higher the highest quality faculty we can?
CHANGE3	These priorities *sound* good, but I would like this university to invest in its faculty in meaningful ways, like providing additional funding for conference attendance and presentations, course releases to support research and administrative work, and to take seriously calls for shared governance.
CHANGE3	OMG! This 'priority' is so far from what the actions of our administration have demonstrated over the past year that it is farcical to include it!!!! The idea that the administration values quality faculty is laughable. How can we possibly recruit and

	retain high quality faculty when our administration lies to us, manipulates us, devalues us, admits they have the money to pay us but refuses to do so, and on and on and on. Remove this 'priority' forthwith so that we don't choke on our lunch.
CHANGE3	The culture at this institution is beyond broken. As faculty, I feel that most of CMU administration views us as stupid and fungible (and have been directly told that by administrators). So, I would suggest that CMU focus on this priority...but of course that is not going to happen...
CHANGE3	What faculty devote to the university and how much they earn should be equal or close to equal. Do not expect to get milk from a cow but you don't want to feed them first. Also don't expect your wife will cook for well or cook at all if you just have a fight or argument. Faculty just like the other group on campus need to be encouraged and rewarded for what they have done and achieved. Faculty have already bring in 20M fund and grants and see what we get and how are we treated.
CHANGE3	Who are you kidding pretending to listen to faculty and students?
CHANGE3	The Administration's contempt for faculty goes strongly against efforts to recruit and retain the best faculty. Faculty who can will be leaving in this environment. Recruited faculty will be made aware of the terrible environment will likely choose not to come.
CHANGE3	Why is the administration left out of Shared Governance? It only mentions faculty and staff. Given the events of the last couple of years, I find this both telling and concerning.
CHANGE3	Recruit good faculty, support them, expect a lot.
CHANGE3	What a joke -- shared governance? It sure does not exist now and I am skeptical of the current administration stomaching, much less enabling, such a refreshing change. It's comfortable in the gerbil cage, as most faculty are.
CHANGE3	
CHANGE3	If you raise the quality of your faculty, you will raise the quality of your outputs. This takes a committed investment.
CHANGE3	Too many of us faculty also hold positions that include administrative work for which we receive a small amount of release time, but currently, that work is either not counted at all in tenure and promotion criteria and guidelines or counts only as service.
CHANGE3	The phrase inclusiveness, diversity, shared governance, and respect introduces free-standing and desirable priorities that are not integrally tied to having a vibrant, innovative, intellectual community of high quality faculty and staff. Get rid of it.
CHANGE3	Again! This priority signals CMU is moving away from academic excellence. It is shocking that the statement does not include anything about supporting faculty pursuing excellence in research, scholarly activities and teaching at all! How can a university be called 'university' without having a priority of pursuing excellence of research, scholarly activities and teaching?
CHANGE3	Shared governance would certainly be a change. And the exchange of viewpoints is only helpful if undertaken with a sincere interest in finding common ground. I guess that makes it a worthy goal.
CHANGE3	Growing from within is the best way to maintain high quality. The people who chose to come here are vested and want to stay and improve the university.
CHANGE3	Campus climate and shared gov. must be addressed on this campus!
CHANGE3	Pay market salaries.

CHANGE3	This looks good to me on the surface. however, shared governance and respect sounds like something that was added by my colleagues who are still upset about the negotiations this last year. Respect is good to have if it is directed toward others, and a poor virtue for those who demand it of themselves. Shared leadership is ok (though a committee is not necessarily a better way of getting things done).
CHANGE3	I don't really care about diversity. I want the best staff and faculty to be hired regardless of race or gender.
CHANGE3	We already have strong, vibrant faculty. The current administration just doesn't treat them as such.
CHANGE3	Staff should include Administration (BOT, Pres, provost, sr. officers)and should be stated in the priority.
CHANGE3	We do not need more administration, we need professionals who listen. Promoting from within and hiring locally could improve our campus communication more than bringing in higher paid career administration who just see CMU as a stepping stone to another position.
CHANGE3	Why does research always come before teaching ?
CHANGE3	I am not convinced that senior leadership at CMU has any notion of what shared governance is. The incompetent leadership at CMU, with its top-down leadership style and on-going efforts to insult faculty, will undermine all efforts to create an institution focused on excellence and quality.
CHANGE3	There are many quality faculty and staff at the university. It is time for the administration to recognize this fact and support those that are already here by listening to their concerns, opinions. We want this university to succeed, but many of us feel that our opinions are being ignored. This may explain why many faculty are leaving. There is a cost benefit to keeping quality individuals and not always paying to recruit new faculty, plus the cost of new faculty figuring out the university system.
CHANGE3	No more staff! Already too many admins!!!!
CHANGE3	If you build it they will come. Create an atmosphere that attracts faculty. I know of instances of some of the best leaving this year. The past year was a major factor.
CHANGE3	The exchange of diverse viewpoints should include mention of shared governance in setting the direction of the institution.
CHANGE3	This section is rather anxiously laden with trendy and often meaningless words such as 'inclusiveness' and 'cultural competence'. What, precisely, is cultural competence? This should be a very simple, clear section: we need to hire the very best people we can, in their respective fields, and we should also try to encourage a diverse faculty and staff. That's it.
CHANGE3	Never, EVER, allow a repeat of what happened during the contract negotiations in the Fall of 2011! This is a critically divided campus now, due solely to the actions and statements of the administration during said negotiations, and the clear lack of value said administration places ON faculty. A new administration is clearly needed, as faculty will NEVER trust the current one again. Ever.
CHANGE3	Again, these are all pretty words. I see absolutely no effort from Ross, Shapiro or the BOT to foster this kind of environment. The non-economic issues pushed in the last round of bargaining makes it clear that the senior officers at CMU want to CONTROL the faculty rather than work with us. Everyone I know is either on the market or so pissed off they can't see straight. If you really want to foster this type of environment and heal the university, a good start would be to fire Ross.

CHANGE3	Foster a vibrant, innovative, intellectual community of high quality faculty and staff focused on professionalism, shared governance, and responsibility.
CHANGE3	With the current administration and their treatment of faculty and staff I believe it would be a waste of time to even begin answering this question. That should provide the committee with enough understanding that CMU needs a major focus on this and the administration, that hopefully replaces the current administration, will need to focus on respect, investment, and shared governance. It is hard to believe that a university run so closely to a business model pays so little attention to retention and day to day treatment of its employees, which runs counter to all the research available on how to enhance productivity, reduce costs, etc. I have never worked as a job where I felt so devalued and the atmosphere was so toxic in my life.
CHANGE3	Retention needs to be a stronger focus. There's no point in aiming high during recruiting when administrators labor to alienate its faculty and staff once hired, and when faculty and staff are lower priorities than pet administrative projects.
CHANGE3	Most of the faculty I know feel undervalued and insulted by the current administration's actions over the past year. Faculty morale is quite low. I've been here for more than 15 years and for the first time ever, I feel upper administration thinks I'm underworked, lazy and overpaid. Makes it hard for me to get excited about working as hard as I have in the past.
CHANGE3	We have to realize that we are not going to attract faculty that have a choice between CMU and, for example U of Michigan and there is no reason we should expect that. We should concentrate on attracting faculty that fit CMU's target student audience.
CHANGE3	These priorities are essential. Unless something drastic happens, there's going to be major faculty turnover in the 1-3 years following the shameful bargaining tactics enacted by the CMU Administration. Reparations to the faculty should be made immediately to show that the Administration takes responsibility for their mistakes, values our current faculty, and is dedicated to healing and moving forward. Pres/Provost department visits have *worsened* a bad situation! No responsibility taken!
CHANGE3	1.Focus on bringing new faculty into an environment where there is respect for their ideas and expertise, and pay them salaries to compete with comparable institutions in Michigan, the US and abroad. 2. Support existing faculty in programs across the University who have proven academic research records. 3. Use the faculty expertise on campus in testing administrative initiatives instead of hiring outside consultants who have no understanding of academic culture. 4.Practice pre-mortem analyses before making administrative decisions that radically alter the academic direction of the University.
CHANGE3	Total lack of respect for faculty makes these priority just an empty shell! What else to say?
CHANGE3	The administration would practice what they preach rather than saying nice things and then taking every opportunity to assert dominance. The intellectual and professional environment at this university is toxic. The senior administration needs to either work with the faculty, or quit trying to present that they do.
CHANGE3	These are all 1's in my opinion. This campus needs much more diversity. But the phrasing of Priority is vague. How do you institutionalize being vibrant?
CHANGE3	Treat the faculty like the Professionals that they are. We are going to lose an

	enormous number of faculty if the leadership keeps acting like this university is their own private Idaho by demonstrating nothing but contempt for faculty and their own ignorance by making statements like, We must all work together to push that boulder uphill together until, like Sisyphus, we read victoriously reach the top. My students, who often don't have a great command of myth or philosophy, were appalled.
CHANGE3	Pay the contingent faculty a living wage.
CHANGE3	Promote initiatives that enrich a faculty member's classroom instructional skills.
CHANGE3	Ensure that funding for Fixed-Term Faculty be included in such initiatives.
CHANGE3	The university should invest more in opening tenure lines instead of relying on fixed term Faculty. Also, if fixed term Faculty are employed, the CMU would benefit from treating them better (higher pay, lower course load) and supporting them in their own professional development. Asking the fixed term faculty to apply for outside grants that would benefit the CMU without giving much in return to those Faculty is very unlikely to benefit the university in achieving its PRIORITY goals.
CHANGE3	Specific to research, PQ fixed term faculty are not seen by and large as an engine to move forward. The PQ faculty have many years of industry experience and understand the issues often times in more depth than our AQ and Tenure track peers. It seems to me that it would be more economical to invest in the research of those that have already experienced the area of research over those that are pure academics.
CHANGE3	Questions written in such a way that shared governance means good communication. That isn't what it means.
CHANGE3	Work in the concept of professional and real-world experience as well as academic experience.
CHANGE3	Much more emphasis needs to be placed on shared governance. It once was something that CMU could be proud of and unfortunately is rapidly disappearing.
CHANGE3	Implement programs that recognize and value non-tenured faculty; create career building programs that teach Lecturer's how to start research streams and work toward tenure-track positions (if desired). Implement ways in which FaCIT programs can be easier to participate in - (online or podcast) - some faculty can't participate (in person) during the day. Eliminate individual excellence in teaching awards and focus on broader initiatives that recognize teaching excellence by department.
CHANGE3	There are those who can and love to teach, and there are those who love to do research. The tenure system should be changed so that those who teach can teach and those who do research can do research.
CHANGE3	I'm not a strong supporter of shared governance. Let the administration do their job with conversations with staff.
CHANGE3	Re-evaluate the requirement that only a person with a masters degree is qualified to teach on CMU's campus - as a full-time faculty. 20 years of experience in a field that does not require or NEED a masters degree to be successful - should not be discarded as insufficient. Experience and COMPETENCY should/would make a difference in the quality of the education and the preparedness of your graduating class - to an employer. Rather than just what is happening in the working world - in theory. Too much theory lately, not enough practical experience. It's a real shock to many of our students when they find out the working world does not work only 8 to 5pm.
CHANGE3	Shared governance needs to be modeled from the top down FIRST. It is an imperative

	leadership method/style critical in our world today. There needs to be both more support and more pressure to require CMU teachers to learn new methods of teaching and engagement in the teaching/learning process. Just as research and writing are part of tenure and promotion, teaching should be even more important and evaluated, with requirements added to invest in updating teaching methods and effectiveness.
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Off-campus Faculty

CHANGE3	Inclusiveness and diversity are over-rated as a focus. Quality should be most important. The Red Wings won Stanley Cups because they had the best talent and not because they had Russian players.
CHANGE3	Re: Off-Campus Programs - I have taught over 60 courses since 2002 for CMU. During this time there has not been a raise (in 10 years!) and little notice seems to be given to either scholarship or outstanding student evaluations which seems to indicate that there is no real interest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.
CHANGE3	Policy ugh...necessary but so not my skill set. I share knowledge and hopefully inspire students to achieve:-)
CHANGE3	Start treating Adjunct Faculty, especially at the off-campus sites, with the respect they deserve as dedicated educators. Maybe offer some lecturships to deserving Adjuncts.
CHANGE3	increased compensation for adjunct faculty
CHANGE3	Increase the number of tenured faculty tracks teaching in the undergraduate programs.
CHANGE3	Eliminate diversity (yes I said it!!!) and inclusiveness (yes I said that too). Respect should be a given.
CHANGE3	Attempt to incorporate the part-time faculty resources into the associated initiatives thus capturing the many diverse strengths this group offers. Attempt to create learning cells/disciplines and foster best practice sharing and a teaching/learning community within this group
CHANGE3	n/a
CHANGE3	If you are serious about diverse viewpoints, then accept diverse viewpoints, not just politically correct ones.
CHANGE3	Faculty are essential for optimizing student growth and development.
CHANGE3	n/a
CHANGE3	The pay scale for adjuncts is low in comparison to other universities--especially those of us with over 15 years with CMU
CHANGE3	Students thirst to understand concept application. Faculty capable of addressing 'what if' and 'if this, then this' practical and theoretic questions with lively and substantive examples should be an internal standard. Students embrace discussions conditions and circumstances that breathe life into concepts, while displaying the ins & outs of application.
CHANGE3	focused on inclusiveness, diversity, shared governance and respect ? I would rather

	say something that the intellectually capable faculty are focused on high-quality teaching, demand excellence from students, give stimulating lectures requiring discussion, and provide education through research. The original statement about inclusiveness, diversity, etc. are not means to the end of providing a world-class education. They only serve bureaucratic indicators that are not key for education. Sorry, but it's true.
CHANGE3	Forget the cultural competence, and concentrate on research, teaching, and leadership!

Staff

CHANGE3	Faculty who students can understand and who will help the students succeed. There is a reason besides for cost that Community College's enrollment is up. They offer Faculty who are willing to help the students succeed instead of the swim or sink mentality that a lot of faculty in University's and at CMU have. Times have changed and faculty and administration needs to too.
CHANGE3	Focus on retention of faculty and staff. Due to lack of advancement opportunity or support, qualified personnel are leaving the university taking with them years of experience and training. This creates search costs that drain resources that could be spent on research, development, initiatives etc.
CHANGE3	Again, I feel too much emphasis is being put on diversity than on qualifications.
CHANGE3	Quality Faculty and Staff requires a loosening of the purse-strings. Start here at home before hiring new people.
CHANGE3	Students must be able to understand professors/grad assistants. I hear more complaints from students about this. They are paying for a service they are not getting. It doesn't matter how educated the person is, if the students can't understand them, then they learn nothing. Same goes for students coming in....they should be able to understand oral and written English. Again, how can they learn if they can't understand??
CHANGE3	Faculty/Staff/ Departments need to be included in the changes that affect their areas. Too many decisions are being made without understanding how these changes affect the people/departments who actually have to work with the affected areas.
CHANGE3	All of the previous would be down the list. Don't we already invest in doing this. We can't just hire someone because the pool was too small and they are the best of the worst. It happens. Why can't we hire only quality people. I would hope that this would be diverse by virtue of not excluding anyone, yet still picking the best person for the job. Yes we need development, but they should be looking for that on their own too. Quality instructors first always. The student must come first. I hear students in my office, good students, telling of instructors that don't teach, read from the book only, have GAs that don't give instruction, instructors that give credit for unrelated things, don't read what they turn in -- yes, papers turned in with unrelated material to see if the instructor is reading it -- and the student benefited in grades, but they are not benefiting if the instructor is not teaching, reading their work, and giving constructive and value added feedback.
CHANGE3	No

CHANGE3	Shared governance is a double edge sword. You need leadership from the top and the ability to get input but, faculty need to know that they are just one part. It is destructive to the university for the faculty to be a distraction. They are an asset but, they need to respect the leadership.
CHANGE3	Diversity and inclusiveness issues need to be part of the overall fabric of how we do things. To make them a goal unto themselves tends to make staff somewhat uncomfortable. Making the issues relatable (personal stories, personal acquaintances) enables the move to a more diverse and inclusive way of doing things.
CHANGE3	What is the difference in invest in the recruitment, development and retention of faculty and staff and provide professional support of the same?
CHANGE3	I do not believe we need both the words inclusiveness and diversity... ...inclusiveness, shared governance, and respect. I believe the language in the initiatives also has a strong emphasis on diversity as well, so it is not needed above.
CHANGE3	I fully support recruiting a diverse workforce at CMU, but I would encourage the university to look beyond ethnicity as diversity. I would also note that a majority of the people that work at CMU (staff) are from the local area which is not ethnically or socially (e.g. heterosexual) diverse. Many of these staff members are very welcoming to ethnically or socially diverse colleagues or students, but some are not. I believe we need to continuously repeat sensitivity training for staff.
CHANGE3	this area needs much improvement. For staff especially, it is a top down, business model, not a place of open communication.
CHANGE3	With faculty my concern is that lack of following up with key initiatives that assist students with early alerts. lack of utilizing resources we already have in place is not helping the students, only allowing faculty to slip on increasing academic rigor. using these already paid for systems would provide constant feedback to students about academics, and not leave them guessing. Along with emphasis on academic importance.
CHANGE3	The last initiative listed seems related to communication and process than the quality of faculty and staff.
CHANGE3	Strengthen tenure policies and retainment expectations.
CHANGE3	Lumping Staff (assuming this does not include Administration) with Faculty will ultimately do nothing for Staff. Administration and Faculty have seriously undervalued the Staff workforce that support them and make this entire University run. Longevity is not rewarded, rather salaries are doubled with each new Administrator that rotates out and in within 3-7 years. The cumulative staff experience and knowledge at CMU could never be replaced with many at 20-40 years of service. Wake up.
CHANGE3	I do not understand why there has to be a division of the workforce at CMU. This has always bothered me. Why is there Faculty and Staff? This makes it sound like the staff are less important than the faculty. All employees are equally important to the success of our students. Our group came up with the following statement for priority 3; Quality Employees(or Workforce)- Build a vibrant, innovative, intellectual community of high quality personnel. Finally, we feel that the last initiative is too geared towards the Unions on campus. Eliminate the end of the sentence that states that promote inclusiveness and facilitate shared governance . After this past year of contract issues, this sticks out like a sore thumb. A vision

	statement of the University should not involve the politics of the university.
CHANGE3	There are too many policies and procedures in place now. Develop a policy seems to be a mantra. The increased micro managing evidenced in the communications area is just an example. Enough already! Also, let's be real....staff are really not a part of the faculty and staff priority. Increasingly it is the faculty group that appears to be the only group that is important....and...an oh by the way - let's not forget to throw in staff to make them feel included phenomena
CHANGE3	It is important to provide not only the opportunities but sufficient staffing that will allow people time to take advantage of the opportunities for growth and exploring new initiatives.
CHANGE3	I love the first half of Priority 3, but I'm not sure about the foci. Respect and shared governance I can get behind, but diversity and inclusiveness as a focus doesn't seem relevant to fostering high quality faculty and staff. Diverse opinions and knowledge, yes, but expertise is expertise, regardless of race, creed, gender, etc.
CHANGE3	diversity, etc. has always been a priority in my 20 years at CMU, at least on surveys and strategic planning. We always talk about it, create new programs, and does anything change? It is getting better according to someone's goal in this area?
CHANGE3	I think effective recruiting requires a combination of HR expertise and University investment in competitive technology that makes us desirable. CMU should consider investing in enabling technology to attract Tier One faculty and students. This technology could enable research that can't be done without it. One example in my field is a parallel processing computing environment for big data analysis and interpretation. It would draw attention AND enable unique work that serves our mission.
CHANGE3	Obtaining a qualified and diverse faculty and staff requires giving those departments that deal with recruitment and diversity the required staff and funding to accomplish this task.
CHANGE3	Attempts at diversity in reality cause a lack of diversity. It would be better to just concentrate on the best person.
CHANGE3	stop reducing benefits and pay of existing staff and faculty
CHANGE3	it's revealing that we use the term diversity in the context of ideas, but not in the context of the kind of lives for which we want to prepare our students; most of our students will deal with domestic diversity more than with global cultures
CHANGE3	...focused on.... should include teaching, supporting student success, fostering an engaged community of learners, etc
CHANGE3	Money = value on this campus, so show us the money. If we, as faculty and staff, are truly valued, then give raises, even if small ones, to show that the people who run this place truly do make it special and excellent. If people aren't doing their jobs, then release them and find better people to do those jobs, but don't punish the entire faculty and staff for the perceived faults of a few. When CMU has millions in the bank, reward the people who made that possible.
CHANGE3	Training. Time for Training. Build T shaped people who excel in one area but have the latitude to understand and assist in other areas. The opportunities arise from fostering focused communication and collaboration between groups. Training will provide the depth of service that can be provided.
CHANGE3	Provide supplemental instruction of English Language skills prior to allowing faculty to teach.

CHANGE3	Many faculty and staff have 'hidden' talents; skills and/or interests that are not utilized by their current positions. An initiative to offer more opportunities for staff and faculty to expand work outside their department if it would assist the university as a whole.
CHANGE3	There still needs to be accountability for those faculty members in each department who don't do high quality research, teaching or service since they have tenure.
CHANGE3	I would like to see the inclusion of a high level of work ethic. Also, there should be some set of standards put in place by which supervisor are held accountable. It seems that supervisors are given too much leeway in regards to their management styles and decision making.
CHANGE3	Exactly what is to be accomplished with shared governance and what does that even mean to most readers of these types of statements? What would it do to enhance our university?
CHANGE3	amend the text to make it clear that these efforts would extend beyond the main campus to include those members of the CMU team that work in off-campus locations.
CHANGE3	I get the feeling this is biased toward faculty and the staff is downplayed.
CHANGE3	Faculty and Staff success is paramount that forms a good foundation. Priority 3 will naturally follow
CHANGE3	Somehow the university had to insert accountability for these initiatives. This must be a priority in contract terms, because there are too many teachers that are protected and still on staff for being bad instructors. We need instructors that care about teaching these kids and not just collecting a paycheck.
CHANGE3	I like that you are recognizing staff in this. How about using the word professionals? We are all professionals and we are all integral to the smooth operation of CMU. Don't make the artificial distinction between faculty (more important) and staff.
CHANGE3	The university should support greater research opportunities among staff members. By doing so, the university can gain greater prominence in a variety of areas. Currently, understaffing discourages professional research due to a lack of time and support.
CHANGE3	I would like to see retention efforts based on positive performance.
CHANGE3	I am not really sure faculty understand what inclusiveness really is at it relates to a University. Only on how it impacts them. Forget the students and other employees.
CHANGE3	It would be good to develop a climate of respect that fosters presentation and discussion of minority points of view in the academic community, including politically conservative thought and opinion, without the conservative point of view being reflexively labeled hate speech.
CHANGE3	More focus MUST be given toward poor performers, especially those who lack the leadership, motivation, and passion for their positions that is necessary in order to be successful in their particular role. There are far too many individuals on this campus (faculty and staff) who have been in their position for multiple years (some of whom are supervisory roles) and lack many of the necessary skills it takes to perform well.
CHANGE3	Less emphasis on diversity and more emphasis on competence, support and

	respect.
CHANGE3	It is too wordy.
CHANGE3	Invest in the fac. & staff that are here. Support the programs that are working trim those that are not.
CHANGE3	There is no specific mention of Senior Officers (are they STAFF) and Board of Trustees. Does this mean they are exempt from these expectations?
CHANGE3	I don't think CMU's upper management is looking deep enough within its own rank and file members for advanced placement. Many highly trained people are being left behind or retired out while outsiders are being brought in-people who are being paid excessive salaries, who have no clue for at least one year about CMU but are recruited to be puppets for exactly that very reason. Bottom line isn't about any people but about money; how CMU can enhance deceptive disclosure.
CHANGE3	not sure that shared governance model is of value unless significant progress can be made in the faculty/administration culture gap
CHANGE3	Be nationally competitive with salaries and benefits for peer institutions.
CHANGE3	While inclusiveness, diversity and respect are important components of a vibrant intellectual community, they should NOT be the FOCUS of the intellectual community... the focus should be on scholarly topics.
CHANGE3	Invest in and recruit quality staff by enlarging the geographical scope of relevant job searches outside of the Mt. Pleasant area.
CHANGE3	Again, please don't just pay lip service to this - i.e. pay faculty and staff what they are worth instead of letting the best and brightest get their start here and then go off to some other institution will to spend the extra 10-20 thousand on the faculty member.
CHANGE3	Bring in faculty that really cares about teaching and the well being of students. Not the type that would go on strike to put money in their own pockets, at the expense of their students. I don't care about my professor's pedigree or research experience, I care about his/her passion for teaching.
CHANGE3	Support the hiring of faculty that present innovative teaching skills, who view our students as customers such that their success is our success, and to eliminate the faculty who are not willing to improve and modify as necessary.
CHANGE3	Focus on hiring the best.
CHANGE3	Demonstrate more value and appreciation for the 'working staff' (OP, ST etc.) who achieve college degrees during their time of service. For a university to not recognize achievement is a shame.
CHANGE3	Support and cultivate the existing staff and faculty here. Give the qualified an opportunity to move onward and upward within CMU.
CHANGE3	You must consistently give pay increases. 3 years without a raise will not attract quality anything. In addition employees should be encouraged to pursue education and given a pay increase for achieving a degree. How can we be Higher Ed and not support Higher Ed with our employees?
CHANGE3	Faculty have too much control at this University. It should be about the students and what is best for them. However, at this University it is mostly about the Faculty and what is in it for them. Very sad in my opinion.
CHANGE3	This organization has a long way to go in terms of development and retention of staff. Lack of movement, lack of raises, and no pay for performance create a demotivating environment. There should be a strong focus on cross-training and

	movement, with a goal that no one holds the same job for more than three years. This would help to build inclusion and would make staff members stronger contributors with broader perspectives.
CHANGE3	Include support and development of all faculty including adjunct faculty
CHANGE3	Recruit qualified local faculty for the field sites in order to cut down on travel costs & other issues associated with travel for weekend classes.
CHANGE3	Too wordy.
CHANGE3	Faculty have a very divisive attitude at this university. I don't know if there are any statements that would change that.
CHANGE3	Include all faculty and staff from on and off-campus
CHANGE3	n/a

Question Change4

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

On-campus Faculty

CHANGE4	Include State as well as local and regional
CHANGE4	Again, this initiative goes towards promoting shared governance at this university. It needs to be emphasized and carried out by the administration.
CHANGE4	Hey, there isn't money in service learning. There isn't fame. It won't go anywhere. Moral, motivated single faculty make this happen. They don't need any so called help you are thinking of offering. We have been doing fine without you for decades
CHANGE4	These are getting further and further away from our mission of education. We might as well say Have a winning football team that our town can really get behind! While benefits to the community in terms of theatre and athletic events is one of the advantages of living near a university, it is usually not a central priority of the university.
CHANGE4	There are a number of faculty who are already doing this with their classes. It would be nice if those efforts were actually valued by the administration. Let's not forget that Community involves off-campus initiatives too.
CHANGE4	What on earth is a cultural attribute ?
CHANGE4	The knowledge we produce and share should benefit the communities we serve.
CHANGE4	This priority seems to be a catch-all. I agree with making some connections to the (local to global) community(ies) but part of the sentence read like CMU should become more of a corporate and business-promoting entity, with which I do not agree.
CHANGE4	Talk to people around the community and the state about CMU. They don't care about this institution. This priority is a waste of time...
CHANGE4	Target resources to support departments or programs to work directly with the

	community to develop collaborations which will enhance community, student learning (e.g. being a good citizen) and meet other strategic initiatives such as research. Define community in such a way as to allow for work outside Mt. Pleasant, perhaps all of the northern Lower Peninsula. This should include summer funding, when faculty and students might be freer to do focused work.
CHANGE4	We should consider to ask a local website developer to develop the new website. Maybe our Computer department students can do a better job than what we have out there.
CHANGE4	Restore consensual governance to CMU and things will improve. Only can happen when Ross and Shapiro are gone.
CHANGE4	So we are not aiming to promote opportunities that are not unique? Define unique. This priority tastes like raw potatoes.
CHANGE4	I did not rank any of these as I don't think they are worded in a way that will create dynamic change. I think that partnerships need to be a high priority and faculty need support to create these partnerships. For example, when there are opportunities to partner internationally where is the development person, office to conduct the feasibility and guide the process. You can eventually discover people with experience in this area, but it is a very disjointed process.
CHANGE4	All three initiatives are self serving, not providing services. This university is clearly NOT interested in providing services to the taxpayers of Michigan. It is currently in the process of trashing all of the k-12 outreach programs, even though they are largely grant supported. CMU's administration is solely interested in indirect costs, not programs.
CHANGE4	The third statement should be not just on the campus environment, but also the local, national, and global environment
CHANGE4	This is where CMU can make a difference. Focus locally, not globally.
CHANGE4	Many departments are already doing this through service learning, research, partnerships.
CHANGE4	Again, the scope of this entire effort is so broad as to be useless. We need to focus on our students.
CHANGE4	The university consistently squanders efforts to engage with the community by beginning an initiative and then terminating it. If one wants partnerships, one needs to sustain them over the long haul.
CHANGE4	Find a way that ORSP doesn't cannibalize grants and create disincentives to reach out.
CHANGE4	What does it mean for a university to claim to 'enhance cultural attributes'? I fear this unfortunate phrase will be even more embarrassing in a few years than it already is. It manages to be condescending, patronizing, and essentially meaningless, all at the same time. Which 'cultural attributes' are we pledging to 'enhance', exactly? Hunting rights? Rainbow flags on hybrid imports? Dixie flags on pickup trucks? Please delete this and related phrases.
CHANGE4	The faculty and students are already doing this. Unfortunately, it is in spite of, not with the assistance and support of, the current administration. They have created division and distrust, antipathy and apathy. They have driven quality faculty from the campus with their behavior, and recruiting is now a nightmare thanks to the climate the administration has worked so hard to create.
CHANGE4	As part of increasing awareness of what CMU does in the community at large, it

	would be wise to help make clear that the general education program prepares people to learn about whatever they might encounter beyond their university experience. This would help make clear the distinction between universities and technical schools, for example.
CHANGE4	I am not sure why Contributing to the economy is an educational goal; I could understand working with NFP & NGOs or charity work
CHANGE4	Remove athletics from the first point.
CHANGE4	Good luck getting faculty to go the extra mile to make these plans a reality when we feel that our current contributions are not valued.
CHANGE4	The focus should be on engaging with the local communities.
CHANGE4	PR centered initiatives should be lowest priority.
CHANGE4	Don't go overboard in this area...
CHANGE4	Find out who your community really is.
CHANGE4	Again, this is so vague and therefore meaningless priority due to the administration's hidden goal to turn the University into a business and making money.
CHANGE4	Foster the communities that emerge rather than forcing their formation.
CHANGE4	Very good.
CHANGE4	I don't see any mention of what the leadership of the university will do. This, quite frankly, is insulting. This university's administration treats the local population as a very cheap and expendable workforce, and constantly undermines them and their families. Forty years ago the university offered weekend language classes to 5th, 6th, and 7th graders to help build up local kids' skill-sets and offer them culture through language. Now, kids are lucky if they get a free day at the SAC.
CHANGE4	Develop partnerships with areas reached by our Global programs. Reach far beyond Mt. Pleasant.
CHANGE4	Make off-campus work a requirement for on-campus administrators and on-campus faculty.
CHANGE4	Focus should be on our good relationship with Mount Pleasant, not with the globe as a whole.
CHANGE4	Drop that awful phrase -increase awareness-. Blech. Lame. Sooooo touchy-feely and entirely meaningless. Use of that tired, overworked cliché in a paper submitted by one of sophomore students would earn that student a D, because they're obviously not thinking. Say straight out what you're selling, or don't say it at all.
CHANGE4	Expand involvement beyond Mt Pleasant. CMU is a Mount Pleasant citizen and should be active in the community, but it is a fairly small community. So that the 20,000 students here can have authentic, meaningful experiences that go beyond campus boundaries rather than token experiences, we need to expand our reach. Mount Pleasant could become inundated year after year with CMU students trying to satisfy some assigned out-reach requirement and ultimately end up being 'in the way' instead of actually helping. Mount Pleasant is CMU's home and not its laboratory per se. Pushing all the students out there, when they all are not equally genuine at the start in their interest in service learning and outreach could actually erode the Community/University relationship. If we want to be able to light a fire in some students for being effective and active citizens we will need to offer and consider opportunities beyond Mount Pleasant. I have run many community service programs for kids from 5 years old to young adult and the programs can often

	become more a way to serve the volunteers (give them a feel good experience) than for the students to serve the community. People who are trying to get things done in a community are often inconvenienced by these 'volunteers', they have to find things for them to do, train and manage them etc. instead of focus on getting work done by people who actually know what they are doing. I am a big proponent of service learning, but creating valuable efforts instead of token efforts is A LOT of work, and needs to be taken very seriously. We shouldn't just send kids out with a trash bag to the park for 45 minutes and then break our arms patting ourselves on the back about how we saved the environment and taught the students the value of service. This is not High School anymore. Community connections, community service, community partnership and service learning are critical and wonderful - if done right.
CHANGE4	Work on integrating CMU into the Mt Pleasant community. . . there's a perception that CMU is separate from the community.
CHANGE4	We don't need any more opportunities to have local business men trying to run the university.
CHANGE4	Nice concept, but virtually impossible. Service-learning contracts hold up the process and risk management paperwork/department red-tape greatly inhibit opportunities to take advantage of these opportunities. It's nice to say we want to create social change, but difficult to do under the current approval process. There has to be a better way.
CHANGE4	CMU needs a clearinghouse and coordination center for all that is done related to all levels of community service. There is a lot to coordinating service opportunities and more could be done if there was one group who provided assistance with coordination, transportation, liability and safety forms, etc. More professors might engage in service learning if there were some support services and coordination and they didn't have to start from square one.
CHANGE4	University needs to be increasingly proactive in creating community partnerships, recognizing that the synergy from these partnerships provides CMU with enhanced capabilities across many initiatives, i.e. educational, financial, cultural, clinical etc.

Off-campus Faculty

CHANGE4	Too many concepts and words. Simplify and prioritize rather than be all things to all people.
CHANGE4	I think of Western University and it's Child Trauma Assessment Center as an example of the initiatives that make great universities even better. Community collaborations par excellence.
CHANGE4	I would put the emphasis on Regional Community Partnerships...Following the model for the rationale behind the medical school (e.g. Northern Michigan).
CHANGE4	Focus on student achievement not community activities.
CHANGE4	n/a
CHANGE4	n/a
CHANGE4	Along with a full and rich range of University life experiences, provide an intimate and meaningful partnership with industry (program) counterparts.
CHANGE4	State and region

Staff

CHANGE4	The University's media outlets can play a greater role in informing the general public. This should go beyond mere publicity into extending CMU's core products, including scholarship and research, via broadcast channels. Stanford and MIT are experimenting with providing online scholarship for free - to anyone.
CHANGE4	I think we should focus on our local community rather than worry about the global partnerships.
CHANGE4	Keeping everyone abreast of what is happening and the reasoning behind decisions is important, as well as allowing input by both CMU employees and community members since we are all supporting the institution through tax dollars and demographics.
CHANGE4	It's a lofty goal as written. Something more practical, like the only remark I checked makes the most sense. You don't have to spend money to increase awareness if you're doing it right. Increasing awareness of opportunities to be part of it to the community (local, national, & global) makes sense.
CHANGE4	Athletics should NOT be included
CHANGE4	I think you should delete the words we serve and the local mention at the end. CMU is a global entity. It just reads funny to go global and throw in the communities we serve (we serve global). I like the community service part. There is a whole service industry out there that focuses on community, charity, non for profit, human services, foundations, etc. Real people, real jobs.
CHANGE4	There is some resentment in the community regarding CMU that is heard at various gatherings of people around town or documented in the local newspaper. We need to be seen as a partner in the community and average folks need to be told how we contribute to the well being of Mt. Pleasant. We should not be seen as considering ourselves 'special'.
CHANGE4	It seems that we are missing a major element of community partnerships -- service-learning. Shouldn't this pedagogical approach be at the center of this discussion?
CHANGE4	Perhaps this is not possible, but as a local community member I have often wondered if it is possible for CMU and the local school systems to join together to purchase office supplies. I know CMU gets a deep discount on what we purchase. If CMU could join forces with the local school systems, perhaps everyone would benefit.
CHANGE4	The initiative mentions cultural attributes but does not speak to what they are in the three bullet points. We continue to use great buzz words that are important to minority populations but are not including measurable indicators of what we are doing to foster these cultures or relationships.
CHANGE4	Partnering with international universities and initiate staff and faculty exchange program.
CHANGE4	Provide opportunities for individuals and teams of employees to volunteer for community service activities.
CHANGE4	The priority is confusing as it about community partnerships - however, it discusses local, national and global communities but yet the initiatives only discuss local communities. How do we plan on making it a national and global partnership.
CHANGE4	CMED opens new doors in the Great Lakes region. It is important to remember those

	in our northern rural area should not be left out of the equation.
CHANGE4	We live in a global world and the more CMU can develop relationships with the broader community, the more relevant and successful CMU will be in the future.
CHANGE4	Local and state should be the highest priorities. with selected national partnerships ei. Great Lakes research.
CHANGE4	The previous bullets are too local in nature. If the intention is to engage the national and global communities, the sub-bullets should reflect that. Right now, it appears as though we 'say' we want to engage nationally and globally, but we have no intention of doing so.
CHANGE4	CMU's involvement in the community needs to go way beyond the lip-service we pay to it now
CHANGE4	I support this priority, but the given initiatives don't go far enough. We need to focus on how these partnerships are mutually beneficial, especially in terms of academics (internships, alumni, etc), donors, and local constituents.
CHANGE4	This whole section is poorly constructed and it looks like a them and us proposition. we should be talking about ENGAGING with communities in a meaningful partnership to address their needs and for the communities to better understand our needs and aspirations. It is about what we can do together. Whomever wrote these really doesn't understand communities in the broader sense. Get out of the Ivory Tower and work with the community.
CHANGE4	You can't force this kind of initiative, so better judgment is needed on where CMU has strengths that can serve as outreach into community partnerships. These kinds of partnerships also require additional staff -- faculty can't manage these on their own as so much prep time and meeting time is required for any new venture like this.
CHANGE4	Bringing the community in for education and also reaching out to the community through service both provide common ground to walk on. That may afford the University new opportunities in the future. Keeping these activities low budget and largely non-profit will keep fiscal spending under control and perhaps at the same time foster relationships with quality individuals.
CHANGE4	Providing incentives (such as credit in the tenure & promotion process) for service activities would increase the time that quality faculty members are able to provide.
CHANGE4	Focus and provide support/funding for involvement with the community. Encourage employees to volunteer. Lend CMU support to community functions. At one time, groups of CMU employees were allowed to volunteer for specific events, during work hours, without taking vacation time.
CHANGE4	Create a partnership that allows for an exchange of ideas between the community and CMU.
CHANGE4	We do so much. Career services, academic support, disability services all help promote and foster a dynamic community and partnerships.
CHANGE4	We should see to our own house before attempting to influence the global community.
CHANGE4	Develop a consistent set of measures that allows this area to be evaluated. Promote CMU's successes.
CHANGE4	Eliminate athletics as a way to make a constructive engagement with the community. Make community involvement really count in terms of professional job performance, re-appointment, promotion, pay, etc.
CHANGE4	World perspectives.

CHANGE4	on campus facilities, programs, and communication need improving before we move to outreach
CHANGE4	Community partnerships should also focus upon collaborative applied research, grant application and implementation, and opportunities for student field practicums in the community.
CHANGE4	CMU should be partners in the economic development in the communities we serve.
CHANGE4	This priority is incredibly vague, as are the initiatives. More clarification is needed.
CHANGE4	This sounds a lot like self-promotion / advertising to let people know that we are doing great things here. Why can't we just do great things and let them get noticed on their own merits?
CHANGE4	More emphasis should be put on placing students in summer internships throughout the community. Leaving school with some experience with help students compete for jobs.
CHANGE4	Have University and local high school spring break at the same time.
CHANGE4	n/a
CHANGE4	Evolve Global Campus staff and faculty in this initiative
CHANGE4	First the culture within the organization must change to be supportive, inclusive, diverse, culturally aware and an increase in needed resources. Then we can address community partnerships. With the current culture on campus being combative we should not be reaching out to the community and instead we should fix what is wrong in house and the communities will then come to us for guidance.
CHANGE4	Outreach to the corporate sector to provide education and training to enhance talent development and succession planning.
CHANGE4	Increase university contributions to national and global economies.
CHANGE4	no comment.
CHANGE4	n/a

Question Change5

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

On-campus Faculty

CHANGE5	Buildings should not be a priority
CHANGE5	item 3 does not make sense. Perhaps it should read infrastructure assets
CHANGE5	This currently is NOT happening. The resources are going into ridiculous areas like dining room grills, graduate housing, and millions of student services administrators. Put your money into your #1 priority... which was according to this survey, student learning. The best way to financially back that #1 priority is to put the money into the actual education... the facilities and everything else comes second.
CHANGE5	The idea could imply that a university should be centrally managed, but a university, like many innovative and creative businesses, is better managed in a more decentralized way. That is because areas of expertise are different and are located in different parts of the university, not at the top. No one central authority can know what is best for an organization with widely varying expertise in its different parts.
CHANGE5	Do not trust the current administration to do this in a participatory, honest or transparent fashion.
CHANGE5	I would emphasize that infrastructure improvement should be aligned to the ACADEMIC mission of the university, not primarily to extra-curricular facilities.
CHANGE5	Stop funneling money towards CMED and science and technology studies, while draining it away from those disciplines that actually teach about oppression, globalization, economic inequalities, i.e. those disciplines that actually uphold the mission statement.
CHANGE5	Do any or really know what any of that mean. I am an academic, so I have been reading crap and nonsense for many many years. Yep, you have mastered it.
CHANGE5	If you use the word Stewardship then that means a commitment to the natural environment, how we use energy, and the footprint we leave behind for future generations.
CHANGE5	Again, do we really need to say this in a vision statement? Do we really need to hire and pay administrators to spend lots of time thinking about things like long term plan to manage enrollment and retention ? Is this not the cart leading the horse? Form before content?
CHANGE5	Again, this priority doesn't affect me as a social scientist. All of the infrastructure is going to medicine/biology. So why should I care about this?
CHANGE5	Develop strong collaborative relationships between academic programs/departments and development to enhance mechanisms needed to develop long term, targeted support of those programs by alum. Rationale: currently, fund raising priorities are developed, seemingly, by the university admin. There is little effort to identify and assist programs in developing ongoing funds to support 'locally controlled' discretionary funding which would support creative endeavors of faculty and students.
CHANGE5	Make all the processes more transparent and inform faculty and other campus groups ahead of decisions

CHANGE5	Reign in this current dictatorial President. Somehow induce his resignation.
CHANGE5	You are boring me by pretending to listen.
CHANGE5	I have less than no confidence in the U's ability to develop long range plans, especially given the data-driven misguided zeal of Provost Shapiro. Life is more than data.
CHANGE5	Isn't it a given and the only path to getting ANYTHING accomplished? Now that's a prime example of a statement that's not energizing... we are supposed to do work hard to make it all happen ... like chewing raw potatoes.
CHANGE5	There is a downside in created a long (FAT) plan. It is important that strategic plans are not static, but dynamic. See Lean Management Principles
CHANGE5	There's too much emphasis on investing in new things without acknowledging that old things were once new, exciting, and valued. We should not pursue new things if we can't support old things of value. Establishing a new program or initiative is expensive and time consuming--why do so if we're going to ignore the maintenance of that program as soon as the next new thing comes along?
CHANGE5	If a university does not care for excellence in research, scholarly activities and teaching in the priority list, I am very concerned about the future of the university, since this is no longer a university! CMU is becoming a community college, if these priorities are to be implemented!!!!
CHANGE5	The strategic planning initiative is an expensive, time consuming fig leaf over existing administration priorities at the expense of most faculty initiatives.
CHANGE5	We need to build new programs and support existing high quality programs. The university is getting into a pattern of developing new potentially fruitful areas (great), but at the expense of current high quality programs that are left to rot on the tree. This shows an inability to see beyond the short term.
CHANGE5	Take care of the older buildings on campus and do not just dream about new buildings that we do not need. Also plan for the purposes of new buildings with more forethought.
CHANGE5	Those phrases are so general as to be meaningless.
CHANGE5	Spending on major projects should be more transparent and have discussion with all groups at the university
CHANGE5	There should be a strong effort in reducing bureaucracy and reducing the levels of administration. Instead, support staff should be increased (lean government). Bureaucracy drives the cost up as well as drives the work-load of faculty up without any benefit, thus hurting the university especially at these low funding levels. That would also help with interdisciplinary - departments and schools should work together more closely and thus share resources.
CHANGE5	What a strange statement. Why have a mission if you are not going to try to implement it? On the other hand if your mission is not well posed then perhaps it should be ignored.
CHANGE5	The reason I marked 8 on this one is because I don't know your interpretation of the term core mission . What I think is CMU's core mission might differ from yours and I don't want my opinion on this topics to be misinterpreted.
CHANGE5	As the overall mission is open to interpretation, so can this. My concern is the Administration will skew this to their own agenda.
CHANGE5	we cannot bring students into inadequate spaces but at the same time we cannot go into debt for event centers and medical schools. We need to make sure we are

	investing in teaching and research facilities. We should not be using luxury items to lure students here but rather a good learning experience.
CHANGE5	How about containing the rate at which tuition increases? That should be the focus.
CHANGE5	Remember that faculty and staff are part of the infrastructure. I'm also not sure the administration and faculty agree on what is the academic mission of the university.
CHANGE5	What is sustainable energy optimization?
CHANGE5	University made clear they are rock solid financially. Let's see them support priorities, such as good faculty
CHANGE5	This is important only if the vision actually represents academic interests.
CHANGE5	This section seems bizarrely tautologous. Can there be any doubt that a university should use its resources to support its goals? Or maximize the effectiveness of its resources? What alternatives are envisioned, such that we need to make this an explicit priority? One might as well pledge to ensure that students be taught by people who teach, or that administration and faculty should strenuously avoid committing felonies. Please strike this superfluous priority.
CHANGE5	Simply put: Less money for shiny new buildings, more money to renovating current facilities. Less money padding administrative pockets, more money flowing to the people without whom there would BE no university: The Faculty.
CHANGE5	Some of these are vague. For instance, the initiative concerning having a plan to manage retention and enrollment doesn't commit to having a GOOD plan. Not just any old plan will do, and the initiative to make that clear.
CHANGE5	The priority is meaningless until the mission and vision statements are rewritten so as to have actual content. Aligning university decisions with a glowing, rosy cloud of marketing drivel isn't going to do any good.
CHANGE5	We have all seen how the current senior officers manage the financial infrastructure - - by stealing money from current programs to pour into their money-pit pet projects. Why are the faculty even being asked? So they can claim that they engaged in a legitimate strategic planning process? I think this whole endeavor is a PR sham. I will believe that the BOT cares about these issues when Ross is fired, or when I see a dramatic shift in his behavior/priorities. I'm not holding my breath.
CHANGE5	More support for the arts and humanities
CHANGE5	We need new stewardship.
CHANGE5	University Stewardship is meaningless when faculty and staff are not behind the investment choices forced on them by administrators.
CHANGE5	Please add something about transparency. FOIA requests shouldn't be required to see what the university is doing with its money.
CHANGE5	The current administration makes me quite suspicious of initiatives in this area. I feel Academic Prioritization was largely a huge waste of time and resources.
CHANGE5	I don't know what is meant by Strengthen financial and infrastructure strategies that support the university's academic mission. It's too vague of a statement, and could encompass all kinds of things, some of which I might support and some I might not.
CHANGE5	Yes, support and invest in faculty! We need a University President like UConn's Susan Herbst -- someone who has actually supports her faculty (see her Huffington Post article here: http://www.huffingtonpost.com/susan-herbst/what-do-professors-do_b_1396783.html) instead of driving them away, belittling them, and showing blatant disrespect.

CHANGE5	If you have an established academic vision stick to it, and don't arbitrarily change the whole direction of the University to align with the personal/private interest of a Board of Trustees member. If you decide to make such a change put it openly on the Agenda the Board of Trustees meeting where it is to be considered instead of putting it secretly under other business. Have it openly discussed by the University Community for a reasonable time before the decision is made.
CHANGE5	Again, this does not happen at CMU. There is no support for research and there are hardly any resources. Emphasis should be placed back on these priorities and not on money-making and dictatorship.
CHANGE5	Actually maintaining the physical infrastructure would be a very good start. The university could then follow on with investments in programs rather than playing stupid budget games.
CHANGE5	Make sense as long as the mission statement is actionable at a grass roots level.
CHANGE5	Oh please! Stewardship? Our provost brags the Med Sch. will lose 5 mill. a year, for ? years & this to faculty & staff who aren't receiving even a COLA! The same provost who shut down good, but small, programs to admittedly siphon money to the Med School. We already have a school that loses money, the Business School, and those faculty are still receiving six-figure salaries, and their programs were prioritized mostly as 1s or 2s as was the Med school. Some mind boggling leadership: Lose to Win
CHANGE5	According to AAUP, CMU faculty are undercompensated, especially adjunct faculty; accordingly, fix this infrastructure flaw.
CHANGE5	As with all of these initiatives, I would strongly encourage cogitating with LONG-term perspectives.
CHANGE5	Again, the questions seem designed to get specific answers.
CHANGE5	'Sustainable energy optimization efforts' - Oh, puke. DROP THE FREAKIN' BUZZWORDS. Aren't we trying to sell this place as some sort of place where people think? The use of meaningless pseudo-corporate garbage like this undermines the message and ultimately hurts the university's future.
CHANGE5	Assuming that the university still has an academic mission (and not a money making mission), then we should try to strengthen the financial infrastructure of the university. It will not help the academic focus of the university to attempt to make more money by recruiting new students. Manage enrollment and retention should not be a focus.
CHANGE5	I would like to see us develop a better way to help us keep the students we attract through financial planning and support. I would love to have students feel like our financial aid office was actually there to help our students and not discourage them. I have NEVER (in over 10 years!) had a student come back to me from their visit to CMU Financial Aid with good news or feeling encouraged. It breaks my heart to the point that we should rename that office No Help Here. We need to do better.

Off-campus Faculty

CHANGE5	Green sustainability in paperwork processing etc. facilities management is good. I worry that the subtext could be cost driven cuts to creative endeavors.
CHANGE5	Shouldn't this be a given? Who would argue with stewardship? Does it need to be said? Goals should affect change and growth. Is there a key problem with stewardship that needs to be addressed? If not, why include this item?
CHANGE5	n/a
CHANGE5	Enrollment and retention will take care of themselves if CMU raises its standards. There is no shortage of applicants to colleges and universities that are highly selective. Students know that they'll get their money's worth. CMU needs to invest in areas that are innovative. Research is a necessity, and it costs money for the infrastructure. Make investments. Don't divert money from other causes to pet projects (e.g., CMED) that don't even have a published business plan. Reduce funding in non-university areas. Sorry, but parks and leisure really isn't a university degree. There are countless others at CMU.
CHANGE5	Class rooms should have the latest technology.
CHANGE5	be sure not to focus exclusively on the financial - there is a tendency to do so when people forget that good financials come from the correct focus and solid implementation. it should not be finance for finance sake, or you risk going down the path that Lehman Bros, Goldman Sachs, and other Wall Street firms have taken / are taking America.

Staff

CHANGE5	This was poorly written.
CHANGE5	There is a lot of waste within this university. Pride usually enters into the equation. Just because you are highly educated doesn't give you the right to be wasteful with the university's resources. IE: wanting the best, having control and putting ones personal wants ahead of the university. No one owns the place so there is not much accountability. Higher ups who want to get a feather in their cap and implementing things that end up costing, or that don't work for the people that have to use it. The university tends to jump in with both feet on projects before enough research is done which in the end costs the university millions. Example; med school already too small to house all of the staff and green roof on education building originally having no way to water the roof. That's the kind of stuff the community sours on. The administration should treat the university's funds as if they are their own not money to do as they want with.
CHANGE5	Sustainable measures are a priority as they typically save money, which can be used elsewhere and also because it is an admission consideration for more and more students.
CHANGE5	A Mission and Values statement is useless if the university is not going to support those statements.
CHANGE5	consider GPA as part of admission. It doesn't appear to be a consideration with some.
CHANGE5	Take the time to identify the needs and do it right the first time.

CHANGE5	Just be sure it makes sense and is followed thru.
CHANGE5	Possibly reword initiative #3: Refine and implement a long term plan to enhance enrollment and retention.
CHANGE5	I liked the enrollment and retention strategy section. I believe CMU needs to broaden their scope in recruitment. There are students out there that would excel at CMU if given a chance. Let's not be too restrictive and make it difficult to get here. If recruitment and retention are a problem, open up the door. The students are there and they will come.
CHANGE5	Enrollment management and retention efforts need more definition.
CHANGE5	Infrastructure and stewardship, while certainly important, simply aren't a core mission -- we aren't here to run a good shop. We are here to educate students and provide intellectual development. A good education is not necessarily dependent on good management. Management is largely an internal concern that I would de-emphasize in a university mission statement, so that it does not dilute broader and more important goals.
CHANGE5	I have attended two facilities management meetings on behalf of our building coordinator, they are fascinating and impressive to me. I am stunned by the accomplishments of our green initiatives. I believe this needs to be promoted across campus and the local community on what CMU has done and the money it has saved!
CHANGE5	I support aligning the university's resources to its academic mission and vision, providing that mission and vision is transparent and shared among its constituencies.
CHANGE5	Actually take care of the facilities already here. Maintenance and upgrading older buildings.
CHANGE5	Enrollment and retention. We do a great job in recruiting strategies, but would like to see what strategies we are using to get them to stay here.
CHANGE5	CMU should dramatically increase its financial commitment to Institutional Technology. We lag far behind our competitors in having sufficient IT support to manage the administrative concerns of a major university.
CHANGE5	Ensure enough funding is set aside for building enhancements and new construction as many buildings will need renovations over the coming years. Advanced buildings with state of the art technology help tremendously in the learning process and give specific items that can be discussed and toured during visits.
CHANGE5	Add to this continue an ongoing investment in technology to support the university employees.
CHANGE5	All three are important
CHANGE5	All of the items listed for this section are important. They function as a total package to improve the university and move the university forward.
CHANGE5	cannot plan and grow unless you know what enrollment will be.
CHANGE5	again, we always talk about retention and have retreats on it. What is being DONE about it?
CHANGE5	Have you considered changing the fifth priority to organizational Excellence. Aligning resources is not a strategic direction, it is a modern-day organizational requirement. You cannot be an excellent organization unless that happens. Then, you could supplement this section with competitive or enabling investments that make CMU stand out. Let's use the strategic plan to find a way to create more of our own gravity. Let's be attractive to students and faculty because we are committed

CHANGE5	again, stop trying to aggressively expand. focus on what's here and make it excellent instead of weakening existing infrastructure in the hopes that new ventures will increase the university's status and thus the status of the administrators who are anxious to use CMU as a stepping stone in their careers, not caring what happens beyond them getting their next job
CHANGE5	those were hard choices and again need not be mutually exclusive--why pit student retention against infrastructure?
CHANGE5	Obviously we need to put our money where our mission/vision directs us, but we need to be aware that support services are still a vital part of students' success, retention, and overall experience. We cannot focus solely on research and let the rest of the college experience fall away.
CHANGE5	E-waste is a popular subject right now. Looking for new ways to turn trash into treasure is a great way to spend your time... Getting rid of or re-purposing stagnant items can free up much needed space.
CHANGE5	Ensure that existing infrastructure is maintained and upgraded to meet the needs of the university community.
CHANGE5	Develop a long term plan is something we should have been doing all along. Higher academic standards from the get go will likely help with retention. Way too many students are dematriculated only to be let back in after lame excuses like, I was young and immature. Please give he another chance. This is the excuse after the semester of probation that is already given to them. The amount of time and manpower to deal with these students is a joke and there are not even any clear statistics to see how many of them we really retain through graduation. Resources and staff could be used more efficiently and increase the overall standards that we should expect from students to make this a reputable academic experience again.
CHANGE5	Make good choices on how you utilize staff on CMU's campus. Staff numbers are down and salaries have been sacrificed for the betterment of CMU. Don't allow these resources to be wasted on dumb endeavors and political gain. Let's pick the best things to work on and get it done the right way.
CHANGE5	I had a hard time ranking a strategic enrollment and investing in the physical plant. Both are essential. We need to know and plan for enrollment management and understand how to leverage ourselves. CMU is an award winner for LEAD buildings and ADA compliance. We're already doing that with limited funds. We should recognize and reinvest in both of these goals- that is reinvesting in our students and our future.
CHANGE5	As the state declines, recruitment and retention will be even more important.
CHANGE5	Consider infrastructure readiness and available resources before implementing the plan.
CHANGE5	Stewardship means making the hard choices. Stop buying icing to decorate the CMU cake. Three ways to save money: 1. Use up what we have already purchased. 2. Make do with what we have, even if there is a new version. 3. Do without. Just stop spending.
CHANGE5	Re-consider the policy of making each support unit a cost-center. Provide funding directly to those support units and stop requiring that there be a policy-driven n(or practice-driven) paying customer relationship. When each unit is required to cover its own costs, everybody becomes as money-hungry (and fraudulent) as ORSP is now.
CHANGE5	Retention must be continually evaluated and improved upon. FACULTY involvement

	is critical to improve retention. Faculty MUST step outside their normal world to interact with students. Any group focused on retention that does not include faculty is a waste of time.
CHANGE5	It sounds good as is but remember a house is only as strong as its foundation. A foundation is at the bottom. Some of these ideas seem to be geared at the top or middle while not much is being placed on the foundation. Students are why we are here. They pay every one of the rest of us. Some people are in this only for the money. Please think of rewards for faculty/staff who serve students
CHANGE5	Continued and aggressive renovation of existing buildings and facilities before constructing new buildings.
CHANGE5	Increase deferred maintenance funding annually to 2% of the university's infrastructure replacement value to assure that CMU's assets are properly maintained to support the university's strategic plan.
CHANGE5	This sounds a lot like a way of making sure that the University enters long-term contracts with bargaining units and contracted services that tend to benefit the University so that the University can pursue dubious endeavors in the name of focusing on the mission.
CHANGE5	Stop putting so much money into administration. No need for so many administrators.
CHANGE5	I support the need to be sustainable but the three options mentioned do not reflect the vision statement in my view.
CHANGE5	Value employees more
CHANGE5	n/a
CHANGE5	I think that we need to look more at combining the research initiative with this initiative. Why go out and spend money with outside consultants when you can utilize students who are (or should be) learning this stuff. My observation is that we don't give opportunities to our own students as an application. Instead we spend hundreds of thousands of dollars with consultants. If our Faculty is strong enough, they should be able to take students through the completion of internal projects.
CHANGE5	Strengthen the Development team at Carlin, staff the long open position of Corporate and Foundations director and add a minimum of two more senior development directors to pursue new initiatives and assist current needs.
CHANGE5	I think it is important to constantly evaluate our programs and services to ensure that what we do supports our mission, serves our students, and actively contributes to the success of CMU.
CHANGE5	An ability for faculty to be involved in corporate education and training through consulting and delivery of professional development programs with Global Campus.
CHANGE5	no comment
CHANGE5	This university needs to spend whatever it takes to bring its student and financial information systems into the 21st century.
CHANGE5	n/a

Question NewPrior

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

On-campus Faculty

NEWPRIOR	Never negate promotions to professors. If the president and the provost are really wondering what was wrong with their visits to departments in which they are assessing damages from the past contract dispute, you can tell them that a contract dispute is always nasty and can be forgotten, but not paying promotions to professors is the uttermost lack of respect to faculty, and it's outrageous he didn't realize that. The faculty don't respect their president now.
NEWPRIOR	Honest communication from the administration - something that has not taken place for far too long.
NEWPRIOR	I would like to see an initiative to make CMU's student-faculty ratio drop dramatically. What about a new push to make every class above a 100 level capped at 30 students? What CMU does well is that we teach students on an intimate level while still functioning as a large state school. We could do this so much more effectively if classes were capped at a reasonable number.
NEWPRIOR	The administration needs to do more than pay lip service to the idea of shared governance. The administration needs to make an effort to support the hard work that people do in all disciplines, rather than characterizing those who do not teach in science, business, technology as doing hobby research. What was the point of cutting the faculty's pay? When, financially, it was not necessary? The administration needs to show respect to faculty, not treat them like crap.
NEWPRIOR	Do not engage any campus group in the onerous, fractious bargaining that occurred between the university and faculty over the current contract. Make concessions that make all work groups feel valued and necessary for the vision and mission.
NEWPRIOR	Answering these questions is complicated by the meaning of CMU as an institution. If I answer thinking about CMU primarily as the on-campus undergraduate education that dominates my conception of our institution then I am much more concerned with the quality of our undergraduate education efforts and the programs we offer to recruit, retain, and help our students achieve. Other dimensions of CMU matter but, in the end, I think our reputation and survival will depend mostly on how well we can do this well and build this reputation - even if the other matters.
NEWPRIOR	These all sound great. Given the poor administrative decisions made over the last year, however, I distrust how the university's administration will interpret this vision in the short and long term.
NEWPRIOR	How about common sense; foster common sense, oh and honest discussion, I bet you didn't think of that one
NEWPRIOR	This process seems to be a waste of the time and energy of valuable employees who could be doing something that is actually productive. The current vision statement

	seems to capture everything discussed in this survey in a very concise manner. Why change? CMU will be a nationally prominent university known for integrity, academic excellence, research and creative activity, and public service. Adopted by the Board of Trustees, March 3, 2005
NEWPRIOR	Don't let the primary mission of the university - student learning - get buried.
NEWPRIOR	As my comments so far indicate, I am somewhat discouraged by the fact that so much time, energy, and money (two dozen meetings, right?) has been spent on this endeavor. Time, energy, and money that would have been better put to use addressing real problems like budgetary constraints and severely declining faculty morale. I appreciate that the committee is making an effort at shared governance by sending out this survey to faculty, but I can't see how this vision statement is really going to improve CMU or lead it in any genuine new directions.
NEWPRIOR	We need more outreach to K-12 education to ensure that the students who apply to our university are adequately prepared for academic study. The changes affecting K-12 education have the potential to impede our strategic goals of fostering students' ability to read, write, and think critically. We should be intervening and mediating the ridiculous policies our state is enacting with respect to K-12 education, which is driven by standardized testing and so-called accountability movements.
NEWPRIOR	IMMEDIATE REMOVAL OF THE INCOMPETENT LEADERSHIP WITH WHICH WE ARE SADDLED. THIS, AND ONLY THIS, WILL ALLOW FOR REAL VISION TO EMERGE AT CMU.
NEWPRIOR	Again, I would just say that CMU's organizational culture is toxic and damaged. The administration has to do something to repair this damage. Great numbers of faculty have simply given up...they could care less about this institution and where it's going...
NEWPRIOR	Implement a strategic planning process to prioritize facility needs of various units/departments. Space is currently limiting the ability of departments to teach. Faculty tend to feel as though they are not valued and teaching is not valued. Recognizing the shift toward online learning, there is still a need for appropriate space on campus.
NEWPRIOR	I cannot think of any right now. However, the way this is set up to consider the priorities one at a time keeps me from being able to think of these all together--I feel like I would want to review them in relation to each other in order to be able to say what wasn't covered.
NEWPRIOR	Increase multi-cultural diversity as both overarching themes and projects and as expressed physically in significantly increased minority and international enrollments.
NEWPRIOR	Can Ross and Shapiro and have full searches to replace them. Not half searches or no searches, respectively.
NEWPRIOR	Support faculty and provide the means and infrastructure for them to do their job.
NEWPRIOR	Not sure how to address this directly in the vision statement, but we need to strongly consider a 1:1 laptop/tablet initiative for students and faculty, with adequate support for incoming students to learn how to use them as productive tools (not just for Facebook) and professional development for faculty (so they don't just dismiss technology as a waste of time).
NEWPRIOR	Where is discussion of breaking out of college silos and funding university academic endeavors that integrate faculty across campus

NEWPRIOR	Open to learn. Learn to think in new ways. Overcome barriers of engaging with the world (we are a small town away from major urban areas and airports). Use new ways of thinking to improve the world, no matter how small in scope that improvement might be. Become aware of creating value - what you can bring into this world? How can you continue to stay competitive? Continue to learn. Our current vision is about management and not about what we can become in a 21st-century university located in a small provincial town. Sad. Stop feeding us raw potatoes, LOL!
NEWPRIOR	The Medical School should be explicitly included among our priorities and initiatives. If we are making the investment in this, it should be a priority for the university and it should be clearly seen as such in our vision and mission statements.
NEWPRIOR	Reduce faculty to student ratio by reducing class sizes. Allow all students in all programs to apply for prior learning credit (if the students qualify and if programs/departments choose to opt in). Create an Office of Internships and Cooperative Education to work with faculty and students to develop educationally-defensible internships and co-op experiences (paid and unpaid). Encourage colleges/departments to allow regular faculty to teach online courses as part of their regular load. Stop extolling the virtues of technology without also emphasizing the responsibilities of using it in pedagogically responsible and effective ways. Eliminate the SOS (except for marketing and other fluffy purposes) and replace it with valid, reliable assessment focused on performance-based student-learning outcomes. Focus more outreach on Michigan high schools so students and teachers know what's expected of students who attend CMU. I could go on but am getting a headache just thinking about all I'd like to say...
NEWPRIOR	Taking care of the dismal faculty-administration relationship and the bad labor situation in the light of last year's contract negotiations. Preventing another dead end situation during next round of negotiations. Keeping in mind the well-being of current faculty and gaining new valuable faculty. Without them, this university will not function.
NEWPRIOR	Refocus on the undergraduate
NEWPRIOR	I am sorry, but I have to say this list of priorities are the WORST ever I have seen at CMU in the past 25 years I am with CMU!!! If we implement this list of priorities, CMU will soon become a community college, or worse!
NEWPRIOR	1. CMU used to provide the highest value in undergraduate residential education for Michigan students in the top half of the high school graduating class. It has shifted its goal from providing value to pursuing prestige. Nothing in this strategic plan deals with ways to provide better more cost effective education for students. In fact is a justification to continue to increase tuition to fund high visibility research programs. 2. Until the administration gets serious about admitting its own mistakes and being honest about change, this university will continue to function despite the administration.
NEWPRIOR	A long term plan for teaching and research, with the universities clear plan on investment in these areas is of the utmost importance. The last few years have seemed scattershot with only vague and general guidelines coming from the administration. We often hear one thing from the President and Provost then something else from the Dean.
NEWPRIOR	how about a pay raise? lol.

NEWPRIOR	The students should be allowed to participate more widely in their own education- some classes should we developed with student input.
NEWPRIOR	Recruit better students. Implement post-tenure review to get rid of deadbeat faculty.
NEWPRIOR	We need to emphasize that we are a national university. We have to get out of our mindset that we are a regional university.
NEWPRIOR	There needs to be strong language holding the Admin to openness, fairness, honesty, participatory decision making, integrity, all of which is currently lacking. There needs to me a process in place to insure this occurs.
NEWPRIOR	All cases of granting tenure and promotion to full professor should be subject to external review. All departments should be required by the administration to adopt procedures to this end and incorporate them into their bylaws. No place that has any pretensions to national and international standing will ever achieve it or be recognized as operating at that level without this most basic component of academic promotion. Rigorous standards for student achievement will never be reached without establishing rigorous standards for faculty achievement.
NEWPRIOR	We need to focus our students on education, not drinking and partying and sports. Sure, those have always been aspects of college life, but students are spending too much money and going into debt to be here to be wasting their college experience on recreation. We need to emphasize academics in recruiting and orientation and de-emphasize college life. We need to communicate high expectations in everything for our students if we want them to view a degree from Central as something worth working toward.
NEWPRIOR	Revisit how we evaluate teaching excellence, which is heavily tilted on coddling rather than challenging as it sends the message that making students happy is more important than getting them to participate in their own learning.
NEWPRIOR	The atmosphere on campus is toxic. I would like to see some real efforts at improving the atmosphere for the sake of our students. Under the current leadership, however, I do not see that as a possibility. Although I hold out hope.
NEWPRIOR	Noted earlier, students need to gain a US perspective.
NEWPRIOR	assure all facilities are barrier free and accommodating to persons with disabilities; actively recruit a more culturally diverse student body; increase admission standards for incoming undergraduate students
NEWPRIOR	CMU needs to attract high quality senior leadership that focuses on quality and the respect of faculty/staff/students. I don't see that any progress will be made at CMU unless and until the current board and senior leadership is replaced.
NEWPRIOR	The way faculty have been treated make all of this talk questionable. All talk. Let's see some action.
NEWPRIOR	Improve shared governance!
NEWPRIOR	Top priority should be the Board of Trustees cleaning house and replacing George Ross, Gary Shapiro, Claudia Douglass, Roger Rehm, David Burdette, and Renee Walker. Until we have a new administration actually committed to furthering the vision of CMU (as opposed to furthering their own image/legacy/finances), nothing will happen here except more resistance, anger, and lack of cooperation from the Faculty. Count on it.
NEWPRIOR	Before resources are devoted to the strategic planning initiative, we should first determine if there is any empirical evidence that vision statements produce a

	measurable positive effect in institutions of higher education.
NEWPRIOR	Please fire Ross and Shapiro so that we can have a fresh start. None of these initiatives have a shot without faculty support. But faculty are suspicious of every single initiative that these 2 put forward. We won't move forward with them. They are both glaringly incompetent.
NEWPRIOR	Campus health. There should be no tobacco use on campus at all, period. We now have to walk through people smoking to get into buildings. Walkways should be better lit for safety. Lights in parking lots remain out for entire semesters, creating safety issues. Snow removal should be prompt. Days with ice, there should be no classes. More custodial facilities in bathrooms. Older bathroom facilities replaced with touchless sinks and hand dryers. Keep disease from spreading.
NEWPRIOR	I think finding opportunities to provide time for research and working with students needs to be a priority. At the moment the emphasis seems to be on how many students we teach rather than on the ability to teach them well. The course load carried by many professors prevents them from having time to do the research the university wants them to do and that they enjoy unless they take away time from engaging with the students. Similarly it is hard to implement new pedagogies unless you sacrifice your research. These are choices that we shouldn't have to make.
NEWPRIOR	FOSTERING INTEGRITY, RESPECT, AND CARE.
NEWPRIOR	Shared governance. The administration seems more and more disconnected from the actual workings of the university.
NEWPRIOR	Improve the campus climate by putting resources and support into instruction instead of into buildings and pet projects initiated without support (or even discussion) with the campus community. It looks awful when CMU is willing to invest in an unnecessary Events Center upgrade and copper gutters (again) for Warriner Hall, but has to cut support to faculty and academic programs. Clearly, no one's holding the Administration to the same kind of accountability expected of those in the academic units.
NEWPRIOR	*Building trust between the administration and the rest of the campus. *Focusing on academics and student learning because, after all, we're a university.
NEWPRIOR	Respect for diversity.
NEWPRIOR	Quit pretending that the university is healthy, and actually move towards real shared governance. A major component of shared governance is valuing the contributions of the faculty, even when those contributions don't aid the empire building of the administration.
NEWPRIOR	The teaching is too uneven at this university. Some profs are fantastic, connecting with students in just the way the vision implies. Others are phoning it in or straying dramatically from the MCS. I am assuming SOS scores reflect teaching quality. But it appears enough is not being done.
NEWPRIOR	STUDENTS, STUDENTS, STUDENTS, STUDENTS, STUDENTS, STUDENTS, STUDENTS. ACADEMICS, ACADEMICS, ACADEMICS, AFFORDABLE TUITION, AFFORDABLE TUITION, AFFORDABLE TUITION. A COMPETENT ADMINISTRATION THAT DOESN'T SUFFER FROM BLOAT OR CREEP AND NOT a Mongolian BBQs in the Towers Huge Sport Complexes for a school that loses more money than nearly the rest of MAC because it has 82 fully-funded scholarships for the football team alone. I don't think Warriner realizes HOW ANGRY students are becoming: they don't want this stuff, they want a competitive education. WAKE UP!

NEWPRIOR	Relationship to main campus and Global programs.
NEWPRIOR	Cut the administration in half and pay to retain and hire quality faculty.
NEWPRIOR	The mission is teaching; the mission may be encumbered a bit with minimal university-service tasks. The mission ought not to be undermined with publish or perish threats that divert effort from the teaching mission. Our students need employable skill-sets derived from here-and-now faculty instruction, not theoretical visions derived from make-work publications and conferences.
NEWPRIOR	How about clarity of thinking?
NEWPRIOR	Return the university to the place it once was. The university's priority should be to return itself to a place of higher education where students and faculty were respected and not treated as consumers, widgets, and factory line workers. CMU should be a university not a business.
NEWPRIOR	We should not rank the needs of the medical school higher than the needs of our existing academic programs.
NEWPRIOR	Create a no-tolerance policy for toxic tenured professors and make students more aware of the Ombuds office. They need options and solutions, not dictatorship at the department level.
NEWPRIOR	How about raising admission standards so we don't have dreck for students?
NEWPRIOR	We need to define our priorities and who we are. Are we a school for students who can't get in elsewhere and educate accordingly? If we want excellence - what do our incoming and outgoing graduates look like? Where can anyone find stats on the success of our grads? A priority would be to define our product and then measure it. We need a system that tracks what happens to our grads and doesn't let a student grab a diploma until we know where they are heading (a job? grad school? professional school?) This is critical to becoming great.
NEWPRIOR	General competency of the faculty. We need to recruit and retain faculty that bring more to the table, educationally, in research, funding and in reputation. Resolve petty issues between faculty and administration. It is embarrassing to be affiliated with a University with a President, Provost and faculty acting like third graders. If the leadership act like bush league administrators, people will naturally assume this is a bush league University.

Off-campus Faculty

NEWPRIOR	It is somewhat covered, but we need to ensure a higher level of support for writing, critical thinking and information literacy
NEWPRIOR	CMU needs to create a metric of learning so that the student and faculty are measured in terms of a learning index. There is no systematic way of accounting to the parents and public that any learning is taking place. At some point in the future universities will not be supported by parents who cannot be assured that their children are wisely spending their time in this type of investment.
NEWPRIOR	Stress quality education, not degree, in our advertising!
NEWPRIOR	Develop a Doctorate program in Administration.

NEWPRIOR	Look at alternative models of education including Sam Khan and Udacity so CMU can be on the frontline of these new delivery systems of education.
NEWPRIOR	Equalize the involvement of the extended learning programs not limited to online. Depend more on the external learning communities for decision making.
NEWPRIOR	Perhaps off-campus academic pursuits should be included within the mission statement.
NEWPRIOR	maintain the heritage
NEWPRIOR	Increased involvement of adjunct faculty on teaching assignments, and provide feedback and rewards for faculty doing an outstanding job.
NEWPRIOR	More rigor in all courses. More writing requirements in all courses. Stressing to faculty that they must enforce plagiarism and other policies. Off campus professors should be required to audition and provide proof of actual education methods training and ability to teach, especially since the off campus courses are offered in a compressed format.
NEWPRIOR	The focus on the plan should be on student achievement and research. We have students who have poor critical thinking skills and poor writing skills. The focus of the plan should be on improving student performance in these areas. The fewer very specific goals the better. Leave out the trite and politically correct.
NEWPRIOR	n/a
NEWPRIOR	Cultural diversity and competencies
NEWPRIOR	Make faculty, students, and community more aware of the global issues to reflect the importance of the role US is playing in global arena.
NEWPRIOR	More emphasis on establishing and maintaining academic competition among students.
NEWPRIOR	CMU has to actually teach. I know former students who didn't buy textbooks at all and didn't need to because they could easily pass without having to read or study. Multiple-guess Blackboard exams do not count as measuring reasoning skills or student attainment. Require faculty to teach, interact and assess. It takes time but, then again, it is a university. I may sound cynical, but I've seen too many examples of faculty members putting forth zero effort and plagiarizing material (yes professors). CMU needs to look at its educational purpose and not revenue-per-student.

Staff

NEWPRIOR	Spend some money on writing a non-biased survey.
NEWPRIOR	We are an education institution and that is where the focus should be, not on do we have the right number of a certain culture attending . We need to be mindful and respectful of the different cultures to create a harmonious environment with all feeling equal and being given the same opportunities for a higher education to be able to effectively go out into the work force.
NEWPRIOR	need to focus more attention to health and fitness of faculty and staff and provide a SAC-like facility for their use

NEWPRIOR	If we want to promote the medical school, we need to have the classes leading up to it available.
NEWPRIOR	I believe the focus on minority / international students is unfair, not only to the majority student population, but to the minority / international students as well. To encourage an inner-city African American to come to CMU, just because he/she is a minority (so CMU can boost their numbers OR increase a \$ amount somewhere), is borderline cruel and misleading. I'm not racist, just practical. An academic focus should be priority and when your surrounding environment is not comforting, it's hard to put priority on focusing, academically. Just sayin'
NEWPRIOR	Be logical, think things thru and see what that looks like in one, five, ten, and twenty years.
NEWPRIOR	All of these priorities that support the vision and mission, are equally important. You cannot have one without the other. Therefore, the priorities should NOT be numbered.
NEWPRIOR	The events of the last year have convinced me that there are large groups of people on this campus that don't understand how rapidly the status quo is changing. Until people accept this, we will never be able to adapt and find new and innovative solutions to the challenges we are facing today and into the future, especially economic challenges. You can have an aspirational vision, and that is a great thing to have, but until people recognize and accept the changing world we live in, the vision statement will never become a reality.
NEWPRIOR	Community service teaches good things like social responsibility but also gives real life exposure to situations and opportunities. These experiences are good for resumes and experience building that will help people get employed. It also exposes students to community needs, diverse populations and different points of view.
NEWPRIOR	Better definition (icons, descriptions) of CMU's identity as seen external to CMU; Better integration of technology support at the department level with OIT support; Better defined integration of OIT and UCOMM work related to web and publication support that better meet the user area needs. While perhaps not priorities or initiatives on their own, these things not done well affect much of what we try to do.
NEWPRIOR	I think the current faculty attitude toward the Medical College is short sighted and foolish. Instead of looking at the students that would be attracted to Central they remain focused on the amount they might lose in the short term. Let's face it there are more students interested in a medical degree than there will be in a religion degree.
NEWPRIOR	Not sure if this is the strategic plan that will address this, but more emphasis on changing the culture to be more globally and people of color friendly, to assist with the retention of these populations. As we move forward with stated plans, we must take into consideration what the Global student we are speaking about in these plans look like and how their needs differ from what we currently provide on our campus. More importantly student from states other than Michigan (Midwest) will have similar challenges.
NEWPRIOR	
NEWPRIOR	CMU must upgrade the amount of technical support available to administrative units.
NEWPRIOR	I think we need to honor and address the personal challenges that students bring to

	the academic environment. Maslow's Hierarchy of needs is a good model to capture my concern. If students' basic human needs are met (developmental, physical, emotional, and social skills), we then set them up for success as stellar scholars and local, national, and international citizens. Without that solid foundation on which to build, many of them flounder. Our students do not come from an equal playing field; there is a wide continuum of skills among the student population.
NEWPRIOR	We need to ensure we are meeting the needs of employers & students. I wish the university would place more emphasis on programs that are in high demand rather than having a large number of programs that are consisting tough to find a career in... The addition of the medical school is a HUGE plus for the University. The College of Health Professions, CMED & Biomedical Science fields are huge moving forward. The UP should be revisited as many students do not feel they get value in some of these courses. A certain number are simply required & are a waste of time.
NEWPRIOR	CMU again being a community.
NEWPRIOR	We must decide if we want to complete our transition into a true research university, or slide back into our old, mundane, teacher's college mentality. All this priority talk sounds nice, but, seriously, is meaningless without a concrete vision of who we SHOULD be. Let's set our sights on CMU as the rising star among smaller research universities ... and then make it happen. Stop the fluffy, feel-good talking and let's roll up our sleeves, put our money where our mouth is, and seriously invest in getting more/better faculty, research, and student scholars.
NEWPRIOR	No
NEWPRIOR	Continued from previous comment: ... Let's use the strategic plan to find a way to create more of our own gravity. Let's be attractive to students and faculty because we are committed to organizational excellence, efficiency, leading edge technology that promotes research they couldn't do otherwise.
NEWPRIOR	This may not be related, but I would certainly get rid of ranking the instructors, solely based on the student's opinions. A faculty member can be excellent and follow all of the rules and if a student can't get away with something, they will rank the faculty member low. This is a different time when excellence is not always valued by some of our students.
NEWPRIOR	SUPPORT EXISTING PROGRAMS AND PERSONALE INSTEAD OF TRYING TO ELIMINATE THEM IN FAVOR OF MORE PRESTIGIOUS AND POMPUS ENDEAVORS. CMU is a good state university, it's not ivy league and shouldn't and doesn't need to be. The campus leadership needs to accept this and make the best of what we are. The current atmosphere seems to be to abandon the things that got us where we are in a egotistical attempt to be ivy league. Knock it off!
NEWPRIOR	mentoring for faculty and staff--but that is an objective and a way to achieve some of our goals rather than a goal in and of itself; I mention it because we so often forget about it
NEWPRIOR	Increase university investment in Medical education.
NEWPRIOR	CMU does not always have a strong academic reputation (among new students or even nationally). We do some really terrific things here, but we don't always promote this on a wide scale. On the flip side, some students really are lacking critical skills, so we need to balance raising standards/research/expectations while broadening our market base for enrollment.
NEWPRIOR	I think the most important priority in the short term is reestablishing faculty morale.

	It's very difficult to work on anything new when people are burned out, angry and feel like they aren't appreciated. I've been here over 10 years and this was the hardest year ever to get stuff done. And faculty are cooperative, but simply spread too thin with too little energy for new projects.
NEWPRIOR	Technology is a tough nut to crack. You never know where it's going to go next and trying to stay on top can be very costly. The best thing to do from a cost perspective is invest in established technologies and avoid the hype. The bid process promotes healthy competition but having so many different players on one field at one time can be very difficult to manage. Get rid of the old stuff and keep the hardware consistent with a commitment to getting good prices on consumables. Get good deals that last for years with annual performance refreshes to stay on curve
NEWPRIOR	I think it is important to make sure every student is provided an exemplary education so they can become leading citizens. I think it is also important to strive to get every student that comes to graduate in a timely fashion (it seems odd to me that there are majors where the students have little or no chance of completing their degree without having to stay a year or even two longer).
NEWPRIOR	Fewer students - stronger students
NEWPRIOR	A sense of respect for the physical environment of the university is also important. The grounds are poorly maintained across campus. It grinds me every year when you see the university spend big money on new sidewalks and grass seed (or usually weed seed as I call it) to fill in the sides by the new sidewalks and then have a FM truck driving over the sidewalks and more often than not the tires are on the newly planted grass seed --Gee, I wonder why the grass never grows! If the grounds are taken care of and well maintained the general public will have greater respect, not cut across lawns, litter, etc. Good example is Notre Dame - a beautifully groomed campus, I would be happy if ours looked only half that great and I am not a supporter of Notre Dame! The only reason to allow vehicles on the sidewalks and lawns are in an emergency, so a once in a blue moon to see an ambulance and/or police car would make sense. Right now it is free game for the people that empty the garbage cans, the company putting up the new shelter by the ponds in front of the library, the police, University Events, and what appears to be any other group that wants to drive along the sidewalk or park on the lawn to do so without any backlash.
NEWPRIOR	I think there needs to be more of a priority on building a community of learners as well as fostering respect and understanding in the community. We have become a University of Departments, each fighting for its own survival and its own priorities. We need ways to build in positive ways on our different perspectives--productive diversity.
NEWPRIOR	We are a family- not sure how to say this in a lofty vision statement- but we care for each other, sometimes we fight with each other, but no matter what we support and care for our students. CMU has one of the best support services operations in the country- counseling center, disability services, supplemental instruction, tutoring, advising, career services, registrar- and we all work together to make sure the classroom experience goes how it should. Either to augment the classroom experiences and make them even better- or to off-set and fix the classroom catastrophes and callous attitudes so students get what they need and stay at CMU.
NEWPRIOR	Addressing student issues - mental health/alcohol and controlled substances.

NEWPRIOR	Although the word global is certainly mentioned, none of the initiatives indicated support that goal. If this is a true aim of the university, I feel that it should be more clearly defined in the priorities and initiatives.
NEWPRIOR	Don't lose track of what we have traditionally done well. Undergraduate education. Also remember the individuals who have served the university in this capacity. Changes are good but taking on too much and allocating resources to the latest and greatest can build resentment to those that have spend their careers making this a friendly, caring, and student centered institution and a great place to work.
NEWPRIOR	The University needs to heal itself! All parties need to move forward and stop the petty politics. The economy stinks! If we do not move forward, the damage done to CMU will be a Public Relations nightmare as word spreads about how not friendly and not supportive we are as a University and campus. This year we did a good job of shooting ourselves in the foot!
NEWPRIOR	We are really in bad shape internally. I doubt that word smithing (which I love to have us do) will ACT ON that problem.
NEWPRIOR	Value more than just faculty. Staff and Admin (P&A's, etc.) add value too, and we certainly are not respected, valued, appreciated, or treated with any kind of positivity around here. At all. And stop hiring upper level admins. Start actually replacing all of the people you've cut in the lower ranks. For our sanity. And mental health.
NEWPRIOR	CMU is becoming more commanders too few regular employees
NEWPRIOR	Nothing has been said about the development and importance of character on campus. Character must be a priority because it is what drives ALL decisions in one's work and learning environment. It is above resources. It is above money. It is even above higher education. Without character, we cannot have a successful, positive vision.
NEWPRIOR	I think on the whole, the mission statement sounds good. Unfortunately, I do not see it being something that will pan out in practice. There are too many problems with the state of higher education in this nation where we are focused on churning out machines for the corporate-industrial complex. It will be a great day when a University can focus on fostering the development of responsible and quality citizens rather than professionally trained job-seekers.
NEWPRIOR	I would like to see a focus on effective and affordable undergraduate education. Less focus on aesthetics and athletics, and more on preparing students to enter the working world.
NEWPRIOR	We need to act as a university rather than a set of independent contractors to a department, college and then the university. We are all in this together and our students are the product that we are creating. We need to rally around our goals!
NEWPRIOR	Focus on being a 4 year University, not a 5, 5.5 or 6 year. Assign academic advisors the freshman year, get students on a four year plan and get them through school.
NEWPRIOR	Emphasize social responsibility and entrepreneurship across the board.
NEWPRIOR	n/a
NEWPRIOR	The concept of lifelong learning and lifelong engagement. Once a student is associated with CMU, we should focus on keeping them engaged, making CMU their first choice for continuing educational needs. Students should view CMU's main campus and CMU Global Campus as one university with a rich and diverse set of offerings to serve them throughout their lives, and to serve their children and

	grandchildren. Our goal should be that our graduates become CMU Families.
NEWPRIOR	Improve consistency in teaching across locations and formats (on-campus vs. online/off-campus).
NEWPRIOR	As mentioned, I would like to see Global Campus as part of the vision and that resources align to being able to deliver systemic consulting, and professional development/training for the corporate workforce.
NEWPRIOR	Increase national and global focus to directly compete with for profit institutions doing the same.
NEWPRIOR	Information systems, technology and distributed computing.
NEWPRIOR	n/a

Question Comments

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

On-campus Faculty

COMMENTS	CMU needs to focus on what we do best - undergraduate education. I am active as a researcher and support efforts toward research. However, we will never be considered on par with MSU, U of M, Wayne St. in terms of graduate education and research. Our strategic plan should maximize our niche as an excellent undergraduate institution that can provide opportunities to undergraduates that would never be available at the larger research institutions.
COMMENTS	Seems from the survey that the process is already defined. Not sure why you bothered to ask my opinion at this late stage other than to check a box that it was done.
COMMENTS	The question for CMU is whether it will be a largely privatized institution run along the corporate model, with a focus on profitability, continual expansion, and market share OR a nonprofit institution of higher education that serves the public good. The current administration favors the former; I think I can safely say that my faculty colleagues support the latter. A faculty member at another state campus in Michigan recently said to me that CMU wants to be the Central Michigan University of Phoenix. This is, I gather, CMU's reputation statewide. Is this private for-profit online education model of uncertain pedagogical value what we most want to be known for?
COMMENTS	CMU is not a research 1 university. Please stop trying to make it into one. You are sending mixed messages by trying to turn us into one without the infrastructure to make that happen on a classroom level. Please focus on what we do well, which is teaching undergraduates.
COMMENTS	I'm sure you mean well but aren't you just going to do whatever makes the CMU administration the most money? Raise tuition a few more times, pay faculty less

	and make them do more, and use this sort of rhetoric to claim it is all for The Greater Good?
COMMENTS	Shared governance is important in strategic planning. CMU should not hire consulting firms and simple-minded surveys to guide this effort. Instead, administrators should be meeting directly with a high number of stakeholders (maybe as focus groups?).
COMMENTS	I strongly object to the term learner . I think it is an inadequate expression and could easily be lampooned and mocked. Our current campaign for our athletics has this issue: Together we are Maroon makes absolutely no sense, and I have heard it reworked rather offensively to Together we are Morons . The university needs to be much more careful in its official campaigns and public statements.
COMMENTS	Not really clear that there was any real effort to consider a substantial shift in what we are doing or who we are in this process. It is difficult to see how this will practically matter so it will help if outcomes linked to these revisions are clarified...
COMMENTS	The manner in which the administration treats faculty makes the campus environment toxic. Shared government is mostly in name only. Failure to pay faculty reasonable adjustments for increased cost of living and maintain current levels of health care has cost the university their best faculty and the administration doesn't care because they believe students will continue to come to CMU regardless. It is short-sighted and reflects horrid leadership and vision.
COMMENTS	I hope that as this university moves toward more research-oriented goals, the administration will keep in mind our primary mission is to teach. There should be sufficient resources available to allow faculty to pursue their research agendas, but administrators also need to realize and respect many different types of research and creative work, not just that in the sciences. The ongoing trend of heavier and heavier teaching loads (often 4 4 in many departments), more students per class, more service obligations, and overworked, burned out faculty members are not ways to meet university goals.
COMMENTS	Education is a key and important area of expertise and identity for CMU, yet I see very little effort to support the creation of good teachers. Instead, I see a great deal of effort and money being directed toward high profile careers and areas such as medicine, science, and technology. While I would agree that health, science, and technology are important, I also see this as a dangerous, downward spiral for CMU, a tradeoff between current hype, trendy areas of employment, a popular approach to higher education, rather than an effort to support the values and quality programs already in place and part of CMU's history.
COMMENTS	You probably could have saved yourself the trouble. Just like prioritization, we all know where the strategic initiatives are headed.
COMMENTS	Unfortunately this survey seems to reflect the mission and vision of the administration rather than the faculty and students at CMU.
COMMENTS	See comments in previous box.
COMMENTS	This is a waste of time. It is just a way that administrators act like they are being useful. The current vision/mission is fine.
COMMENTS	I applaud your efforts to collect this data and create a quick and painless way for us to provide feedback that allows me to concentrate on my daily life of teaching students and engaging in scholarly and service endeavors.
COMMENTS	The very notion that the administration values our input in any way is laughable. I

	expect nothing to come of 'strategic planning' but more boilerplate statements that have no meaning in reality. This is a profound waste of time and I sincerely hope that all faculty involved will immediately withdraw their work on this project in order to devote their time to more valuable pursuits...
COMMENTS	Despite the dog and pony traveling road show of Dr. Ross and Dr. Shapiro, there is a very clear anti-faculty attitude on this campus from top administrators. Of particular concern is the current Provost's clear animosity towards those he is expected to lead as the Chief Academic officer of this institution. Until real change occurs with respect to these attitudes, I predict that any attempt at strategic planning will ultimately fail as the cooperation and enthusiasm for the plan of those that produce the product that CMU is selling will ultimately lead to failure regardless of the chosen strategies
COMMENTS	As a faculty member in the social sciences, I just feel like these efforts are not directed at me. They are for health professions and biology. That apparently is the future of CMU, not me....
COMMENTS	I am not sure where this belongs, but the current model of online courses is problematic. It encourages divisiveness & some distrust between regular faculty and ProfEd, and between faculty & admin. There is real promise for CMU for more revenue and legitimacy via online offerings. A model is needed which (1) does not separate online courses from campus offerings (e.g. hiring),(2) allows regular faculty to teach online as part of load, & (3) provides dept faculty direct oversight of online courses to assure equivalency to F2F courses in quality & content. Regular faculty picked by depts to help plan?
COMMENTS	Are the priorities conceived to govern the activities of all groups on campus? One or two of them seem geared to guide faculty activity or administrative activity. I do agree with the spirit of most of these. However, I can see that the way in which they are carried out could be quite different from what I envision when I read them. They seem okay to me--most are not inspiring, they seem to cover what would be expected. I would need to go back and read the present vision statement in order to understand what exactly is being changed and to figure out why it is being changed.
COMMENTS	Hopefully these are not superficial and our voices/survey results will be publicly displayed.
COMMENTS	Nobody takes this process seriously. Stop wasting time and hold searches to replace Ross and Shapiro. Can the medical school and stop subsidizing athletics \$18 million a year.
COMMENTS	This process is so irrelevant in light of the decisions the administration has made on the med school, tax rates that favor certain colleges, spending on projects with no faculty input, and terrible communication. It is a worthless exercise since no one believes that it will mean anything if the administration decides to make an about turn on flip idea. I find the process insulting and only filled it out so it could not be said it was greeted with anything other than dismissal. What a waste of time it is
COMMENTS	The university has made great strides over the past decade in promoting academic excellence/research/scholarly activity. This now seems to be eroding. We must refocus - and continue efforts to improve, particularly in those areas in which there is identified strength. We seem to spend an awful lot of time worrying about things other than academic excellence/rigor/productivity.

COMMENTS	Scrap what you have. Then do this, 1. Open to learn. 2. Learn to think in new ways. 3. Think realistically - how can CMU overcome barriers of engaging with the world (we are a small town away from major urban areas and airports; many students haven't been outside of MI)? 4. Use new ways of thinking to come up with ideas on how CMU can improve the world, no matter how small in scope that improvement might be. 5. Become aware of how CMU can create value - what can it bring into this world? How can it stay competitive with top MI universities? 6. Create a vision that promotes learning.
COMMENTS	Strategic issues such as CMED should be on the table when doing strategic planning!
COMMENTS	Blurred vision leads to a lot of stumbling around. The only way to increase the likelihood that all constituents see the same things when they look at the vision is to operationalize the priorities by developing clear and precise goals & objectives.
COMMENTS	Keep in mind retaining quality faculty at CMU for the future. Given the unfavorable labor situation during last year's contract negotiations, many faculty are discouraged (like NEVER before in my many years of work here) and the university has gained a negative reputation in the state and nation. Fixing that and preventing it from happening in two years should be the NUMBER ONE PRIORITY in this strategic planning
COMMENTS	This is not a strategic plan in any real sense. It is a self-serving PR document. The issue is not the plan, it is the administration. The best plan in the world (and this is not one) is worthless if the purpose is to justify whatever decisions the administration wants to make.
COMMENTS	The vision statement is a start, but now we need specific plans on how each of those points will be accomplished. This needs to be developed by all the stakeholders (admin, faculty, staff, students, community), so that we all have a voice and a buy-in.
COMMENTS	Value the input of those who are providing without just coming to a group to check it off on your list. The strategic planning committee, especially the co-chairs, were dreadful speakers who could not lead an effective discussion. Utilize everyone on committee where would have been more effective with the facilitation skills. The co-chairs need to learn how to communicate and delegate.
COMMENTS	It is hard to believe that anyone at this university could be against these ideas. I would be like being against mom, apple pie, and Chevrolet. Unfortunately, moving beyond the lack of trust between the administration and faculty will cause a significant problem in instituting this strategic planning process. I, like many of my colleagues view this as an exercise, making it appear that faculty have any say in what goes on at Central Michigan University.
COMMENTS	Academics must come first and this commitment should guide all others.
COMMENTS	our students cannot read books. Our students cannot write essays. Some of my students have spontaneously told me that they are concerned that people in their generation can no longer discuss issues or have a face-to-face conversation. However, they can send text messages to their friends and check out Facebook. In response to this, CMU seems to want to mechanize education as much as possible, thus getting on the student wavelength and also, it is supposed, saving money. Instead we should help people learn to converse, write, and read.
COMMENTS	You guys really need to decide what you want CMU to be when it grows up. Are we

	just a mediocre state school catering to mediocre students who couldn't get into MSU or U of M? Are we trying to become MSU with a heavy research focus? Or do we really want to focus on teaching excellence? It seems CMU wants to be everything and hence does nothing very well.
COMMENTS	Strategic Planning will not work if the Board of Trustees can ignore or override it to pursue their pet projects.
COMMENTS	Administrators need to repair relationships with the faculty after having damaged the relationships in unnecessary ways during the bargaining process or any amount of strategic planning will be fruitless.
COMMENTS	To achieve the goal of engaging as a serious national and international institution, which I believe to be attainable for CMU, there should be serious consideration given to developing a School of International and Transnational Studies. This School would not require additional faculty, but could draw on the existing international expertise from across the CMU community in all disciplines. It would perhaps require an elected faculty executive with some release time and a secretary, but faculty would continue to be housed in respective departments.
COMMENTS	We are losing touch with our students, because they come in expecting things to work like high school has become which progressively diminishes their ability to participate in their own education. Classrooms are becoming dull for them because they don't interact enough. Our student opinion survey forms are built around pressuring faculty to coddle which is not what is needed nowadays.
COMMENTS	Let's see if the administration is really committed. You cannot diss faculty for months and then talk about supporting them and all the rah rah that we are the best. It is a hard sell to believe any of these are real priorities. Trust is at an all time low. I don't believe the administration will really do anything meaningful to change. Walk the talk.
COMMENTS	None of this matters if the vision of the university held by the president and provost is out of line with that held in the wider faculty community.
COMMENTS	Please, please stop wasting CMU's resources on exercises like this. Vision statements have their place but they're not worth more than a good long afternoon meeting of three or four intelligent and sensitive leaders.
COMMENTS	CMU is rotting from within, and the rot emanates from Warriner Hall. A new strategic plan that does not address the fundamental cause behind that rot is doomed to failure. New leadership is required. Until new leadership is gained, nothing will change, and all the strategic planning in the world won't make a difference. This is just so much busy work to try, once again, to distract people from the true problem. Fix the real problem, don't keep wasting time on things like this.
COMMENTS	I have a deep concern that all of this is meaningless. That is, I worry that some of these items are so vague that anything that administration decides to do can be cast so that it is consistent with these priorities, etc. Thus, there would be effectively no difference between having such a plan and not. What would be great is for these to be more specific.
COMMENTS	We cannot be a nationally recognized research institution in all areas when teaching loads do not match that of a first tier research university
COMMENTS	The goal of this exercise appears to be to create a non-falsifiable, content-free basis on which to make happy, excited marketing statements. It should fulfill that goal

	admirably.
COMMENTS	Did I happen to mention that I think the BoT should fire Ross and Shapiro??
COMMENTS	There is a myopia about the role of arts and humanities. They are alive and fundamental in all the most thoughtful, complex, and enfranchised societies. Don't throw them away or throw them scraps in the service of building up the med school. The arts and humanities are tied into the health of any community.
COMMENTS	A single course reduction would go a long way to helping faculty find time to work on pedagogy development, research, and to work in the community to strengthen relations. I realize a lot of people think that faculty would take advantage of this and do nothing, this is disingenuous to most of us. If the university is willing to take risks by building a Medical School when MI is in financial crisis it should also be willing to try to give faculty more time to engage in the things we love. A course release doesn't mean less teaching, it means better teaching and pedagogy development.
COMMENTS	Get professionals on board
COMMENTS	It confuses me that this process has been ongoing for so long yet the entire university and every academic program can go through prioritization in less than a year. Seems like a lot of smoke and mirrors and a focus on perception management rather than true strategic and academic planning. I so wish CMU would recognize its strengths and build on those rather than playing politics and treating everyone other than administrators as less than.
COMMENTS	It is not unreasonable to believe that strategic planning is at best PR posturing, and at the worst justification for doing whatever administrators want to do anyway, regardless of support from the broader campus community. Faculty and many staff believe they have been betrayed by university leaders. It is unlikely they will be able to work with administration in full faith until the current group of leaders has been replaced with others who are more accountable to and less contemptuous of the broader campus community.
COMMENTS	The most important goal for the near future must be to address the *toxic* environment that has been created on campus as a result of recent events. Trust that administrators care about anything other than their jobs and a steady cash flow has been diminished greatly among the faculty and staff who have felt belittled and attacked. Integrity and respect among senior-level administrators seems in very short supply. If CMU is to attain any of the laudable goals outlined in the new vision statement, the antagonistic campus climate must be addressed.
COMMENTS	I think Ross and Shapiro have been incredibly damaging to this university and they need to leave so we can begin rebuilding.
COMMENTS	In my opinion most of the research requirements should be dropped and professional development be substituted. This would allow more concentration on students.
COMMENTS	I believe there should be less focus on research in the vision statement. It is unrealistic to look at CMU as a true R-1 institution without the economic support required for such an endeavor. You can write it in a statement, but it doesn't make it true in the reality of the university. Furthermore, there should be more emphasis on student-related outcomes regarding learning, career preparation, etc. Some mention of diversity is important. And shared governance should be included (though it could be argued that it, just as research funding) is not a true reflection

	of the university. However, it should be and it would reaffirm the university's dedication to shared governance.
COMMENTS	Be consistent and respect continuity from one planning year to the next.
COMMENTS	Planning has to build on strength. If we ignore our strength, we can lose it. Successful programs do not run on their own. They need continued support especially when those programs are undergoing major changes. New programs are always fascinating, but a successful institution stands on its strong roots.
COMMENTS	Some real strategic planning would be nice. There is nothing in the vision statement that indicates a vision.
COMMENTS	I think an explicit statement of quality teaching (and establishing and supporting quality and meaningful teaching and learning environments) is not as prominent as it should be. While it's clear that CMU is trying to enhance its research mission and activities, it's not as clear that it is doing the same with teaching. A commitment to improve teaching and learning through the application of RESEARCH-BASED methods/innovations/strategies really needs to be part of this process if CMU is to leverage its strengths and build new ones.
COMMENTS	I hope information is actually being used, and not dismissed. Faculty and students are fatigued from being ridiculed, patronized & harangued. The President and Provost have damaged this school's morale more than anything I've witnessed at other universities I attended or taught for. My students were in a full-bore rage this semester when they were told, after many protested the tuition hike, well, we could have made it higher, so consider yourself lucky. I don't know parallel universe Ross and Shapiro are from, but it's one where faculty input means busy work, and any questions? means shut up.
COMMENTS	Fire Ross and Shapiro
COMMENTS	Keep academic and curricular planning independent from financial considerations. Make priorities based on educational value, not on financial restrictions. Then find the financial resources to meet those needs and cut what doesn't meet the academic goals.
COMMENTS	This survey has been a waste of time. Written it appears by a marketing hack, so encumbered with jargon as to skirt incoherence, it is designed to gather support for visions already in place rather than to gather information about what CMU's vision ought to be. It is busywork in the guise of participation.
COMMENTS	I have attended no strategic planning sessions because I was invited to only one meeting. That one was held at 8 a.m. of a day that I was already scheduled to teach 3 classes lasting until 8 p.m.
COMMENTS	Keep moving forward. You have more support than resistance.
COMMENTS	Thanks for asking for input from a wide-range of people. I have almost three degrees from CMU. My husband has two degrees and both of our sons are graduates of Central. I have always appreciated Central's forward motion with facilities, grounds, programs, and world engagement. I hope this information continues the tradition I have known Central to have for the past nearly 40 of my years in education.
COMMENTS	stop pissing money away on administrative salaries and new colleges
COMMENTS	I have been unable to attend any of the sessions because of the demands of my position, although I would have loved to have been able to do so. My one closing thought would be that departments and programs should be held accountable and

	rewarded for their support of the university mission and goals. Our area works hard to support each of the CMU goals yet we are underfunded, under-supported and generally unrecognized for the contributions we make to the goals. What would the university look like if everyone had to demonstrate their individual contribution to CMU goals and we were evaluated as such?
COMMENTS	This University is moving ahead rapidly, growing and developing. Develop competencies within the University that will allow this growth to continue.
COMMENTS	Congratulations to your team in laying the foundation for the strategic planning process. From my perspective, it has been a tedious and challenging process. Still, it is worth the effort.

Off-campus Faculty

COMMENTS	You present most options without context or definitions. This had only limited value.
COMMENTS	I am excited and appreciative with this form of collaborative activity for developing an inclusive strategic set of initiatives!
COMMENTS	Thank you for the opportunity to respond, made so user-friendly.
COMMENTS	I believe the strategic planning efforts are inclusive, asking off campus faculty to be involved is admirable. I appreciate the sustainability efforts on the main campus.
COMMENTS	Keep it focused and simple rather than long and complicated. A strategic plan and vision should be obvious to everyone and be a motivation for steps to accomplish the vision. The draft is more of a compromise of ever vested interest group. It has too many words to be either focused or simple. Hard work to get it right.
COMMENTS	The grade point averages for the various colleges within the university are high because the University wants to keep the tuition dollars high. I believe the grade point should reflect the SKILL SETS of the student.
COMMENTS	Develop a DSA program
COMMENTS	CMU must current practices regarding the ability to implement change in a timely manner. Other higher learning institutions are leaving CMU behind due to their ability to make changes more quickly.
COMMENTS	Considering the expansive off-campus programs, I would like to see that part of CMU reflected in the mission statement.
COMMENTS	Good Luck
COMMENTS	Instructors in the off-campus program haven't had a raise in some time though I know times are tight for us all.
COMMENTS	You will likely ignore these comments and produce a typical bland strategic plan that sits on the shelf. Why waste your time?
COMMENTS	There needs to be a better effort made to involve the many talented off-campus faculty in the CMU on campus vision and learning community.
COMMENTS	n/a
COMMENTS	I am now in [PLACE]. Will be back in Michigan on [DATE]. Please let me know if I can help in this great project. Strategic planning is my academic expertise.
COMMENTS	The current mission statement strikes me as bland, chock full of all too familiar

	rhetoric. What is the purpose of obtaining higher education? How does/can CMU assist and support students in fulfilling their dreams/visions/goals? Forgive me... but I'd scarp the current mission statement and start over.
COMMENTS	Like past strategic plans and vision statements, this one sounds good. But like all those others, it will likely amount to nothing. How could anyone disagree with these broad, vague goals! In other words, CMU is re-inventing itself once again - but never delivering on its promises.
COMMENTS	I am new faculty just beginning to teach at CMU this Summer term.
COMMENTS	Was invited to take the survey, but no faculty emeritus box to be checked on previous question.
COMMENTS	I think planning efforts are well-done and nicely conceptualized.

Staff

COMMENTS	Keep it simple and short. Human group endeavors fall to the level of lowest common denominator , which is that of simple mindedness. Also, humans tire of projects which run more than about one year.
COMMENTS	Departments working together for the students as well as the community. When a faculty doesn't have a great student success rate then they should be let go. No tenure. If you don't do your job - goodbye.
COMMENTS	We need to do a better job of helping our students acclimate to being in a college setting. Too many students don't have a clue of what they need to do, how they need to do it, or who they need to seek assistance from.
COMMENTS	Keeping things 'simple' is oftentimes the best. All the meetings and time spent on strategic planning. . . . let's do some calculations and see what this is really adding up to in \$'s. Common sense is a GREAT tool. There is a woman named SUSAN HEATHFIELD who does OUTSTANDING work with HR and working together. CMU could learn SOOOOO much from her. I've been thru her training sessions and CMU should consider bringing her in to consult with them.
COMMENTS	I'm also a parent. After hours opportunities would be great to sit in.
COMMENTS	Be fair, be honest, be ethical and be transparent.
COMMENTS	When people truly understand the reality of what we are facing, then and only then, will they be willing to be part of the solution and not part of the problem.
COMMENTS	CMU is a great university. Thank you for the opportunity to comment.
COMMENTS	I appreciate this opportunity to provide feedback. My work schedule has not allowed me time to attend any of the meetings.
COMMENTS	You have thought of some great ways for CMU to plan for the future. I would love to see Service Learning as part of the curriculum across many fields of study. It would provide a great service to Mount Pleasant, the state of Michigan and beyond, while giving students the opportunity to learn outside of the classroom environment and engage with local and state community members. Also, recruitment and retention needs to be a priority for the University. As graduation and population numbers decrease, we need to think of ways to attract and keep students at CMU! Thank you for your hard work!
COMMENTS	I appreciate everyone's efforts to support CMU's strategic planning process, but I

	strongly believe that the current external (and internal) CMU website does not align with CMU's vision and mission. Key areas important to faculty, staff and students are either buried deeply in the site or missing altogether, such as ORSP, which appears nowhere on the external site. I do not appreciate all the other work moving forward on the website, and the development of new web pages supportive of the strategic planning and internal communication process while these unfortunate oversights remain.
COMMENTS	Actually listen to what the people on campus are telling you, not whatever the consultants or latest book trends say.
COMMENTS	Out of town obligations have prevented my attending the forums. Please continue to publish the links to view the recorded sessions.
COMMENTS	Enrollment management, retention and completion will be key factors that define our success as an institution of higher education. We must recruit the best student possible, and provide more need-based financial aid to assist students.
COMMENTS	I appreciate the opportunity provided by the forum to learn about the many complex challenges being considered and addressed by administrators; it helps me understand the practical business of running the university. As I sit with individual students, my focus is on that student and how they are experiencing CMU personally. They and I, in general, have little understanding of the time and effort that goes into making CMU the excellent and competitive learning institution that it needs to be in order to compete on the state, national, and global levels.
COMMENTS	Online programs need to expand in the near term. Just because someone cannot make it to Mount Pleasant doesn't mean they shouldn't be able to get a CMU degree. With today's technology, more courses and programs should be available from remote locations. Even if students go home for the summer. it would be better for them to take an online CMU course rather than going to Oakland, etc.
COMMENTS	Thank you for the efforts of those involved.
COMMENTS	We must have a laser-like focus on where we want to take this university, and we need to do a MUCH better job of communicating that vision to our internal stakeholders. Trust them! We have very smart, very capable faculty and staff ... and they will quickly throw their support behind great leadership. As long as we put students first, which is a no-brainer, there's nothing to stop CMU from becoming just as good as the leading research universities in our state. But we will get nowhere by playing around with prioritization talks and trivial strategic planning sessions. Let's just get to work!
COMMENTS	Competitive faculty wages/benefits would probably help attract quality faculty. Also, please don't forget to support CMU's support staff.
COMMENTS	We will talk and survey about the topic; then probably hire a consultant at a huge cost to the University. This is the CMU Way . There will be forums, discussion, focus groups, CMLife articles, a new plan will be established then you won't hear anything about the topic for another 5 years. At that time we will go through the whole process, verbatim, again.
COMMENTS	Thank you very much for the opportunity to comment. As someone who has done this a number of times over the years -- for national organizations and local organizations, I know how hard it is. I think the work so far is excellent. I do, however, think that there is a unique opportunity to leverage your efforts in a way that will help CMU create 'gravity'. I want to see CMU attract talent through

	organizational excellence and strategic investments in leading-edge technology that can be leveraged to make us stand out to our students, our faculty, potential faculty and the residents of the State.
COMMENTS	This plan (if followed) will sustain and enhance the importance of CMU to the global community and assist in CMU becoming a major contributor to the education and economic advancement of this nation and the world.
COMMENTS	CMU's main focus should be the recruitment and retention of a dedicated and exceptional teaching / support staff - with a primary focus of insuring the success of our students. In addition, CMU needs to insure the integrity of a CMU degree by maintaining a high level of competency for those seeking enrollment at our university - especially when enrolling non-traditional students. As a member of the CARES Team and the TAG Team -it is my personal opinion that a number of our nontraditional students who have been admitted to CMU should not have been enrolled at our university. Remember it is important to Protect and Build your Brand - do not diminish it for the sake of \$ to maintain enrollment numbers. Protecting and Building a Brand - applies to students, the athletics department, and to the integrity of your professional teaching and support staff.
COMMENTS	stop planning and start doing
COMMENTS	I haven't received clear directions from my supervisor if we are even allowed to go to the strategic planning meetings, and I don't think I am the only one who feels this way. In order to get input from all areas, supervisors should set the expectation that everyone will attend at least one forum or meeting.
COMMENTS	Seriously - we must continue to battle the stereotype that we are a PARTY School - too many Michigan students still come here with that expectation, and after welcome weekend and the first two weeks of classes and insane partying that takes place, it becomes recemented in their minds that we are still a party school!
COMMENTS	Our students need to learn how to think, take risks, be creative, be allowed to fail, and learn how to navigate through life. We need to educate people to be more compassionate, to think of others, and to build a better world. Students need to develop more than just job skills; they need to prepare for all of the complexities in life, and to learn how to be lifelong learners. We can never put enough job skills in their hands to prepare them for 40-50 year careers. But we can teach them how to approach and solve problems, how to develop their own strong psychological core, and how to make the world bet
COMMENTS	Thank you for providing so many opportunities to become involved and to provide input. It really helps strengthen my connection and commitment to CMU.
COMMENTS	Again, this is biased toward faculty and has little room for staff.
COMMENTS	Sounds great! Let's get started!
COMMENTS	thank you for giving me the opportunity to participate.
COMMENTS	Thank you for asking and including us
COMMENTS	Thank you for creating opportunities for all to participate in the process.
COMMENTS	Reads well. Let us all move forward!
COMMENTS	CMU suffers with not having the marketing backup of other state universities. We come across and a choice but not the choice in any one area. I am in agreement with the academic prioritization done earlier this year with getting rid of old or low-demand academic structures and majors. I think we need to figure out what the

	industry of Michigan and beyond will need for the next few years and make every attempt to be a provider of choice for one emerging area beyond the medical field already identified.
COMMENTS	I applaud what seem to be your real efforts toward participation in this process. I think the timing is unfortunate. Many people in ALL relationships with the University are so focused on what is wrong now that it is difficult to look at what could be with an open mind. We see great evidence of the absence of integrity and are reluctant/unable to face the future from a position of trust.
COMMENTS	I doubt my boss' boss knows my name. I think strategically, having someone take the effort to know who employees are would be a good first step.
COMMENTS	Suggested word smithing on the vision statement. ... address the ever-evolving intellectual and cultural needs of our local, state, national and global societies.
COMMENTS	It would be nice if the campus wasn't a constant construction site. Perhaps instead of adding new facilities we should focus on renovation of our less satisfactory environments.
COMMENTS	I do not recall an invitation to a strategic planning meeting during a time I could attend and would be interested if there were one in the future, possibly summer, that I can attend. Thank you.
COMMENTS	I have viewed other statements from other universities, and the thing that strikes me as being different about CMU's statements compared to others is that ours are always incredibly wordy and vague. For instance, MSU's mission statement is quite simple: to advance knowledge, and transform lives. That is powerful in its simplicity. Of all of the mission statements that I have seen, that is the only one I can remember. Now if I were a parent or a student and I were looking at that compared to CMU's statements, I would choose to go to MSU, because they seem to know what they are all about.
COMMENTS	There are three levels to you must focus your planning efforts on. Those levels are Tactical, Operational, and Strategic. First, you must decide what is your priority. Example: Tactical: Our priority should be providing Students with an outstanding education and Supporting our Professors (the Execution of our Strategic Vision). Operational: Planning, resources and Infrastructure, Strategic Vision supports all three.
COMMENTS	There are so many initiatives that sound good on paper but are never carried out or moved forward -- actions speak louder than words. Let's move forward in action not in statements that sound and look good on paper.
COMMENTS	This survey focuses on the Mt Pleasant campus, and while there is a portion of strategic planning that applies to the off-campus programs, there is not enough planning for the off-campus communities.
COMMENTS	n/a
COMMENTS	Excellent work so far!
COMMENTS	I appreciate the opportunity to have input to this process, and I was please to see the additional language about global citizenship.
COMMENTS	I appreciate the university's efforts to involve stakeholders in the planning process.
COMMENTS	Most organizations prepare strategic planning plans, few utilize their efforts as The Roadmap I hope we do.
COMMENTS	n/a