
CMU 2010

Realizing the Vision

CENTRAL MICHIGAN UNIVERSITY
ANNUAL REPORT

of the Institutional Strategic
Planning Committee

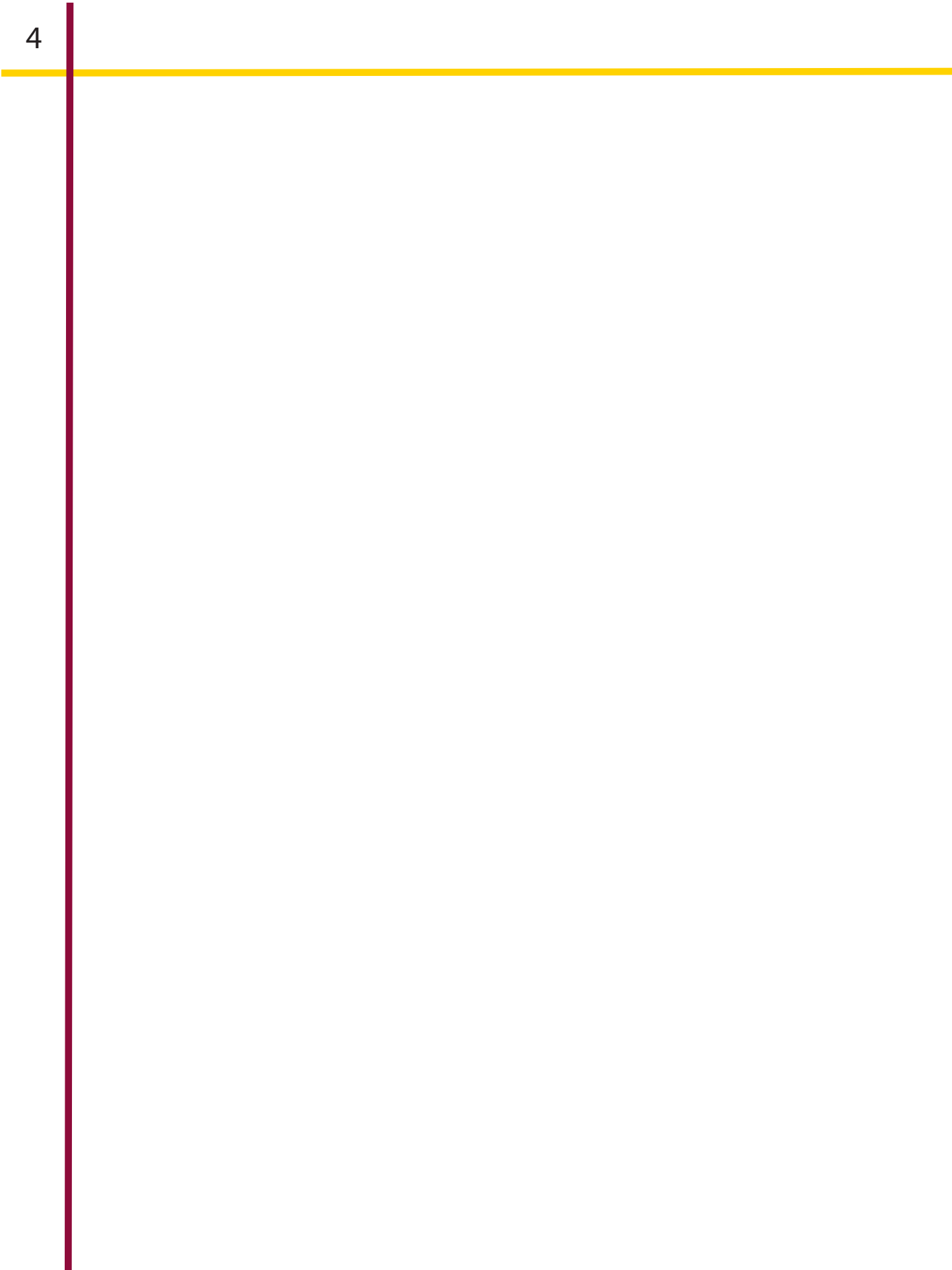
JULY 1, 2006 - JUNE 30, 2007

THE VISION

“CMU will be a nationally prominent university known for integrity, academic excellence, research and creative activity, and public service.”

THE PRIORITIES

- I. Create an environment that supports **teaching and learning** as the top priority.
- II. Provide educational experiences and programs that enhance **diversity and global perspectives**.
- III. Enhance the infrastructure for **research and creative activity**.
- IV. Provide **service** for the public good.
- V. Strengthen the institution’s **culture of integrity**.



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“Every day the work of the CMU campus is achieving results, living the vision and carrying out activities that are contributing to the realization of the vision. The campus needs to step back and recognize those efforts that are already occurring as a part of campus service and life. From diversity programs to student leadership initiatives to the faculty member inspiring a student to the dedicated staff that run the power plants, technology, and payroll, all are contributing to realizing the vision. These contributions that help realize the vision of CMU 2010 need to be surfaced and spotlighted in a very visible, continuous way.”

- Becki Kraus, 2006

August 2007

To the Central Michigan University Board of Trustees:

I write to share my tremendous satisfaction with the work being done by Central Michigan University's Institutional Strategic Planning Committee and to express my sincere request for your continued support for its outstanding efforts.

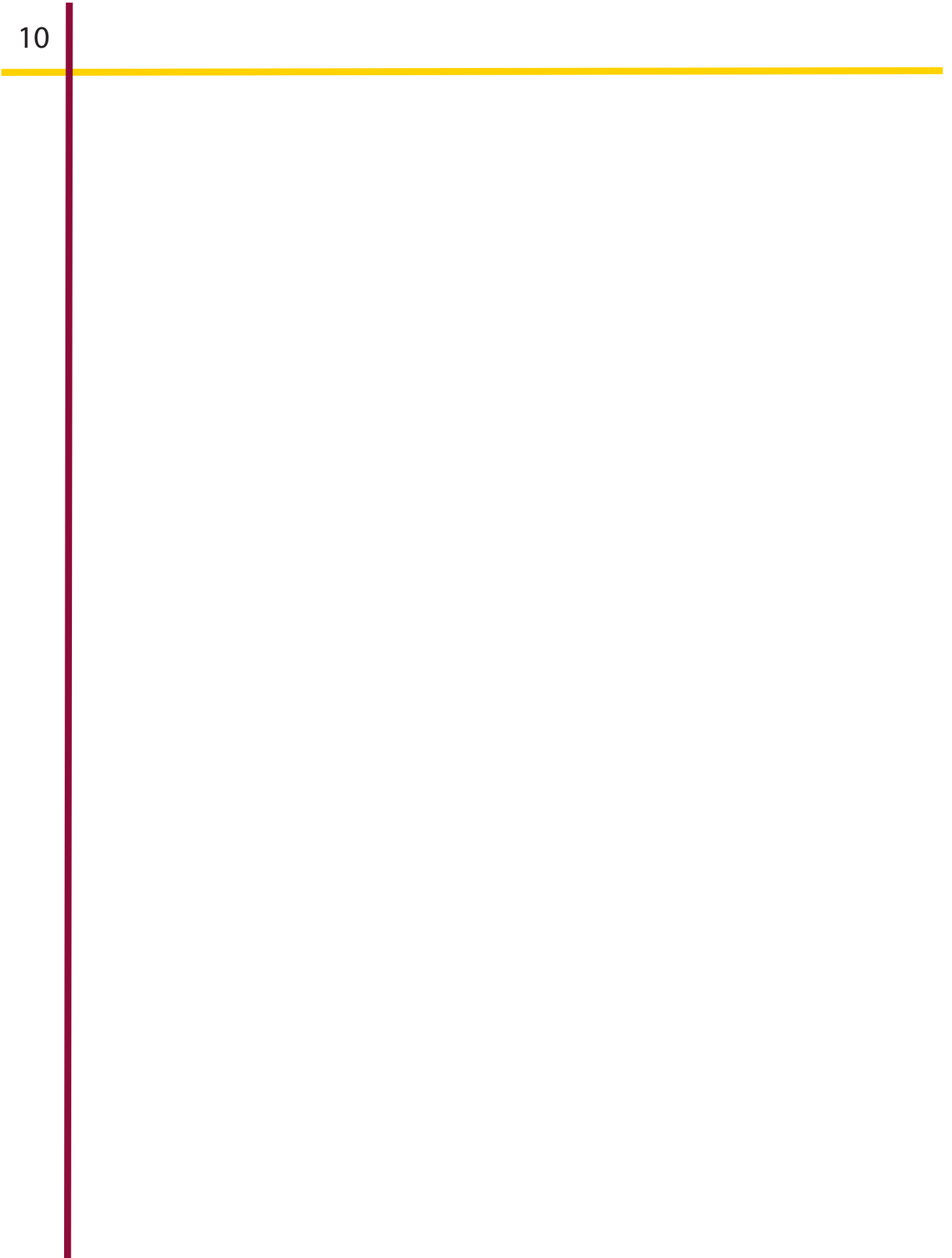
In the 2006-07 academic year, the university passed the halfway point in the implementation of its strategic plan, CMU 2010. I have been pleased with the progress to date and want to especially thank the many CMU employees, students, and other constituents who focused their energies on realizing CMU's bold vision. Among them are members of CMU's strategic planning committees whose exceptional work is summarized in this document.

CMU is closer now than ever to realizing its vision of being a nationally prominent university known for top-notch teaching and learning, important research, outstanding service to the community, enhanced diversity and global understanding, and institutional integrity. I look forward to continued progress this year.

Sincerely,

Michael Rao
President

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EXECUTIVE SUMMARY

This report summarizes the work of the Institutional Strategic Planning Committee and its sub-committees during the 2006-07 academic year. Also referenced in the report is the work of many other leaders – students, faculty, staff and friends – who have played a role in working toward realizing the vision.

Among the accomplishments summarized in the report are:

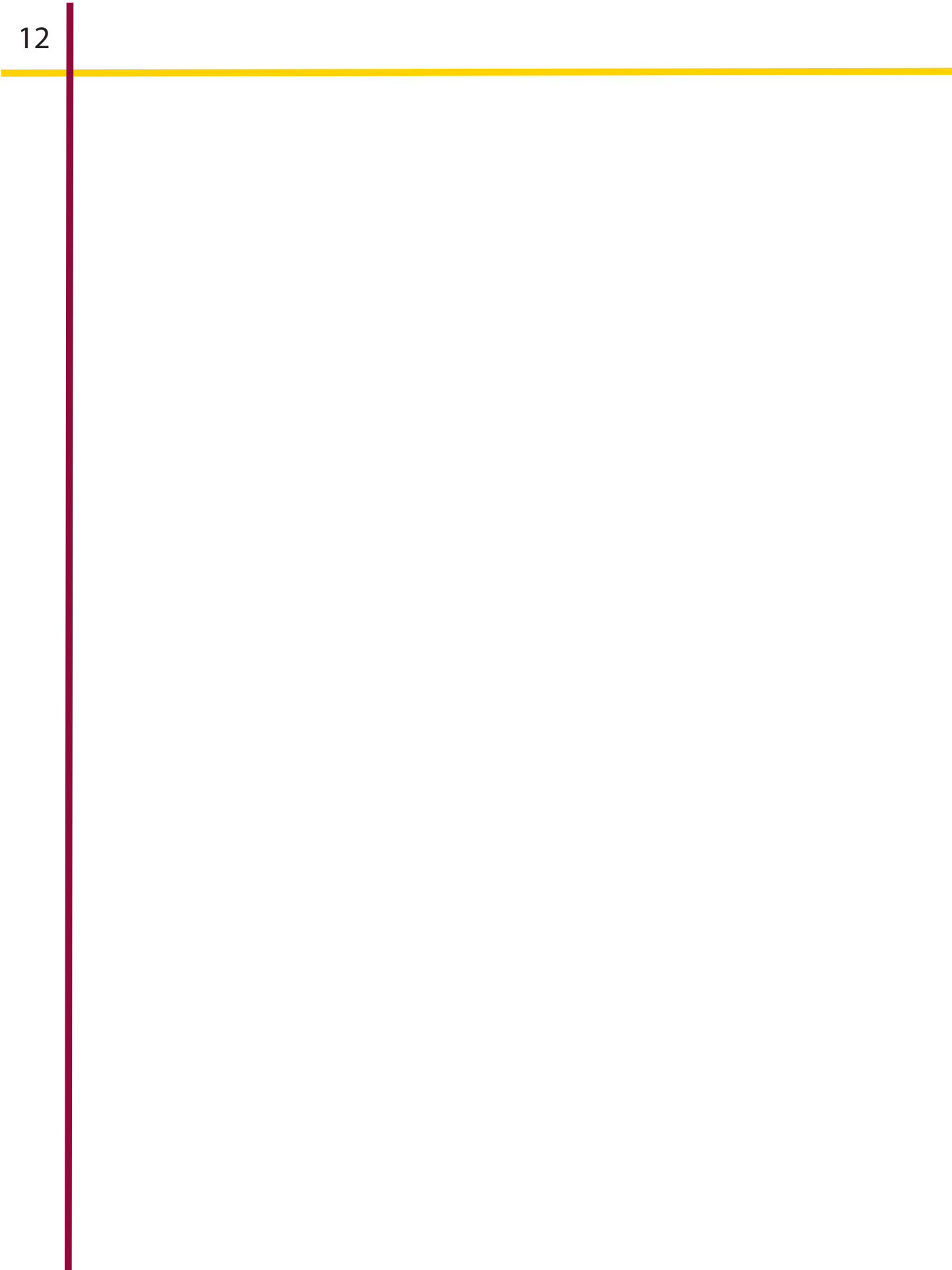
- Establishment of a focused set of Key Performance Indicators to monitor CMU's progress toward *CMU 2010* priorities
 - Those KPIs show some changes between 2005 and 2006:
 - » Teaching and Learning KPIs for first year students document significant progress on academic expectations but declines in engagement with faculty
 - » Research KPIs shows a modest increase in the number of proposals submitted and funded, but a decrease in the dollar amount awarded
 - » Service KPIs showed a substantial decline in the total dollars received from external sources
- Successful implementation of a Communications Plan with measurable results
- Growing understanding of *CMU 2010*
- Funding (new and ongoing) of 28 priority-focused initiatives across the institution
- \$4.3 of the \$5 million Vision Fund committed
- Almost 90% of CMU units aligning their activities with *CMU 2010* priorities
- Greater alignment of university expectations, resources and systems with the strategic plan
- Continuous improvement of the planning process itself

Overall, the ISPC's evaluation of our progress to date is that - relative to where we began - significant progress has been made. At the same time, the report outlines a number of efforts underway to promote greater progress in the future. As we move into 2007-08, we are focused on improving our strategic thinking, institutionalizing coordinated planning, and further expanding the reach and effectiveness of communications surrounding *CMU 2010*.

We wish to acknowledge our appreciation for the leadership of the Board in creating the Vision and the strong support of the Board for this strategic planning effort. We look forward to working with the Board to build an even stronger foundation for CMU's future through the realization of the Vision and priorities of *CMU 2010* (for more information regarding *CMU 2010* priorities and strategies, see Appendix C).

Toward this end we have the following requests for the Board:

- Continued support, including support for the president in his efforts to promote strategic thinking and to align planning and budgeting
- Continued attention to *CMU 2010* and our priorities in the actions of the Board and communications with the university and its many stakeholders
- Reinforcement of the university's efforts to focus on existing strengths
- Assist us in spotlighting the many successes in pursuit of our Vision
- Encouraging university leaders as they shift from operational to strategic thinking
- Share with the ISPC through the president and provost external trends it believes may create opportunities for or threats for CMU as well as ways to improve our communications with the Board and external partners



ANNUAL REPORT OF THE STRATEGIC PLANNING COMMITTEE

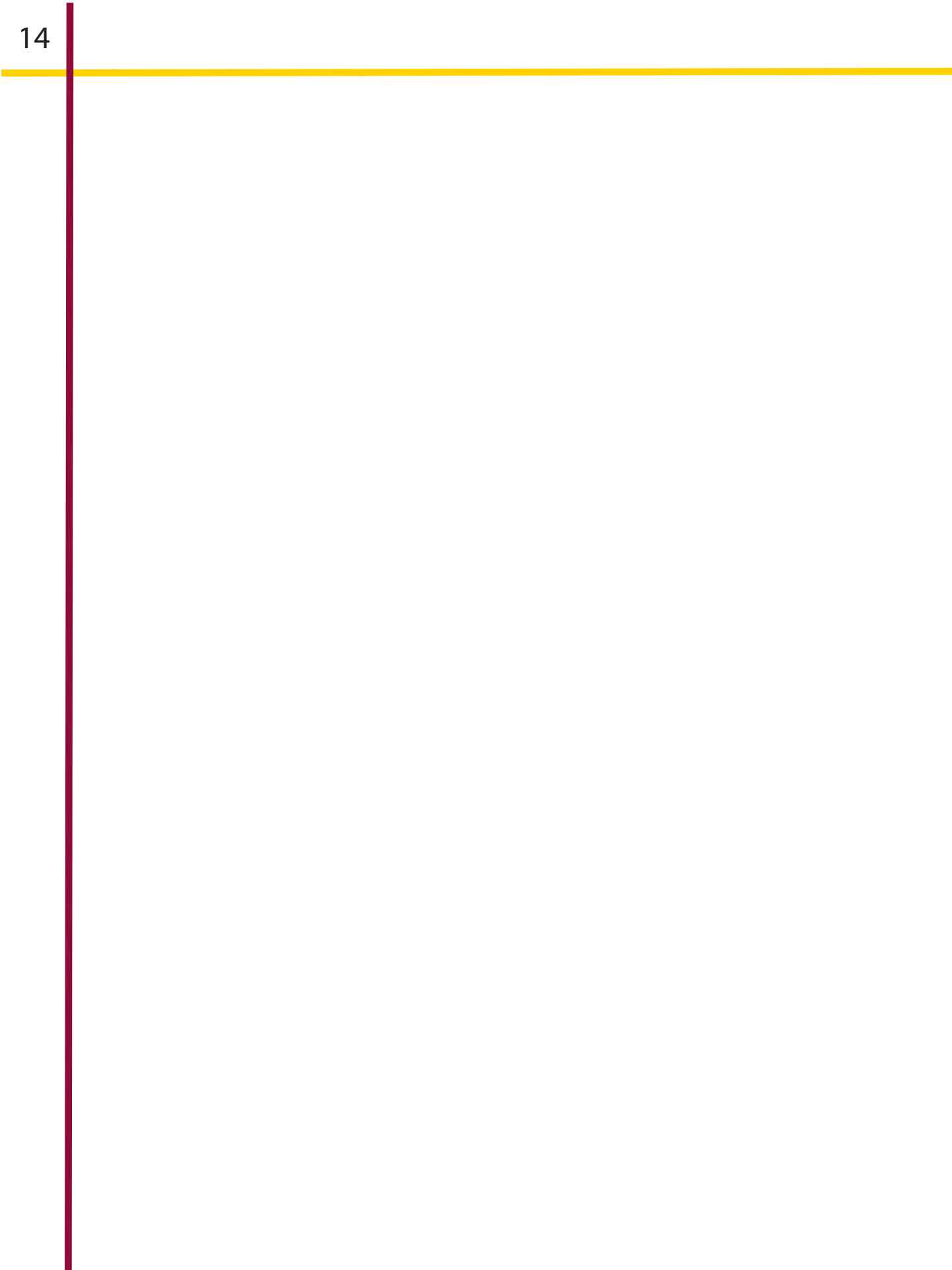
OUTLINE OF THE REPORT

This report summarizes for the Board of Trustees CMU's progress on realization of the Vision developed and approved by the Board in 2004. It begins with one of our most significant accomplishments—the articulation of Key Performance Indicators. In the 2006-07 academic year, significant progress was also made on the understanding and utilization of *CMU 2010* priorities in each division and documented in a number of surveys described in the second section. Internal processes of alignment, support, evaluation and continuous improvement are described in sections three and four. Our plans for next year, the fourth year of our five year plan, appear in the fifth section. The final section summarizes some modest requests we have of the Board and our ongoing appreciation for the support and encouragement of the Board of Trustees.

INSTITUTIONAL STRATEGIC PLANNING COMMITTEE MEMBERS 2006-07

• Gary Shapiro, Interim Executive Vice President/Provost
• Tom Storch, Executive Vice President/Provost
• Catherine Riordan, Vice Provost, Academic Affairs
• Linda Dielman, Programming/Outreach Manager, Public Broadcasting; Chair, Public Service Priority Committee
• Nancy French, Director, Marketing and Online Communications
• Carol Haas, Director, Financial Planning & Budgets
• Tim Hartshorne, Chair-Elect, Academic Senate
• Maxine Kent, Associate Vice President, Human Resources
• Marvis Lary, Dean, College of Health Professions
• Mike Leto, Vice President, Development & Alumni Relations
• Amy McGinnis, Strategy & Organizational Development Director, Human Resources
• Dan Nowiski, President, Student Government Association
• Wayne Osborn, Interim Vice Provost, Research
• Orlando Perez, Faculty, Political Science; Chair, Diversity & Global Perspectives Priority Committee
• Roger Rehm, Vice President, Technology; Chair, Culture of Integrity Priority Committee
• Carole Richardson, Director, Special Projects; Chair, Communications Committee
• Kate Rosier, Faculty, Sociology, Anthropology & Social Work; Chair, Research & Creative Activity Priority Committee
• George Ross, Vice President, Finance & Administrative Services
• Brad Swartz, Chair, Academic Senate
• Marcy Taylor, Chair, English; Chair, Teaching & Learning Priority Committee

See Appendix D for members of the ISPC's Priority and Communications Committees.



I. ARTICULATION OF KEY PERFORMANCE INDICATORS

One major achievement in 2006-07 was the endorsement by President Rao of Key Performance Indicators (KPIs) recommended by the ISPC after lengthy consultations with the campus and internal refinements. These KPIs will measure progress and at the same time clarify and focus our efforts on the objectives we are seeking. It is our belief that positive changes in these measures will lead to our Vision of national prominence and be a short-hand method of tracking the extent to which the university is reaching our strategic goals. Standing on these measures will be the focus of the ISPC discussions and communicated regularly with the campus community. It is our hope they will ultimately allow leaders to focus on more specific matters that need to be addressed for considerable institutional improvement.

MEASURES

The particular KPIs were chosen because they aligned with *CMU 2010* priorities and objectives, were important, efficiently measurable, widely interpretable, and their data collection sustainable. The selected KPIs are intended to best represent measures for the priorities, strategies, and initiatives. Some KPIs represent simple headcounts or figures, while others are more complex, comparing percentage increases of mean scores taken from a combination of questions found on valid and reliable national surveys. A variety of measures are used to avoid overreliance on particular types of measures that can distort the overall impression of progress.

While many individuals view these indicators as a great foundation for focusing resources, others argue that directing an extensive amount of attention to specific factors can be detrimental to the very constructs we wish to study. Although too much pressure on students and faculty to perform could represent a weakness in the tracking system, by utilizing a variety of KPIs, a larger picture of campus achievement can be monitored without weighing any one indicator too heavily. The benefits gained by using KPI information far outweigh the disadvantages.

The narrative below describes the KPIs, our best measures for monitoring progress. Additional related measures associated with each priority will be reviewed annually by the ISPC. More information on KPIs can be found on the *CMU 2010* website.¹

1 <http://planning.cmich.edu/kpis.shtml>

PRIORITY I – TEACHING AND LEARNING

KPI 1: Academic Expectations

Providing students with the opportunity to engage in intellectually challenging coursework and encouraging faculty to raise performance expectations of students promotes higher levels of academic success and increases overall collegiate quality.

One KPI used to measure the progress of quality teaching and learning was created by combining a series of questions found on a national survey. Overall scores were assigned from student responses regarding academic obligations, expectations, and performance goals.² Each score from fiscal year (FY) 2005 was used as a baseline measure; percentage increase from the base to fiscal year 2006 illustrates CMU students' rising academic expectations.³ First-year respondents reported significantly higher levels of academic expectations in fiscal year 2006 than fiscal year 2005, whereas results from senior respondents displayed no meaningful differences between years (Figure 1). Differences between overall scores for senior and first-year respondents were small.

Sample of Items Measured:

1. Student surpasses personal expectations to accomplish an academic goal.
2. Student integrates ideas from other courses to complete current assignments.
3. Student arrives to class prepared and completes assignments.

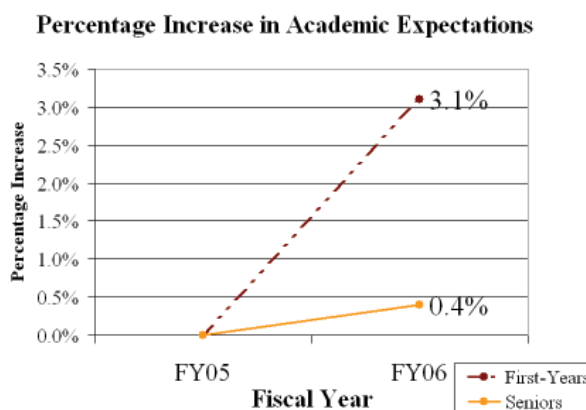


Figure 1. Percentage Increase in Academic Expectations

KPI 2: Student Engagement with Faculty

Similarly, a second series of questions was used to describe Student Engagement with Faculty. Questions were designed to measure the quality of the relationships and strength of communication between students and their faculty members and peers. As with the KPI for Academic Expectations, FY05 overall scores were used as a baseline measure. First-year students reported significantly less engagement in FY06 than FY05 (Figure 2). A moderate effect size also exists between senior and freshman participants, signifying that seniors report reasonably higher levels of engagement with faculty members than first-year students in both fiscal years ($d=0.5$, not shown).⁴

2 Overall scores are weighed by gender and enrollment status.

3 Using FY05 as a baseline focuses on change within the institution while allowing administration to monitor progressive change since *CMU 2010* implementation more specifically than overall scores.

4 Effect sizes (d) are categorized as follows: $d < 0.2$ trivial, $0.2 < d < 0.5$ small, $0.5 < d < 0.8$ moderate, $0.8 < d$ large.

Sample of Items Measured:

1. Student discusses the outcome of an assignment with faculty.
2. Student engages in activities outside of the classroom with faculty (i.e. committees, orientations, etc.).
3. Student is comfortable communicating in person or via email with faculty and peers.

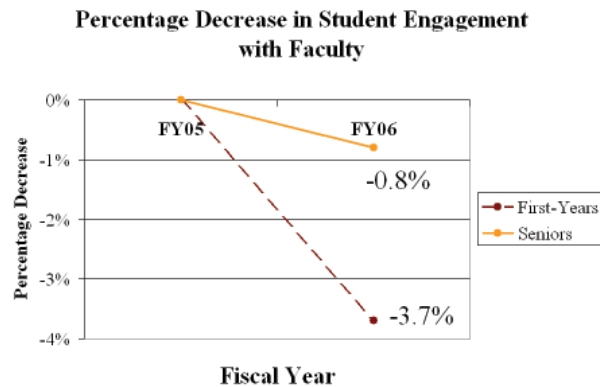


Figure 2. Percentage Decrease in Student Engagement with Faculty

KPI 3: Student-Faculty Ratio

Tracking levels of available human resources can be useful for understanding how CMU is meeting our strategic goals. It is especially valuable that students experience quality learning opportunities in the classroom with a supportive amount of attention from faculty when measuring matters of teaching and learning. One indicator that each student is receiving ample assistance to fulfill his/her educational needs is the student-faculty ratio. Ultimately, the student-faculty ratio remained relatively stable, from FY05 (22.6:1) to FY06 (22.3:1), based on data from the university Common Data Set.

KPI 4: Graduate Student Enrollment

Offering students a wide variety of graduate level programs allows CMU to recruit and retain students aspiring to further their education. Unduplicated headcounts for graduate students (both master's and doctoral levels combined) demonstrate relatively stable enrollment patterns from 2005 to 2006 (Figure 3). Graduate certificate-seeking and specialist students were exempt from these counts, as they cannot be pooled with any existing group and the number of students in each category is relatively smaller.

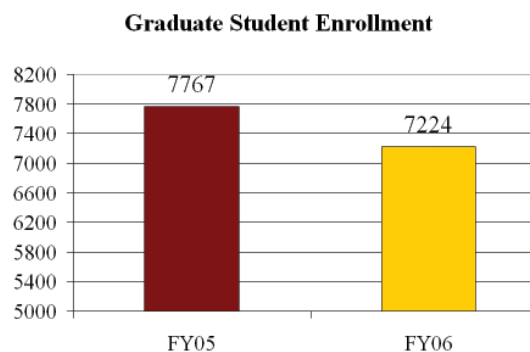


Figure 3. Graduate Student Enrollment

PRIORITY II – DIVERSITY AND GLOBAL PERSPECTIVES

KPI 5: Faculty from Underrepresented Groups⁵

One goal of *CMU 2010* is to grant students the opportunity to become familiar with culturally diverse individuals and experiences. Exposure to global perspectives can be accomplished in several ways; for instance, classroom discussions facilitated by an instructor of a different race or ethnicity offers great exposure to diversity. The percentage of faculty members in those roles on campus remained relatively stable from FY05 (15.9%) to FY06 (15.5%).

KPI 6: Staff Members from Underrepresented Groups

Similarly, staff from underrepresented groups can offer a global perspective as they interact with other individuals within the university. Minority staff as a percentage of all employees remained stable across years, from 7.2% (FY05) to 7.0% (FY06).

KPI 7: Six-year Graduation Rate for Students from Underrepresented Groups

To measure the retention rate of CMU students from underrepresented groups, the percentage of those who graduate within six-years of matriculation is examined. Using data from the cohort from six (6) years prior, the percentage of students from underrepresented groups that graduated within six years of enrollment (using headcounts) was calculated. The percentage remained relatively constant between years (38% in FY05 to 41% in FY06), and is not a statistically significant increase.

KPI 8: Campus Climate

To foster positive relations among different groups on campus and allow students to succeed academically, the campus environment should be supportive. It is imperative that students feel comfortable and can appreciate their own identity as well as respect the identities of individuals from other cultures.

Another indicator created from a combination of questions on a national survey measures Campus Climate. Again, differences are not statistically significant between FY05 and FY06 in either class rank (Figure 4), although first-year students perceive CMU to have a more positive campus climate than senior students in both years, evident with a small effect size ($d=0.2$, not shown).⁶

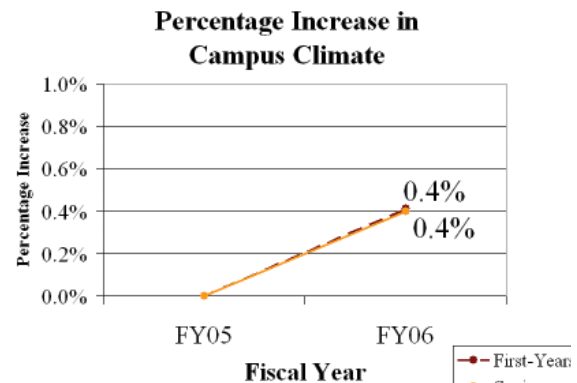


Figure 4. Percentage Increase in Campus Climate

⁵ Underrepresented groups include African American, Native American/Alaskan Native, Asian/Pacific Islander, and/or Hispanic origin.

⁶ Effect sizes (d) are categorized as follows: $d < 0.2$ trivial, $0.2 < d < 0.5$ small, $0.5 < d < 0.8$ moderate, $0.8 < d$ large.

Sample of Items Measured:

1. Student asks questions and/or participates in class discussions
2. Student contributes in conversations with individuals different from themselves, in terms of religious beliefs, political opinions, or personal values.
3. Student speaks to faculty and/or staff regarding career plans.

KPI 9: Study Abroad Program

The study abroad program welcomes students to experience global perspectives firsthand. Therefore, monitoring the amount of student involvement in study abroad is a great indication of exposure to diversity. The amount of participation in this program remains stable between FY05 (2.00% of on-campus students) and FY06 (1.96%).

KPI 10: International Students

Percentages of International Students are stable, although significantly more international students study off-campus than on-campus in both years (Table 1).

Table 1. Percentage of International Students		
	FY05	FY06
On-Campus	1.9%	1.8%
Off-Campus	4.5%	4.6%

PRIORITY III – RESEARCH AND CREATIVE ACTIVITY

Students develop into more well-rounded individuals when given opportunities to apply learned knowledge and skills in different settings. It is the hope of The Vision Plan that students can learn to work effectively with others to solve complex problems and cope with challenges presented in a variety of situations. Using critical thinking and teamwork to master difficult material is a valuable practice for life beyond the university.

KPI 11: Student Research Activity

Actively participating in events such as the Student Research & Creative Endeavors Exhibition (SRCEE) allows students to collaborate with their peers and faculty members to accomplish an educational goal. Participation in SRCEE remains relatively stable across years, as viewed as the percentage of on-campus undergraduate students involved (Figure 5).

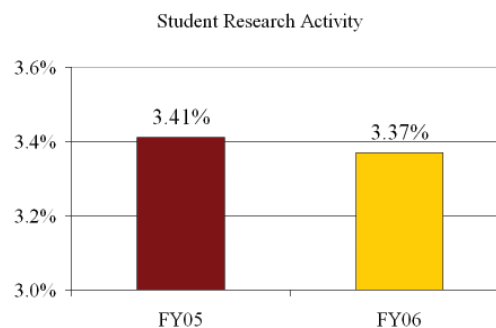


Figure 5. Student Research Activity

KPI 12: Expenditures in Support of Research

Expenditures are also important figures to consider when monitoring progress in support of research. Although this figure is not always at a constant level, it provides an estimate of how much funding was available to apply towards research-based endeavors. According to the Financial Report, the percentage of university general fund dollars invested in the functional category of “Research” remained stable, increasing slightly from 2.0% (FY05) to 2.1% (FY06) of the total budget.

KPI 13: External Grants and Contracts

Finally, external grants and contracts provide specified or restricted funding for students to engage in research and creative activity. Grants are defined as funding given to promote the general good or provide financial assistance, whereas contracts are award instruments that create a mutually legal binding relationship between both parties involved for an exchange. Table 2 describes the external grants and contracts requested and awarded, on a three-year average to account for spikes and dips, taking into consideration both external funding from CMU and CMU-RC (Research Corporation), the best representation of total research productivity. Although a higher count of grants was funded in the FY06 average when compared to FY05, less money was awarded.

Table 2. CMU and CMU-RC Combined (3 Year Average)		
	2002-2005	2003-2006
Submissions (Count)	127	130
Grants Funded (Count)	45	48
Amount Requested	\$28,998,989	\$33,215,519
Amount Awarded	\$4,376,791	\$3,547,476

While it is valuable to report total external grants in support of research, CMU research productivity alone may be of interest to some audiences. One piece of CMU-Research Corporation (CMU-RC), a non-profit corporation under the control of CMU engaged in applied research and economic development, are subcontracts.⁷ As it is believed they represent the grand CMU total, they have been included in the total CMU research productivity data (Table 3, three-year average). Similarly, a higher count of grants was funded, but less funding was awarded.

Table 3. CMU and Subcontracts Only (3 Year Average)		
	2002-2005	2003-2006
Submissions (Count)	118	119
Grants Funded (Count)	42	45
Amount Requested	\$25,189,604	\$28,138,946
Amount Awarded	\$4,077,614	\$3,402,185

⁷ Subcontracts are formal arrangements by which responsibility for a large portion of the work is reassigned from a third party to CMU, or vice versa.

Finally, it is important to note how large of a role the subcontracts from CMU-RC play in CMU research productivity. To add perspective, subcontract data has been detached from CMU Proposals, Grants, and Contract information (Table 4, three-year average). Far less funding was awarded in terms of subcontracts in the FY06 average when compared with FY05, although fewer requests were submitted and only half of those grants were funded.

Table 4. CMU-RC Subcontracts (3 Year Average)		
	2002-2005	2003-2006
Submissions (Count)	4	3
Grants Funded (Count)	4	2
Amount Requested	\$161,901	\$173,333
Amount Awarded	\$60,331	\$15,293

PRIORITY IV – PUBLIC SERVICE

Central Michigan University is not only concerned about the academic success of students, but the development of character as well. Participating in community service, volunteer work, and other forms of public service during their college career broaden students' appreciation for service as honorable citizens emerging into the workforce.

KPI 14: Service Grants

It is important to distinguish external funding awarded in the form of service grants. Service grants include activities specifically for public service and for activities established primarily to provide non-instructional services beneficial to groups external to the institution. Examples can consist of seminars, symposia, conferences, projects provided to the particular sectors of the community, laboratory testing, consulting services, most fee-for-service agreements, and public broadcasting services (Table 5).

Table 5. External Awards in Support of Service		
	FY05	FY06
Service Grants	\$5,888,550	\$3,392,417

KPI 15: Student Public Service

A second measure of service for the public good was an item found on a national survey that invited senior students to indicate whether they had participated in community service or volunteer work at any point in the duration of their time studying at CMU. Analyses indicated that self-reported acts of public service have remained stable, from 66% of participating seniors (FY05) to 63% (FY06).

PRIORITY V – CULTURE OF INTEGRITY

Irrefutably, an institution can use the measures above to monitor movement and make improvements to current operations; however, to be nationally prominent, an institution's culture of integrity is crucial. Once students are recruited, it is important that they preserve a sense of pride in their university and the experiences they gain by attending CMU. Students should also feel that the university followed through on its promises that attracted them as first-year students. Faculty and staff members should also value their individual roles as part of CMU success.

KPI 16: Student Satisfaction

Two KPIs were used to assess the level of integrity of Central Michigan University. First, a single question on a nationally normed survey asked first-year and senior students if they would chose to attend CMU if given the opportunity to start over again. Results shown below illustrate the percentage of first-year and senior students that reported either “Definitely Yes” or “Probably Yes”.

First-year students report being more satisfied with CMU's ability to fulfill its promises than senior students in FY05, evident with a small effect size ($d=0.2$), although no statistically significant differences exist between FY05 and FY06 within the senior or first-year class ranks.

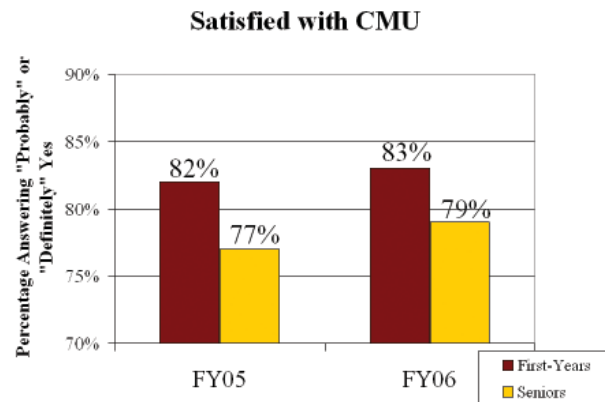


Figure 6. Satisfied with CMU

KPI 17: Composite Financial Index

Secondly, fiscal integrity was defined using the Composite Financial Index as a proprietary measure of financial well-being of an institution (on a scale from 1 to above 10). It combines four core ratio measures:

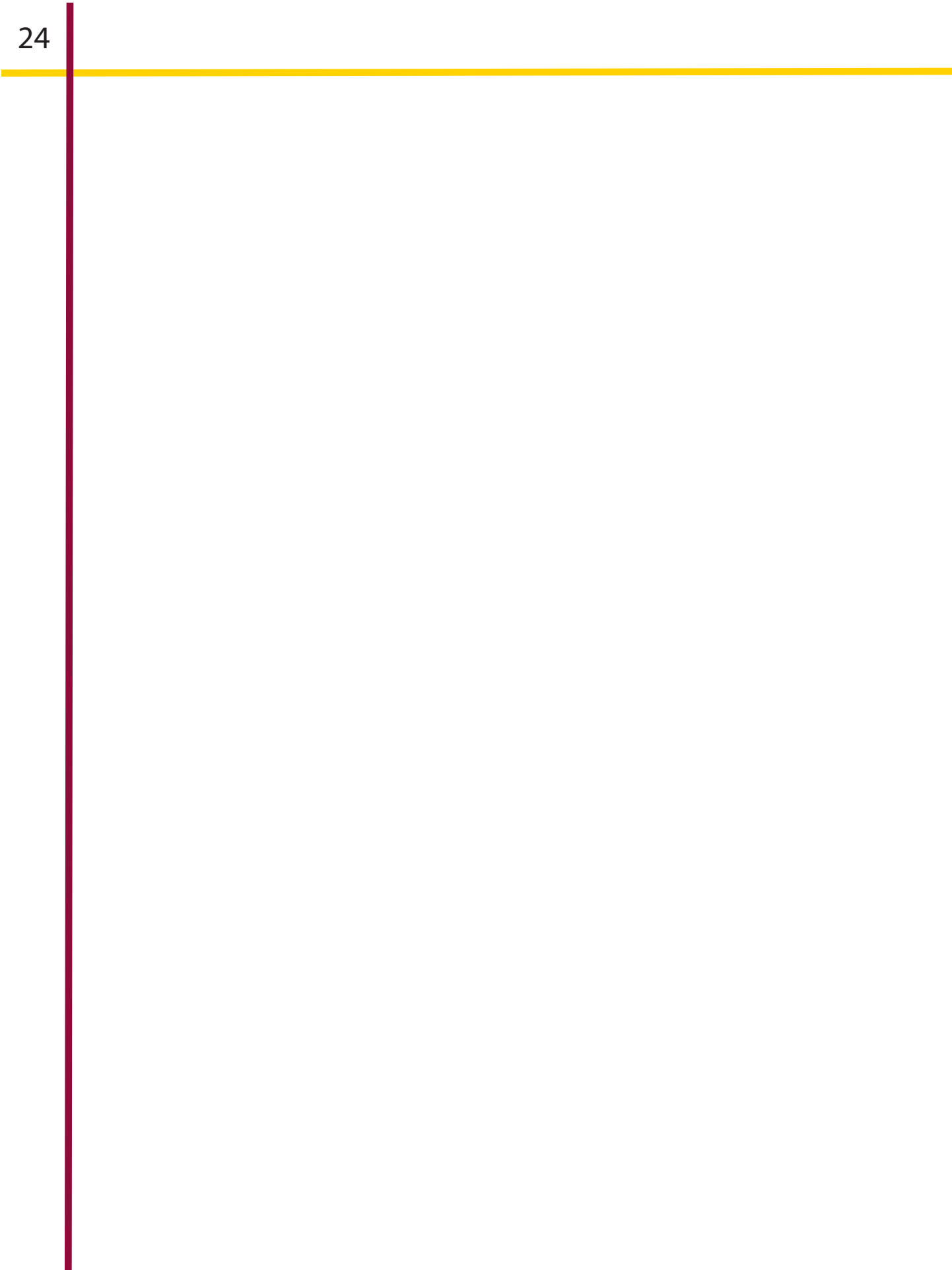
- net income ratio
- return on net asset
- primary reserve ratio
- viability ratio

Interpretation of the score is as follows:

- “1” denotes very little financial health and institution is under financial stress;
- “3” denotes relatively stronger financial position and institution can afford modest

-
- program enhancements; and
 - “10” denotes great financial position, but institution should deploy resources to achieve mission.

CMU’s index increased from 3.5 in FY05 to 3.68 in FY06, indicating that the financial health of Central Michigan remains relatively stable.



II. SHARED VISION: ENGAGEMENT OF THE UNIVERSITY IN FUTURE- FOCUSED THINKING AND ACTION

A 2006 survey of CMU leaders found 88% of them see strategic planning as “very important or essential to CMU’s future success.”⁸ This focus on the future is essential to realizing the Vision. There also appears to be a growing confidence in CMU’s strengths and capacities. The “inferiority complex” that some recent external consultants have attributed to CMU is something that is being left behind.⁹ In fact, according to CMU’s Staff Satisfaction Survey (2006) responses to the question: “*CMU is an exceptional place to earn a degree*” have significantly increased, from 3.85 (2004) to 3.99 (2006) on a five-point scale.¹⁰ The implementation of *CMU 2010* has provided an environment to operationalize and nurture these positive qualities and to stimulate innovation and further progress.

AWARENESS

Perhaps the most significant accomplishment this year has been that the understanding of our strategic plan and its importance is now widespread within the university community. As demonstrated in an April 2007 survey, implementing the Vision is now seen as a university-wide responsibility. Some specific results from university leaders include:

- 84% state that people in their units understand *CMU 2010*
- 89% report discussions centered on the importance of *CMU 2010* within their individual units’ planning
- 89% report their units have identified ways they can contribute to the success of *CMU 2010*
- 60% believe there is greater understanding of *CMU 2010* priorities than at this same point last year

COMMUNICATION

Communications continue to be a top priority within our strategic planning efforts, as they must be within any initiative hoping to have as broad an impact on an organization as does *CMU 2010*. Reminding us of this fact, Becki Kraus, a consultant to our planning process said,

“It is a fact of human nature that the more we know and understand, the less we will fear or be threatened by. By continuing to aggressively seek ways to build these bridges in the CMU community, CMU 2010 will inevitably expand participation, increasing the engagement circle wider and wider.”¹¹

8 June 2006 *CMU 2010* Evaluation Survey, p.44.

9 CMU ‘does not realize how good it is’ was also noted by the consultant evaluators who visited as part of CMU’s reaccreditation visit in Fall 2005.

10 <http://www.hrs.cmich.edu/train/download/emp-satisfaction-survey-results2006.pdf>

11 *CMU 2010* Evaluation (Kraus, 2006)

Achieving awareness of *CMU 2010* and our priorities came about as the result of careful planning. The ISPC created the Communications Committee to develop and implement a Communications Plan to ensure university-wide information dissemination concerning *CMU 2010* activities. Major goals within the plan are:

1. Inform our internal audiences about the basics of the strategic planning process, RFP process and progress toward our goals.
2. Centralize and provide easy access to accurate and current information to reduce the potential for confusion or rumors.
3. Facilitate buy-in at the grassroots level to solidify support for our strategic direction and initiatives.
4. Share success stories in select communications with external audiences.

Some of the strategies used to achieve these goals include:

- Integration of *CMU 2010* information into the President's Updates and CMU promotional materials
- Development, publication and distribution of the *CMU 2010* Newsletter, published three times per year
- Enhancement of the *CMU 2010* website, both in layout, content and information architecture

An April 2007 survey of university leaders showed most prefer to receive information about *CMU 2010* through the newsletter, while a significant number look to their vice president or dean for their *2010* news. As the table below shows, a wide variety of communication channels are needed to ensure the university community is informed about *CMU 2010*. Clearly, the intentional efforts of the ISPC in the hard copy newsletter and periodic listserv updates are important and we will continue those. What is equally as clear and will be an area of focus this next year are the president's updates and communications from the vice presidents and deans.

Table 6: University Leaders' CMU 2010 Update Preferences (April 2007)

Communication Format	Count
Hard copy <i>CMU 2010</i> Newsletter	17
Online	15
Your Vice President or Dean	15
Listserv notices	14
President's Update	14
Monthly progress reports (CMUtoday)	11
Divisional or departmental meetings	9
Involvement with ISPC or Priority Committees	7
Presentations and Open Forums	5
CM Life	5
Other (please describe)	2
Open forums	1

VISION FUND

Moving ‘from plan to action’ was cited as one of the most important ways CMU could ensure continued progress toward the *CMU 2010* Vision. The *CMU 2010* Vision Fund established by the President and Board demonstrated the institution’s commitment to action. The five million dollar Vision Fund has been allocated to provide seed money for innovative projects that successfully accomplish the Vision.

Awards from the Vision Fund result from a competitive application process that emphasizes focus and measurable results. Proposals are first reviewed by the Priority Committees; those deemed appropriate for funding are forwarded to the Institutional Strategic Planning Committee for consideration. The ISPC then selects from among the forwarded proposals to make recommendations for funding to the President.

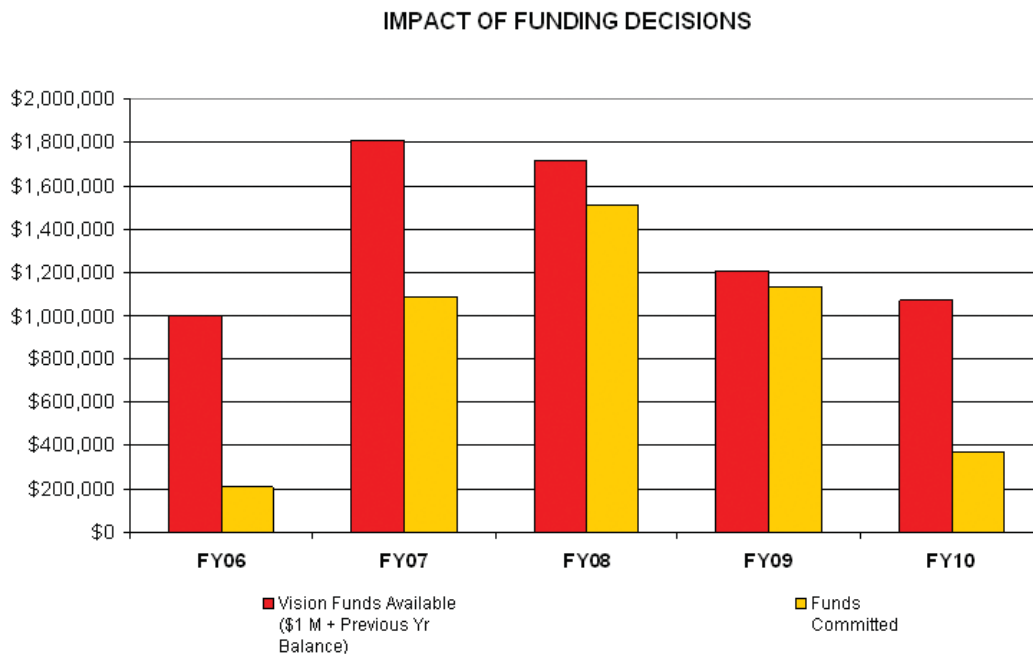


Figure 7. Impact of Funding Decisions

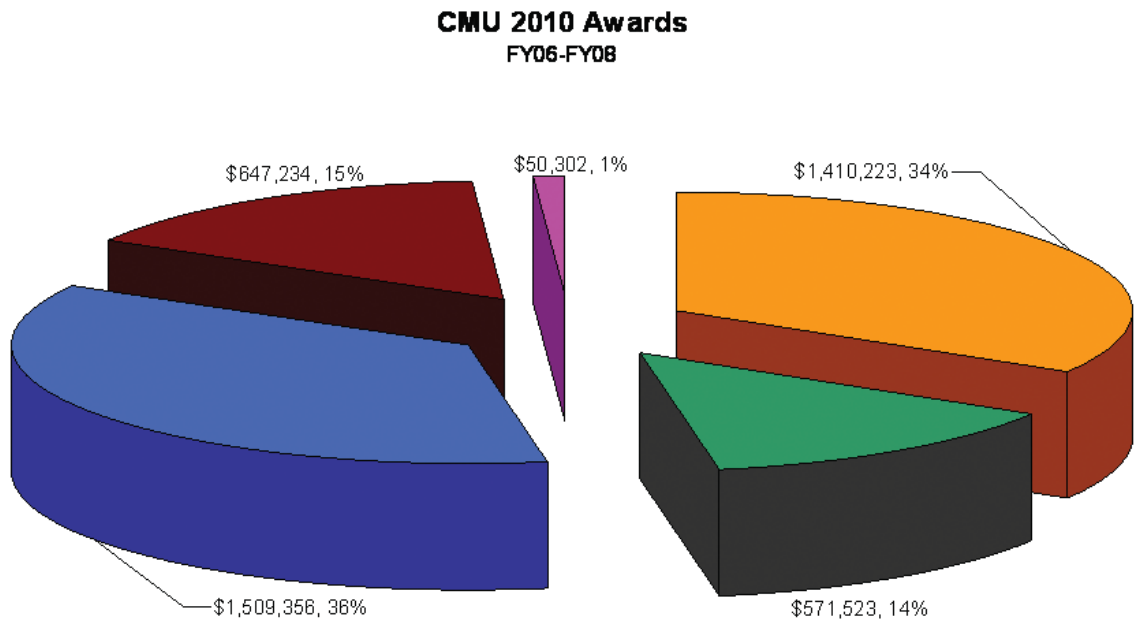


Figure 8. CMU 2010 Awards (FY06-FY08)

A total of 28 projects have been funded, many of them for multiple years. Of the \$5 million available, \$4.3 has been committed. Most projects are multi-year projects, with continued funding dependent on satisfactory progress on project outcomes.

These projects exemplify the innovative approach necessary to the institutional transformation envisioned in *CMU 2010*. A complete list of all of the projects, project leaders and a brief overview of the project can be seen in Appendix B.

Teaching and Learning: Honor's Program Enhancement

Project Leader: Jim Hill

Award Amount: \$762,538

- moved from a largely two-year to a four-year program with addition of 300-level courses
- stronger partnerships between departments and Honors are leading to timely, efficient scheduling
- identification of an Honors faculty, committed to the long term success of Honors
- stronger protocol of courses and other requirements established for Honors students

Diversity and Outreach: CMU/Flint Partnership

Project Leader: Pat Benson

Award Amount: \$308,275

- selected 40 Flint High School Juniors to participate in the recruitment/retention program
- hired Coordinator to assist with the project
- hired 15 CMU Student Mentors
- continuing student and parent bi-monthly dinner meetings

- proposal to Lumina and other foundations to expand and continue the project
- successful summer academy

Research: Leveraging Institutional Resources: A Matching Fund for Competitive External Funding

Project Leader: Craig Reynolds

Award Amount: \$200,000

- as of 6/14/07, 29 proposals have been submitted to which the annual budget allocation has been committed, i.e., 97% of the outcome goal
- the ratio of external funding committed to matching funds committed is estimated to be 23:1, well exceeding the 5:1 outcome goal

Research: CMU Center for Driving Evaluation, Education, and Research

Project Leader: Richard Backs

Award Amount: \$214,163

- secured funding for the purchase of a driving simulator
- the deans of CHSBS and CHP put up half of the funds needed, and AAA Michigan will put up the other half
- a Research Scientist has been hired to support grant activities in the DEER Center
- have acquired two contracts with GM Corp worth more than \$130,000

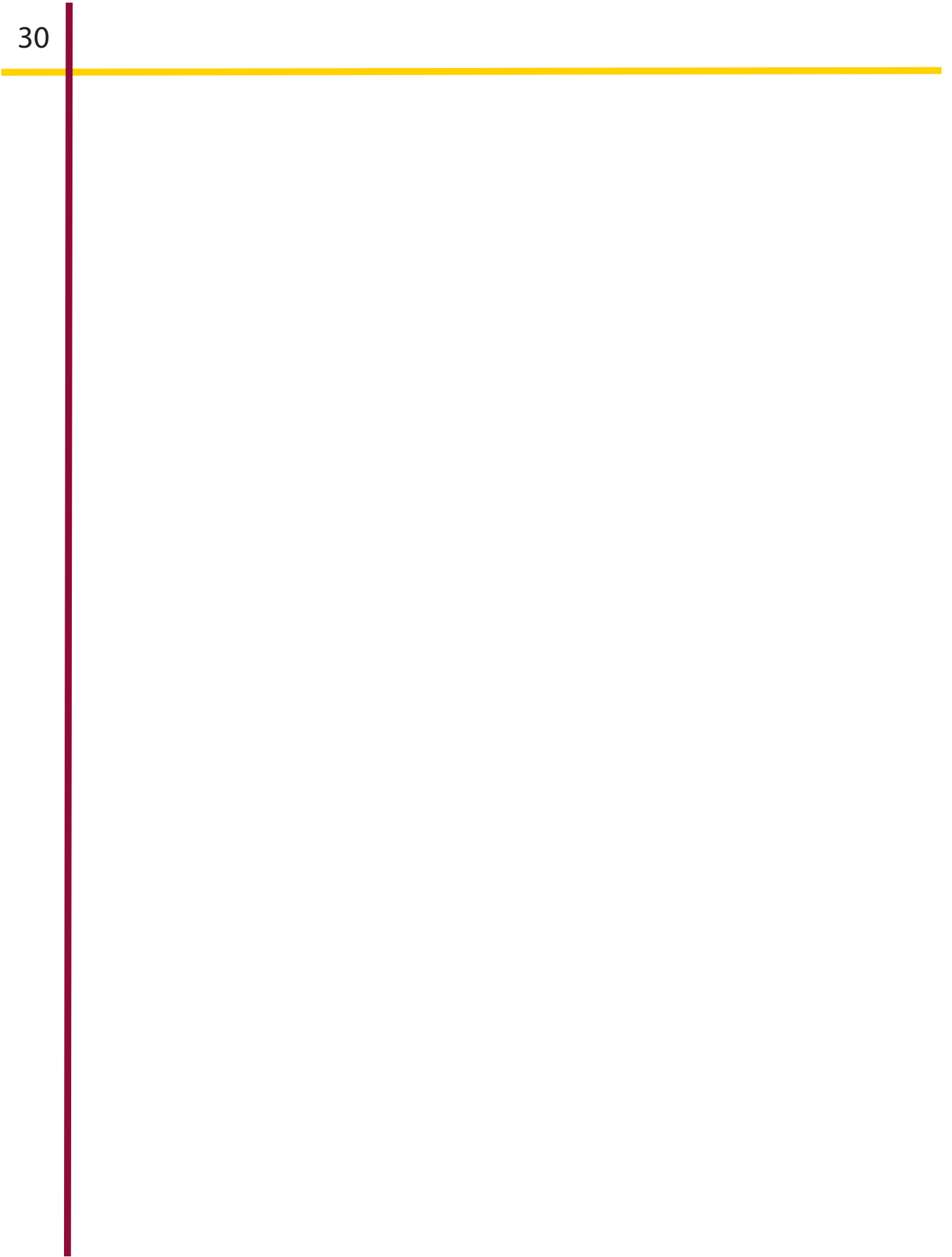
Outreach: Center for Public Service through Music and the Arts

Project Leader: Randi L'Hommedieu

Award Amount: \$129,780

- formed strong partnerships with Michigan ArtServe, Michigan Music Educators Association, Michigan School Band and Orchestra Association, and the Michigan School Vocal Music Association

30



III. ALIGNMENT AND SUPPORT

CMU 2010's short and long term impacts will be fostered to the extent that university actions are aligned with the priorities it sets out. This is not an easy task, but there have been many successes in this regard:

INTEGRATED PLANNING AND COORDINATED ACTION

- There is now a common planning cycle and terminology that is shared by the entire university
- For the first time in fiscal year 2007, the two major divisions – the Academic and the Finance and Administrative Services – aligned their department/unit plans with *CMU 2010* priorities
- Strategic planning is occurring throughout CMU. Across time, among leaders at all levels, there has been a gradual increase in reports that their divisions are conducting strategic planning. In fact, over 89% of campus leaders have applied *CMU 2010* priorities in the planning process within their departments/units, based on an April 2007 survey. We have been pleased with this result since this is often a slow process in organizations, particularly those in higher education. For example, for Carnegie Mellon University, it took 5 years to gain university wide acceptance of its plan¹²
- HR developed a web enabled software system for tracking progress of the division's strategic planning efforts. The software has been significantly enhanced and is being used in both the Finance and Administrative Services Division and in the College of Health Professions

UNIVERSITY BUDGET ALIGNMENT

- Another change called for from the early stages of CMU's planning and realized this year in ISPC and UBAC conversations is the clarification of the relationship between these two important groups. The ISPC will retain autonomy for recommending to the president funding within the Vision Fund as worthwhile initiatives are identified. Requests for changes in the current size of the Vision Fund (presently \$1 million annually) will go from the ISPC to the president who may choose to take the recommendations to the UBAC. Members of the UBAC, as senior members of the leadership team, have the ongoing responsibility for weighing the realization of CMU's vision and *CMU 2010* priorities in all of their own evaluations and recommendations to the president regarding UBAC requests.

12 Conclusion cited in Evaluation Report (Kraus, 2006) based on analysis summarized in Strategic Change In Colleges and Universities (Rowley, Lujan, & Dolence, John Wiley & Sons, Inc., 1997, p.90.)

- New initiatives across the university are increasingly justified with their impact on *CMU 2010* priorities. Forms completed for UBAC, ORSP and *CMU 2010* each require requests for additional funding to justify the likely impact on *CMU 2010*. Some of the colleges also use this approach.

SUPPORT FOR THE STRATEGIC PLANNING PROCESS ITSELF

- *Budget.* Since the beginning, the Vision Fund has been reserved for the support of new initiatives awarded through the competitive Request for Proposals Process. Operational costs of \$15,000 were covered largely by the provost's office, including expenses associated with consultants, meetings, publications, and a 0.25 FTE in Public Relations and Marketing to produce the newsletter and provide ongoing support for communications. The College of Health Professions also contributed to the meeting costs.
- *Staffing.* In the evaluation conducted last year by our external consultant the following conclusion was reached:

From a systems standpoint, in 2004, CMU also lacked critical infrastructure supports that would aid the strategic planning effort.

We are gradually rectifying this. Temporary reallocations within the provost's office have yielded the equivalent of 1.5 FTE support for planning.

Since 2005, also through internal reallocations, the FAS division has created a position to support strategic planning within the division. In addition to guiding strategic planning and direction within FAS, the individual plays an active role on the ISPC and its Communications Committee. It is anticipated this formal reassignment will institutionalize strategic planning within the FAS division. There may be similar needs in other CMU units.

- *Committee Structure.* The committee structure of the ISPC was streamlined a bit this past year with the elimination of the President's Research Task Force. That group had effectively discharged its responsibilities to develop guidelines for identification of major research initiatives; with creative membership alterations and some sacrifice of some members, those guidelines are now being implemented by an existing committee.
- *Institutional Research.* Through new collaborations with OIR, efforts are underway to align institutional databases and reports with the KPIs so as to **institutionalize the outcomes focus** and evidence-based decision making being nurtured within the strategic planning efforts.

COMMUNICATIONS ENHANCEMENT AND ALIGNMENT

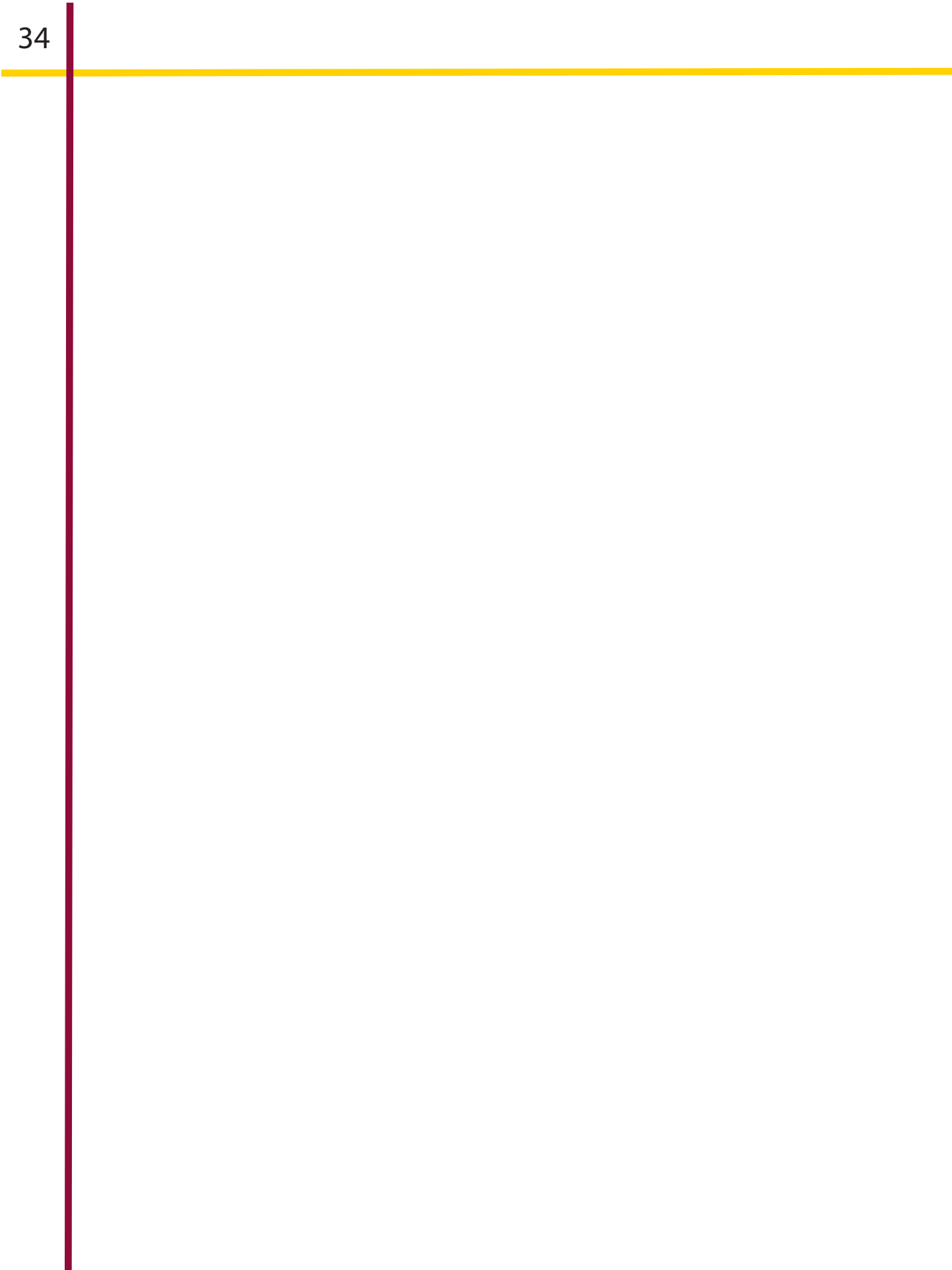
- CMU's senior leaders regularly refer to *CMU 2010* and our priorities in their public statements and meetings with their direct reports.
- Newsletters for units across the university, from University Recreation to the academic colleges, document progress of those units relative to *CMU 2010* priorities.
- In 2007 support for *CMU 2010* communications have been expanded to include enhanced web-accessible information,¹³ regular communications, formalized processes and procedures to monitor funded proposals, and stronger research capacity.

REMAINING GAPS

Despite this progress, there are still gaps in CMU's alignment and support of planning. Our April 2007 survey shows there are still 11% of CMU's senior leadership who do not see how their work is aligned with *CMU 2010*. Given the newness of inclusive strategic planning to many universities, including ours, this is not surprising. There have been increases in awareness since 2004, but there are clearly still training needs that presently we are not prepared to meet. Other concerns expressed in the April 2007 survey suggest needs for stronger and more effective communication efforts through as many media as possible, heralding the progress of projects and KPIs. There are also needs for better coordination and identification of strategic goals in many units. These concerns are not unique to *CMU 2010* implementation; they are common across all such major institutional change initiatives. (e.g. SAP-CM, new performance management system).

Leadership roles within the strategic planning effort have also been difficult at times, which is a subject of ongoing conversation within the priority committees and ISPC. Faculty leadership has been a priority of our strategic planning efforts from the beginning, but the faculty members most suited for leadership roles are also managing very heavy workloads. Many of the faculty members who have assumed leadership roles, find it difficult to continue them, which has at times undermined the continuity and capacity we have needed in these early stages.

On balance, in terms of alignment and support, there is still a lot to do, but the ISPC and the CMU leaders who have responded to our various surveys believe the successes outweigh the difficulties.



IV. EVALUATION AND CONTINUOUS IMPROVEMENT WITHIN THE PLANNING PROCESS ITSELF

EVALUATIONS

The ISPC is committed to the continuous improvement of quality as described in CMU's mission and to using the planning process to model continuous improvement for the university. Regular evaluations are conducted, with results from recent evaluations reviewed regularly by the ISPC and its committees to improve the planning process. These evaluations include

- 2006 External Evaluation
- 2006 Evaluation of the RFP Funding Process
- 2007 Satisfaction with *CMU 2010 Support*¹⁴

Responses to the 2006 Evaluation Recommendations

In spring 2006, Becki Kraus carried out an evaluation of how CMU could improve its strategic planning efforts; the report was shared with the Board of Trustees at that time. Acknowledging the importance as well as the difficulties in coordinated strategic planning in higher education, she made a number of recommendations for continuous improvement. These are summarized in the order she presented them in the table below. The column on the right indicates some of the follow ups that have occurred.

Table 7. Recommendations & Follow Up Actions (Since 2006 Evaluation)	
Evaluator Recommendations (2006)	Progress on Recommendations (2007)
Continued clarification of vision, including meaning of national prominence, evident in communications of key leaders	President; newsletter (see Appendix E); website
Refine understanding of CMU's brand through inclusive process. What is CMU truly best at?	
Consider having the Board of Trustees and the President's Office create university experiences that imagine the future for CMU	
Conduct gap analysis between the current state from the future vision using cross-university study group	Retreat; priority committees will do gap analysis in 2007-08
Continue discussions and reach conclusions about KPIs and targets and share information university-wide	KPIs approved and posted on website. Priority committees will establish targets in 2007-08

Table 7. Recommendations & Follow Up Actions (Since 2006 Evaluation) cont'd	
Evaluator Recommendations (2006)	Progress on Recommendations (2007)
Leadership must “live and breathe” the plan. They have to think of it first	89% are using the plan as basis for their plans
Align planning and budgeting	Formal relationship between UBAC and ISPC established
Increased efforts need to be made to engage more people in the planning process	Some committee members replaced
Divisional plans need to align with <i>CMU 2010</i>	Accomplished for Academic and FAS Division
Communicate continuously and effectively. Target messages. Encourage small group dialogue. Focus successes. Encourage frank and respectful communication	Newsletter emphasizing understanding and progress issued four times. Regular Presidential Updates. Outreach messages developed and team established to visit departments
Build transparency in all processes	Timeliness and completeness of information continually improved
Reward and spotlight people and areas that are already living the vision	Accomplished through website and newsletter
Find ways to overcome the inferiority complex that exists with many within the university	
Have patience with progress	
Make greater strategic use of the Board’s interests and stature to promote CMU	
Find ways to celebrate success!	Reception/celebration held; successes highlighted in retreat

Through the efforts described above, as well as the concerted efforts of many not described in the table, we believe the concluding statement of the evaluation is even more true than when Kraus crafted it in 2006:

“Every day the work of the CMU campus is achieving results, living the vision and carrying out activities that are contributing to the realization of the vision. The campus needs to step back and recognize those efforts that are already occurring as a part of campus service and life. From diversity programs to student leadership initiatives to the faculty member inspiring a student to the dedicated staff that run the power plants, technology, and payroll, all are contributing to realizing the vision. These contributions that help realize the vision of CMU 2010 need to be surfaced and spotlighted in a very visible, continuous way.”

RETREATS

The annual planning retreats intended for the ISPC and priority committee members serve an important role in the evaluation and continuous improvement of our strategic plan's implementation and refinement. At the 2007 retreat, which included the college deans, when asked about the impacts of *CMU 2010* they were seeing, the comments were overwhelmingly positive. General themes among them were:

- The positive impact of the focus provided by *CMU 2010* priorities on UBAC, the FAS division, some colleges and other units within the university
- The leadership, dedication and high standards of various groups within the ISPC—even when not politically popular
- The value of Public Relations and Marketing's active promotion of *CMU 2010*
- The increased number of students engaged in research
- The positive impacts of particular projects like the Writing Center, the Carls Center, and Honors
- Enthusiasm for the new data collection efforts and growing future focus fostered by *CMU 2010*
- The ways *CMU 2010* has gotten people thinking and working together; the way faculty and staff are working together to serve students

For summary of all comments, please see Appendix A.

During the retreat some challenges were also evident. Although clarifications surrounding the vision elements of integrity and national prominence have been provided repeatedly, there is still work to be done. Even among this group of university leaders attending the retreat, the difficulties understanding the role and meaning of “integrity” and “national prominence” are still evident. Issues surrounding faculty workload and addressing the growing expectations for faculty as a group were also mentioned.

ONGOING WORK

Our evaluations and analyses during retreats provide the direction for continuous improvement of our own processes. We have learned we need to continue to encourage focus (rather than completely new directions), continue our discussions of CMU's hedgehog (i.e., what is unique and positive about the CMU educational experience), build on the empirical study of the value added by CMU begun this past year, sustain our efforts to model integrity and build trust, balance the demands of progress and participation with CMU's resources—particularly human resources, and impact in positive ways the university's proclivity toward an outcomes focus.

Focus

The Vision Planning process yielded a clear message from the campus community: the strategic plan should drive us toward focusing and building on our existing strengths. The format of the retreats has allowed the ISPC and guests to think creatively about CMU's future. Each retreat has been rejuvenating in the sharing and enthusiasm for what is happening at CMU. There continues to be a driving interest not in changing or significantly expanding CMU, but in building and focusing on existing strengths. Our ongoing challenge will be to focus on CMU's strengths and guard against initiatives that may be appealing, but which do not build on existing strengths.

CMU's Hedgehog

A strategic conversation begun in a 2006 retreat facilitated by Becki Kraus, using theories put forward by Jim Collin in his book, *Good to Great*, addressed the following questions:

- What type of institution does CMU really want to be?
- What differentiates us from other institutions? What are we known for?
- Who is the student we are trying to attract?
- What areas can we be "best at?"

A preliminary summary of CMU's Hedgehog that emerged from the retreat is as follows:

We are passionate about:

The way we value and care for students and each other.

We can be best at:

Helping motivate students of all types to discover their greatest potential through a focus on hands-on, discovery-based learning in a supportive, mentoring environment.

Our economic driver is:

A graduation rate that exceeds the 'average' for the academic profile of our incoming freshmen students. If we continue to do this, we will continue to attract enough enrollment and state support to be financially solvent.

Our fly wheel:

The type of students, faculty and staff we attract, recruit and retain. They must fit the CMU value of caring and nurturing students and each other.

The ISPC decided to continue these discussions, hearing more from the emerging marketing campaign, as well as calling for an empirical investigation of CMU's hedgehog as means of validating some of the emerging impressions.

Foundations of Excellence Project

We began the systematic empirical study of CMU's hedgehog and the 'value added' by a CMU degree with a project led by Jack Logomarsino and the Academic, Residence Life and Student Affairs Committee, a committee of the Academic Senate. The project

focused on the first year of college, and thereby also addressed the *CMU 2010* initiative to study the range and quality of experiences for our first year students. Leaders of this project sought to have their research efforts guided by the best practices in the field through participation in a national project, led by John Gardner at the National Policy Center for the First Year of College in Brevard, North Carolina, the widely acknowledged national expert on making the transition to the first year of college and champion of systematic data collection and evaluation of higher education programming. Powerful analytic tools and a national higher education expert worked with the group throughout the year.

The project's final report begins to document empirically through the year-long analysis by 103 CMU employees and students who served on the various project teams the many ways in which CMU is adding significant value for its students. The report also includes recommendations for how to further improve an already good first year experience to make it a model experience, contributing to success for students, and enhancing CMU's ability to recruit and retain students. The findings provide six broad recommendations for capitalizing on existing strengths while also bolstering collaboration to advance CMU's top priorities as articulated through *CMU 2010*. Specifically, the recommendations call for a clearly articulated philosophy, learning goals for the first college year, increased accountability for the dissemination of information about supporting student adjustment and learning, and evaluations to continually improve campus initiatives and institutional planning.¹⁵

STRENGTHENING CMU'S CAPACITY FOR OUTCOMES-FOCUSED EVALUATION

By modeling strong and ongoing evaluation of its own operations, the ISPC hopes to promote this approach to the university. Through its proposal process the ISPC has evaluation guidelines that are comparable to those of rigorous external funding programs. In fact, among the most common reasons proposals are not funded by the ISPC are the ambiguity of outcomes and weaknesses of the evaluation and the project management plan proposed. Through the ISPC's solicitation of proposals, we seek to further reinforce strong evaluations and better project design. Those evaluations also serve as a basis for better decision making at CMU, and proposals for external funding that are stronger and more competitive.

This year the ISPC has expanded its support of individuals responding to the RFP process. They are given:

- clearer guidelines
- workshops on how to write successful proposals that include information relevant to creating successful external proposals
- the rubric that is used to evaluate their proposals as well as the results of the rubric when applied by the ISPC during its evaluation process
- consultation during the proposal preparation process on designing evaluations and preparing budgets

Leaders of projects funded through *CMU 2010* must commit to a strong evaluation and annual reports of results. Continued funding depends on achieving the anticipated—or comparable—outcomes. A workshop and worksheet completed when awards are made codifies the explicit evaluations planned and outcomes anticipated. To date, there have been some revisions requested, but in the end all worksheets and reports have satisfied the criteria for continuation. This is a very positive outcome from our perspective.

BUILDING TRUST; MODELING INTEGRITY

Lack of trust and credibility are the greatest potential barriers to the realization of CMU's Vision and achievement of *CMU 2010* priorities.¹⁶ Building trust in any organization is difficult. Fortunately at CMU, staff responses to the Staff Satisfaction Survey (2006) have indicated a statistically significant greater level of "*trust in CMU's management/administrators to make good decisions*" from 2004 to 2005.¹⁷ Although the overall level of trust is improving, it is still low enough that CMU's progress is slowed. The activities led by the ISPC seek to provide the transparency, consistency and communications that should foster greater trust among those paying attention. We reach out to the distrusting, hoping more information and engagement will bring some of them into the fold, and that thereby gradually building greater trust. Overall this is a slow process, but we believe we are making progress.

16 *CMU 2010* Evaluation Report, CMU2010 Evaluation Survey, June 2006, p. 57.

17 <http://www.hrs.cmich.edu/train/download/emp-satisfaction-survey-results2006.pdf>

Our Balancing Act and Competing Demands

From our experience and various evaluation efforts, we recognize the ongoing need to adapt the ISPC structures and processes to the changing expectations and needs of CMU and our stakeholders. We continue to try to balance our own committee processes and structures and the demands they place on people's time with CMU traditions for inclusive governance and participation. In fact, competing demands for people's time is a reoccurring theme at CMU as it is for those in many organizations.

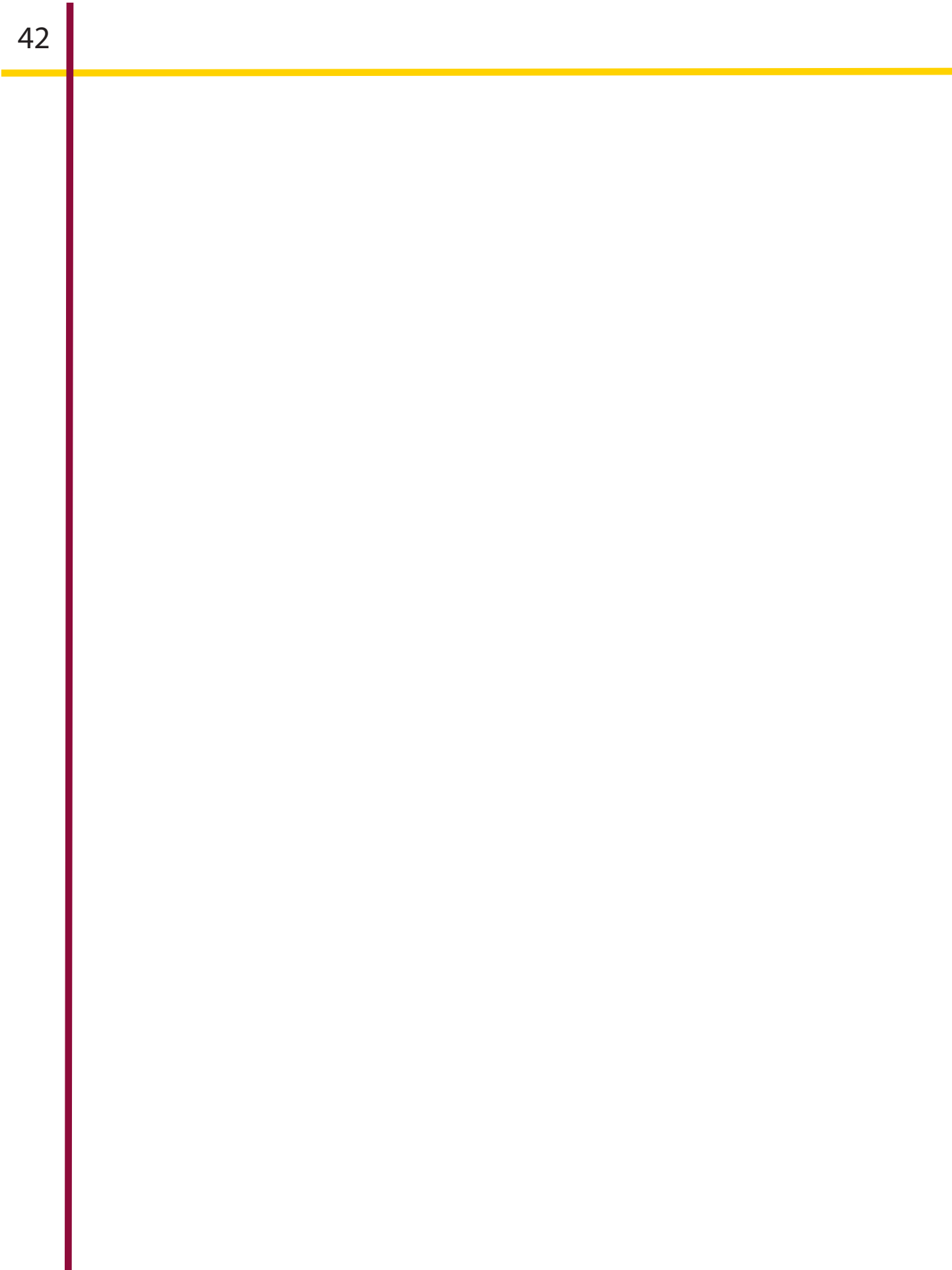


Figure 9. CMU 2010 Balancing Act

Time is a challenge for those wanting 'more time' to meet, to prepare proposals, to review proposals, to make decisions on KPIs, etc. We see this is a balancing act—balancing the interests of people who are poised at the starting gate, ready to take the vision forward with those who sincerely wish to contribute but who find their existing demands mean they cannot respond as quickly as they would like. This concept is depicted in Figure 9.

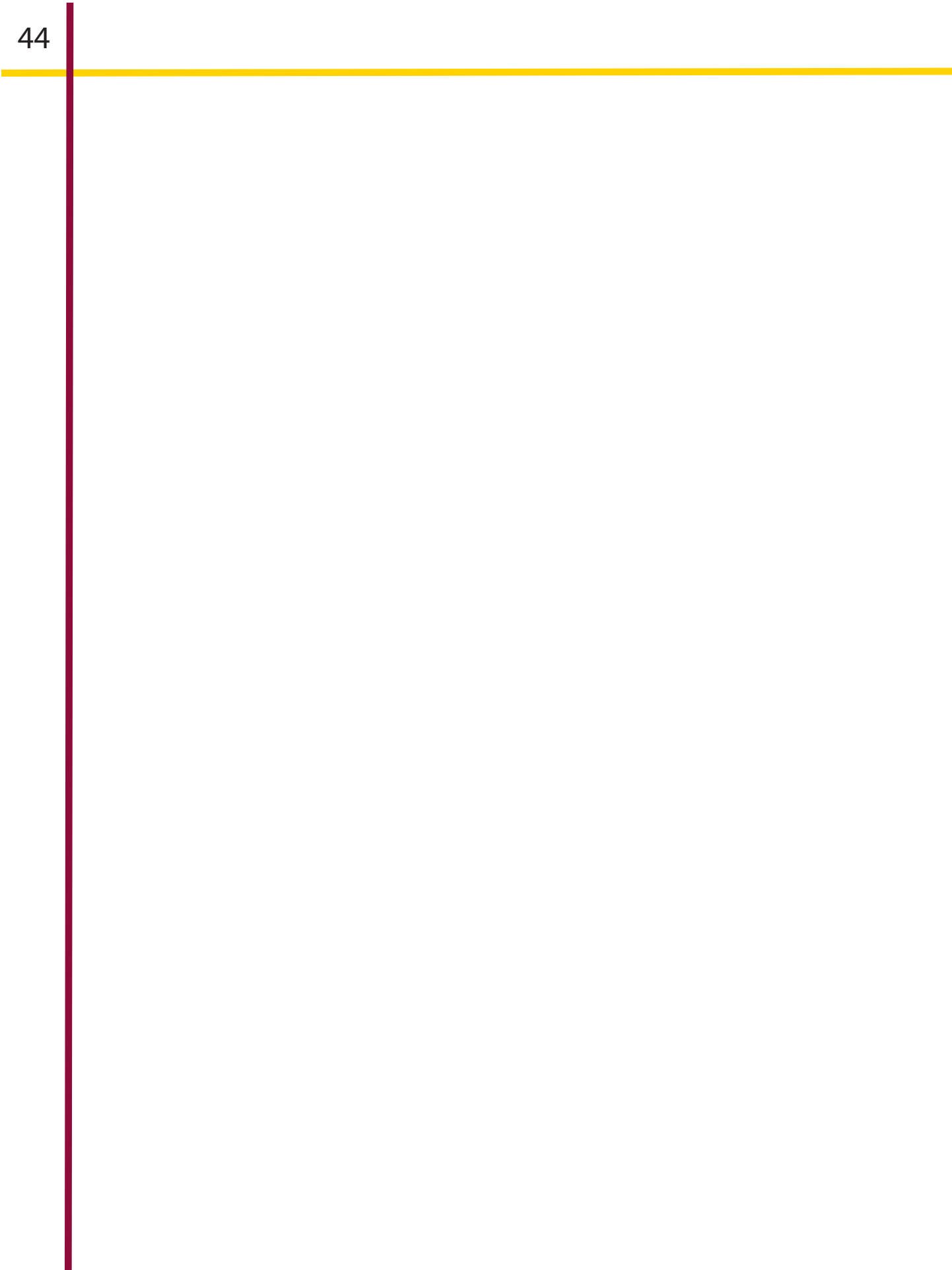
Our constant balancing acts are common in today's organizations according to Peter Vail at University of Pennsylvania. Organizational life today he sees as characterized by highly complex systems with many surprises. The challenges we face are 'messy', have no easy answers and keep reappearing if not solved. He argues for replacing the metaphors of machines or assembly lines sometimes used to describe organizations with the metaphor of rafting in white water. As with white water rafting, educational institutions are often experiencing constant, significant change, and meeting challenges requires key skills. Peter Vail's metaphor to be successful when facing the ever-changing environment, one must learn to react quickly, work as a team member, and play off the strengths and weaknesses of colleagues.





IV. UNANTICIPATED OUTCOMES

An unanticipated outcome of our work on behalf of CMU is that it has meant some national attention for CMU. At the CUPA-HR National Conference in 2005, George Ross, Maxine Kent, Amy McGinnis and Cheryl Strandskov made a presentation of the strategic planning process within the Finance and Administrative Services Division, including their alignment with CMU 2010 and the software system they designed for aligning and tracking goals throughout the division. Catherine Riordan and Tom Storch were invited to present to attendees at the annual meeting of the Higher Learning Commission on launching inclusive mission-driven planning processes in higher education. Another presentation to that same group by Catherine Riordan and Wayne Osborn on CMU's successful reaccreditation effort also emphasized CMU's strategic planning effort, describing it as one of the positive outcomes of a serious self study process. CMU's planning website has also received attention, resulting in queries and compliments from colleagues across the country.



V. PLANS FOR NEXT YEAR

At its spring retreat, the ISPC celebrated the halfway point in the implementation of *CMU 2010*. In FY08, the ISPC is focusing on a few difficult yet critical objectives to foster further progress toward the Vision.

BEING MORE STRATEGIC

Given the newness of inclusive strategic planning to CMU, we believe we are doing well. ISPC members have consistently taken an institution-wide perspective. There have been many discussions about ways to improve CMU, resulting in advocacy for those directions both within and outside our committee. The priority committees, primarily through their careful review and recommendations surrounding which proposals to fund, have helped to move CMU toward our Vision. The priority committees have made some tough decisions and weathered criticism as they implemented high standards within a rigorous internal peer review process.

Our primary focus next year will be the further development of strategic thinking within our own committees, hoping this will result in refocused and possibly even new strategies and initiatives supporting the *CMU 2010* priorities. This more strategic approach should renew enthusiasm for the Vision, be a stronger base for the last rounds of funding and lay the groundwork for the next strategic plan—the planning for which should begin in the 2008-09 academic year.

Specifically, during the next year ISPC and its priority committees hope to achieve:

- Well-articulated understanding of CMU's unique strengths, which are the keys to our future and therefore need to be nurtured through strategic action (i.e., CMU's hedgehog)
- Richer awareness of changing external environments and possible future trends
- Greater awareness of CMU's capacities to meet those opportunities
- Stronger, more integrated and compelling understanding of the priorities.
- Communications with the campus surrounding those new understandings
- Greater focus on strategies and initiatives that will result in measurable progress on the priorities

CMU cannot be all things to all people and this is even more true in tight budget times. As a result of a keen focus on being more strategic, we are confident we will emerge with a greater awareness of the right focus, the right investments, and the next steps most likely to result in significant progress toward realizing our Vision.

INSTITUTIONALIZING COORDINATED PLANNING

The ISPC will continue to recommend to the president ways to further institutionalize coordinated planning and foster coordinated action through consistent organizational structures and expectations. If we are successful in the aforementioned strategic thinking we will seek the president's advice on how best to share this with the campus.

Given the newness of CMU's strategic planning efforts, there is an ongoing need for clarification of the roles of various individuals and groups. Many conversations within the ISPC and our committees over the past year have sought to clarify the appropriate roles for the ISPC. In the conversation with the president during the retreat and through his actions at other times, it is clear that President Rao wishes to empower strategic thinkers throughout the organization and seeks input on strategic directions and CMU's future from the ISPC (see Appendix A). This will be our focus for the next year.

FURTHERING THE REACH AND EFFECTIVENESS OF COMMUNICATIONS SURROUNDING CMU 2010

The ISPC's communications plan is being expanded to include expansions in the newsletter, president's updates, direct communications with units, periodic brownbags, and further refinement of the website. A common theme across these communications will be the successes underway at CMU called for in the comment in our own evaluation (see page 8). In addition to this richer understanding of CMU, the ISPC communications will be designed to promote strategic thinking and to share the results of our own strategic planning efforts. CMU's KPIs will also be a focus of enhanced communications this year. Working with individual units and the campus as a whole, the ISPC will promote greater understanding of the KPIs and how they will be used by CMU to foster realization of the Vision.

REQUEST FOR ADDITIONAL VISION FUNDING

The ISPC has not made a request to the president for additions to the Vision Fund to support new initiatives on campus. Given the precarious nature of state funding for higher education in Michigan, the ISPC leaders have chosen to put a request for additional funding on hold for now. We have no doubt additional funding would yield additional results and progress on CMU's Vision, but this year did not seem to be the appropriate time to approach the president with such a request. Over the next year, we will reconsider this position in the fall, weighing it against the evolving budget realities, with the possibility of recommending to the president that we make a request for additional funding to UBAC in the fall.

VI. REQUESTS OF THE BOARD

Our surveys reveal the university community believes the most important ingredients in continued progress on and realization of the *CMU 2010* Vision are strong support from the President and Board of Trustees. Therefore we request continued:

- support, including support for the president in his efforts to promote strategic thinking and to align planning and budgeting
- attention to *CMU 2010* and our priorities in the actions of the Board and communications with the university and our many stakeholders

As noted in our report to you last year, because the Vision is so broad, it holds almost infinite possibilities. The majority of the university community believes a strategic focus on our existing strengths will be the key to success. Therefore, we request the Board:

- reinforce the university's efforts to focus on existing strengths
- assist us in spotlighting the successes in pursuit of our Vision

This year the ISPC will expand its attention to CMU's strategic position. Given the Board's focus and experience, we would appreciate efforts on the part of the Board to:

- encourage university leaders as they shift from operational to strategic thinking
- share with the ISPC through the president and provost external trends it believes may create opportunities for or threats to the Vision for CMU

As a group and an institution we are committed to continuous improvement. Many Board members have extensive experience in strategic planning and organizational change. Therefore the ISPC welcomes advice from the Board for how we might:

- improve the effectiveness of our plan
- enhance our communications with the Board and external partners

In sum, we wish to acknowledge our appreciation for the leadership of the Board in creating the Vision and the strong support of the Board for this strategic planning effort. We look forward to working with the Board to build an even stronger foundation for CMU's future through the realization of the Vision and priorities of *CMU 2010*.

APPENDIX A. CMU 2010 RETREAT DISCUSSION NOTES

CMU 2010 Retreat
Discussion Notes
Friday, March 23, 2007

Present: Linda Dielman, Mike Fields, Nancy French, Carol Haas, Merodie Hancock, Tim Hartshorne, Maxine Kent, Kathy Koch, Marvis Lary, Sue Ann Martin, Amy McGinnis, Dan Nowiski, Wayne Osborn, Orlando Perez, Michael Rao, Roger Rehm, Carole Richardson, Catherine Riordan, George Ross, Gary Shapiro, Brad Swartz, Marcy Taylor and Wei Zhou.

I. Opening Remarks – Gary Shapiro

- Provost Shapiro opened the retreat by thanking everyone for the work they do as individuals in their unit on campus as well as the work they do on the *CMU 2010* committee they serve on or lead.
- Shapiro expressed that *CMU 2010* has been a good thing for the university.

II. Background – Catherine Riordan

- The birth of *CMU 2010* came from the accreditation process as well as a call from the business division for a need to come up with a process that helps CMU progress strategically.
- The development process of the plan gathered input from the entire campus on CMU's priorities.

III. Progress to Date – Amy McGinnis

- FAS has created an electronic infrastructure to report progress and goals.
- The performance management system includes the priorities.
- Division planning aligns with *CMU 2010*.
- National presentations: NACUBO, HLC.
- CMU serving as a model and reference for others.

III. Projects & Initiatives – Carole Richardson

- Richardson reviewed select projects funded through *CMU 2010* funds. She also highlighted some initiatives that align with *CMU 2010* priorities that were funded by individual units.

IV. Round Robin

- Taylor – Writing Center has been effective in the number of faculty reached.
- Rosier – Priority III Committee has recommended 2 major research proposals for funding - both have been funded. Committee members have high standards and the committee has not been afraid to send proposals back for resubmission and improvement. The committee always has a good time.
- Haas – Getting the UBAC together to review budget requests and taking into account the strategic plan has been a great step forward.
- Nowiski – SGA advocates strongly for the priorities with the BOT, the president and the UBAC. They are asking questions to make sure the funding is going to things that will make CMU effective.
- French – Communications and PR & marketing are focused on getting the word out effectively and accurately.
- Zhou – Looking to do even more national surveys. Looking into an exit survey.
- Lary – *CMU 2010* has caused the college to look at the possibilities and work together to get funds. Looking at how the college can fund things even with soft funds. *CMU 2010* has been a great way to get people thinking and find ways to

- work together. All college and department goals follow *CMU 2010*.
- Hartshorne – It has been great to see projects that came forward for *CMU 2010* funds that didn't get funded, but funds were found elsewhere. Great to see the progress in the Honors Program as a result of *CMU 2010*.
 - Fields – CBA goals – aggressively seeking to hire for the fall and 6 out of the 10 hires have been from diverse classes. Process – CBA has established a strategic assessment task force and developed KPIs that will drive the college. Looking to measure the KPIs to establish a benchmark and move from there.
 - Dielman – The priority committee has been able to work with proposers on developing well written proposals. Might need to focus more on getting people to write well written proposals.
 - Kent – *CMU 2010* has made the FAS division figure out how they fit into the 5 priorities. It makes people focus – went from 40-50 goals to about 5 that everyone has agreed on and is working towards.
 - Koch – CEHS is really focused on getting proposals submitted for *CMU 2010* funding. Response has been good and any feedback has been very helpful.
 - Swartz – coming from CDO and involved in Priority IV, it has been really nice to see proposals come forward from the Carls center. Volunteer center has come to his attention and hope that future proposals will identify the good work done through that center. Priority IV proposals have been very well received by *CMU 2010*.
 - Osborn – *CMU 2010* has helped produce a large number of research projects by students. The discussion about identifying an area where we can achieve national prominence is still needed. Also haven't dealt with giving faculty more flexibility to do the work that they want to do.
 - Perez – Glad to see that 2 of the original projects that went to the President's Research Task Force eventually got funded. Priority II has had trouble finding projects, but is very excited about Mary Senter's project and the results that might come from that.
 - Ross – FAS has included about 90% of the 500 people in the division in its planning process to see how they fit into the priority.
 - Hancock – still figuring out how ProEd fits in – doing well in many areas but not highlighting or leveraging those areas. Developing a project manager as well as a governance structure that is useful.
 - Rehm – difficult for Priority V – everyone has a shared responsibility for integrity, not just one office and so it is difficult to guide the process. Better focus this year over the first year.
 - Shapiro – Enjoyed the debate in Priority I on the merits of a proposal – enjoyed interacting with faculty and staff. Involved in service as dean and provost – making it possible for others to do their job. In college – providing funds for faculty to present at conferences. As provost – enjoying watching faculty and staff succeed in serving students.
 - Martin – College has emphasized interdisciplinary projects. Looking forward in being involved in Mary Senter's project. Wished the prisons project would have gotten farther – will look into what they can do to improve the project and possibly get funded. IPC bullying conference was very effective.
 - McGinnis – FAS looking at narrowing down their goals.
 - Richardson – Enjoyed working on communicating effectively with the campus community. Also enjoyed working on the KPIs.

IV. Discussion with President

- Grateful for the work that has been done to narrow down the areas that CMU is diving into.
- The group has been a good steward of focus which has been very necessary and

will continue to be essential in the future.

What impact will the budget crunch have on the university's ability to provide \$1 million/year?

- The funding is something that needs to continue and will continue. It is rather small compared to the entire budget. The committee has recommended multiple year projects – helping this to happen.

The money has already been spent for future years - FY09 really cannot happen without more money - now what?

- Additional money should be requested if so desired. Request should include how much is needed and what good things will come as a result of the money.
- It is not about money, it is about focus and it is about priorities. The budget doesn't have to effect what the group will do.

If not money – what will help us make greater head way? How would we gradually move toward having everything revolve around the vision?

- Money is an enabler, without it doesn't mean we can't do it but we would have to find other ways to do it. We have been very good at accomplishing the priorities with limited funds so far. *CMU 2010* is a very small portion of the whole and so our goal is to align all are processes to the strategic plan. All our resource allocations should be geared toward accomplishing our priorities.

“CMU will be nationally prominent” how do you see the projects that have been funded as moving toward this?

- Not enough time yet, too early to measure this. We should strive to have things be at the national caliber, not necessarily national recognition – in some ways that would not be appropriate. Nothing indicates that CMU should not strive toward this.

Priority IV – struggle with whether they should go “national” or “regional” in their projects. Is national prominence something that you take into consideration when you review ISPC recommendations?

- The level at which things should be done is at a national level of excellence – as good as or better than anyone else – 2 or 3 big things that I measure my activity around.

Why would it be difficult for the university to align all of its budget processes to the priorities?

- It is easy to make a vocal statement that everything will align, but operationally is more difficult. Also, individuals will agree on this, but as it gets implemented they worry that their ideas and projects won't get funded – they claim a strong connection to *CMU 2010* when in reality the link is rather weak.

Is too much of our emphasis on doing things cheaply when a good education costs money?

- With this process you have money and so you can demand quality and be gutsy and choose specific areas and deny those that just don't fit.
- Don't just look at projects that are related to a priority, but need to look at which project will be more effective, which one will get more bang for the buck. For example, in research KPIs look at quality – things that will lead to national prominence.

Some students think the decisions made by the BOT don't follow the vision. Does the BOT buy into the vision and support it?

- Yes and it will progress over time.
- Niche areas have not been determined – the projects that have come forward have not been ones that have been identified by the committee. The university may need to identify those niche areas, and so should be pursuing specific proposals.
- This might be an area where the priority committee makes a recommendation to the president on a way that niche areas can be determined. While those choices have to be made, they should be made by a body that is representative of the entire university. Also need to consider using different measures of success. For example, using the US citation index over the number of publications.
- The market place also has a large effect on the university. Those needs are driving what we are going to do behind the scenes. For example, Math and Science teachers are needed country-wide.

Has a culture of strategic planning been created? If not, what does the ISPC need to do?

- It is too soon in some ways to see. We are making progress. Take some big steps – organization or functional recommendations on how to align everything to the vision. Also social recommendations – how do we get this to people who have not been interested in this process so far?

V. KPI Discussion

Priority II

- The group could not pick just one KPI. They decided that the most important KPI would be both the minority staff and minority faculty statistics (retention).
- Retention Measures
 - 1) measure climate
 - 2) retention interviews (interview why they left CMU, what would have kept them here, etc)
 - 3) supervisor training (part of their job to make a supportive environment)
 - 4) tie that into performance management
 - 5) clarify what Proposal 2 is and isn't
- Who's responsible? Everyone - HR and FPS, Priority II, Multicultural education center, deans, diversity office
- Advocate? Everyone – BOT, President, Provost, Deans. Needs a domino effect to be successful.
- Measures? Continued climate study to see progress & recognition program
- Proposal 2 should not have a negative impact on hiring diverse people. Encourage deans to pursue this more vigorously.

Priority III

- A good measure of faculty involvement in research & creative activity is needed.
- The FID needs to be kept up to date and the Deans need to work with the chairs to demand this data. Once the data is available, publicize it.
- Faculty need more time – the university could provide time to the most promising faculty on campus to publish or creatively produce. Look for these faculty by their productivity and give them more time (release time and/or new lines). If over time (3-5 years) they cannot show evidence of increased productivity then they lose their time.
- What is the KPI for a promising faculty? The productivity evidenced in the FID – number of presentations, etc. You can't set a specific number for this because a "good" level looks differently in different disciplines.
- The group discussed limiting the amount of time that each faculty member can get – limit of 3 years at a time and at the most 2 times over their career. Some believe that perhaps there should be a different class of faculty researchers.

- Could also emphasize that after their 3 years with internal funding if that faculty member wants to continue doing research, they will need to get funding from an outside source.
- Departments also need some full time staff to handle the everyday paperwork – assessment, program review, etc.
- Committee could look at models of how other institutions do this.

Priority IV

- Most important KPI: Community service/volunteer work done by students before they graduate.
- Committee sees a goal in this area as very important and needed.
- Things to do? Increase opportunities for student learning, collaboration of FaCIT and Volunteer Center
- Who's responsible? Public Service office. Dean of students and registrar (have volunteer hours on official transcript) would need to be involved in this. Many units do work in this priority, but are not working together.
- Advocate? President & Provost, SGA, AVP for Marketing & PR
- Track freshman participation and attitudes toward volunteerism. Track annually. Track number of hours toward this KPI.
- Include ProfEd? Maybe if it was actually done, it could be done on the level of ProfEd as well.

ProfEd

- Move away from “ProfEd” but instead focus on non-traditional students
- Falls under priority I especially, but the other priorities also apply.
- Integrate ProfEd – don't add strategies to priorities, but look at outcome expectations for non-traditional students. Identify and then measure. Imbed ProfEd into strategies.

VI. Take Aways

- Get a proposal to the President for additional *CMU 2010* funds ASAP – for the FY09 proposal process.
- Take items discussed in priority committee groups back to the priority committees and if they agree they should come back to the ISPC and the KPI document should be finalized so that some ideas for proposals could be taken to the deans to provide funding for some of the things that need funding in order to follow through on the ideas.
- Priority committees can be the central repository - be knowledgeable about all areas involved in their priority – identify the gaps or the things that the different areas really need to do.
- Targets need to be set – Priority Committees working with the ComCom to develop these?
- Institutionalize the FAS system – tracking goals university-wide. Are we really there yet? More test driving needed. A plan to roll out this institution-wide would be a good idea.
- Priority committees play more of a role as advocates for plans/proposals that are being developed in their specific areas.
- Formalize discussions about ProfEd – narrative. Catherine will work with Mero-die on this.
- Clarify in writing the ISPC's role as time goes on – reaffirming the original charge.
- Come up with a recommendation to the President on how to identify niche areas in research & creative activity. This may be something that the Priority III committee can work on first.

APPENDIX B. CMU 2010 PROJECTS

FY06 Projects

Project Title: ENG 201 Implementation (Award Amount: \$20,000)

Project Leader: Melinda Kreth

This project funds the ENG 201 Summer Institute for regular and temporary faculty. The purpose of the Institute is to (a) reconsider the goals and standards of the Written Competency Requirement, and (b) develop materials appropriate for its implementation. A major anticipated outcome of the project is for participating faculty to demonstrate an understanding of the goals and objectives of the university composition competency requirement and the role of ENG 201 in that requirement.

Project Title: Funding for Honors Program Consulting Team (Award Amount: \$9,500)

Project Leader: Linda Stanford

The Honors Review Committee must complete its charge to study CMU's honors course scheduling process, including the assignment of instructors, and provide recommendations to the Provost by April 2006. To help achieve this goal, this project will use consulting services.

Project Title: Identify and Evaluate Opportunities in First-Year Programs and Experiences (Award Amount: \$11,361)

Project Leader: Jack Logomarsino

Seven members of the ad hoc Academic, Residence Life and Student Affairs Liaison Committee (ARLSA) will participate in the 25th annual conference on the First Year Experience in Atlanta, GA February 24-28, 2006. This conference is recognized as a premier resource for first-year programs.

Project Title: Funding for Writing Center (Award Amount: \$4,600)

Project Leader: Mary Ann Crawford

This project supports the one-time hiring of a .25/one course equivalent faculty person in the Writing Center for the Spring 2006 semester. This funding will allow the Center to better support both student and faculty services for writing across the university.

Project Title: Consultation with Teaching Evaluation Expert (Award Amount: \$5,000)

Project Leader: Bill Dailey

Dr. Laurie Richlin is a nationally known scholar in the area of teaching evaluation in the university setting. This project will fund her work with various CMU stakeholders for one day.

Project Title: Team Attendance at AAC&U Institute (Award Amount: \$7,840)

Project Leader: Jane Matty

The Steering Committee for Studying General Education at CMU has identified problems with our current general education program and is developing recommendations for addressing those problems. To assist in completing this task, members of the Steering Committee would like to attend the AAC&U Institute on General Education that will be held in Washington, DC, in June. We feel that the institute will be extremely helpful as the Steering Committee and CMU work to reinvigorate our general education program.

Project Title: Evaluation of the Effectiveness of Nine Current First-Year Academic Success Courses (Award Amount: \$844)

Project Leader: Jack Logomarsino

A major charge by the Academic Senate to ARLSA is to evaluate the impact of current efforts of first-year programs at CMU. Members of ARLSA have targeted nine specific academic success courses for first-year students. This proposal seeks funds for assessment of effectiveness of these courses. Funds will be used to assemble data on each course, to merge the data files, to run SPSS statistical analyses, and type up the results.

Project Title: Maximizing Financial Aid to Achieve Enrollment Goals (Award Amount: \$50,000)

Project Leader: Mike Owens

This project would provide funding to contract with a nationally known consultant in the area of enrollment management, for the purpose of analyzing and making recommendations concerning CMU sponsored financial aid packages. The cost of attendance is influencing college selection as never before. Educational costs increase annually for entering freshman, while federal and state financial aid funds decline. The economic situation for many families in Michigan continues to be tenuous. Cost of attendance and aid packages influence initial enrollment decisions and significantly impact student retention.

Project Title: Syllabus Survey for Diversity Curriculum (Award Amount: \$3,000)

Project Leader: Ulana Klymyshyn

The International Education Committee and the Multicultural Diversity Education Council agree that it is important to understand the extent to which CMU courses include a focus on diversity and global perspectives. This project funds a review of Master Course Syllabi to discern the level to which CMU students are asked to think about and discuss these issues in their coursework.

Project Title: Curriculum Planning Conference for Expanded Joint M.A./Ph.D. Program in History (Award Amount: \$20,000)

Project Leader: Tim Hall

The objective of this project is to host a small joint planning conference in mid-May 2006 among representatives of the CMU History Department and counterparts at the University of Strathclyde in Glasgow, Scotland, Erasmus University in Rotterdam, the Netherlands, Friedrich Schiller University in Jena, Germany, and the University of Puerto Rico. Members will explore and negotiate curricular and mechanical details of an expanded Joint M.A./Ph.D. program which would both strengthen the existing curriculum with Strathclyde and include the other three universities as new partners in the Joint Program.

Project Title: Affirmative Action Speaker (Award Amount: \$4,500)

Project Leader: Bill Dailey

Bob Laird, a nationally known expert in the area of minority student enrollment, will be invited to campus to present activities and outcomes in the area of enrollment and retention of underrepresented groups. It is anticipated that his expertise will prove valuable to the University community.

Project Title: Hosting Conference on Communication and Social Action (Award Amount: \$5,962)

Project Leader: Mary Ann Renz

This proposal requests funding for the Sixth Annual Conference on Communication and Social Action to be held at CMU on February 17 and 18, 2006. The primary audience will be IPC students and faculty. This year's conference will focus on the problems of language used to communicate racism and to bully.

Project Title: Increasing Infrastructural Support for Student-Centered Research (Award Amount: \$204,600)

Project Leader: Wayne Osborn & Gail Scukanec

This proposal seeks funds to supplement an existing infrastructure to better serve a larger number of students who need support for their research projects. Specifically, it asks for additional support for the Undergraduate Summer Scholars Program and for the Undergraduate and Graduate Research and Presentation and Publication.

FY07 Projects

Project Title: Leveraging Institutional Resources: A Matching Fund for Competitive External Funding (Award Amount: \$200,000)

Project Leader: Craig Reynolds

An annual allocation of \$100,000 will be added to the ORSP matching fund budget for cost sharing on proposals for external funding. The allocation will serve as infrastructure to be leveraged into at least \$500,000 in external funding, thereby increasing research and creative activity at CMU.

Project Title: Leadership Institute Phase II (K-12 Leadership Development) (Award Amount: \$148,096)

Project Leader: Dyke Heinze

The Leadership Institute vision is to become the premier leadership center in Michigan and ultimately the nation. To do this, it must continue the expansion of its Phase II initiative which is providing customized leadership development programs, on and off campus, to K-12 students in Michigan schools.

Project Title: Honors Program Enhancement (Award Amount: \$762,538)

Project Leader: Jim Hill

This project will enable the hiring of faculty, increase course offerings and retain flexibility in scheduling of Honors courses. The project includes designing and implementing a plan to build a culture at CMU that understands and supports the Honors Program.

Project Title: Strengthening the University's Culture of Academic Integrity (Award Amount: \$50,302)

Project Leader: Hope May

Education about the University's current policy on academic integrity and its importance will be delivered in a variety of formats including a web-site, web-based video tutorials, and a student handbook to be distributed at the 2007 Freshman orientation. In addition, this project includes an assessment of the current status of academic integrity at CMU. A recognized expert on academic integrity will outline a plan of action based on this assessment.

Project Title: CMU DNA Sequencing and Analysis Core Facility (Award Amount: \$170,618)

Project Leader: Greg Colores & Jennifer Schisa

Implementation of a core facility (DNA-SACF) will improve the infrastructure for research at CMU and assist scientists in developing and maintaining strong, externally funded research programs. The equipment will specifically meet the needs of a growing number of researchers on campus utilizing modern molecular techniques.

Project Title: Center for Public Service through Music and the Arts (Award Amount: \$129,780)

Project Leader: Randi L'Hommedieu

The Center will be an umbrella organization for supporting an array of projects and activities that will make the CMU School of Music a nationally prominent institution known for service to the public, academic excellence, and scholarship and creative activity music. The four main project categories are: Arts Presentation, K-12 Outreach, Public Outreach, and Service to the profession.

Project Title: Fall and Balance Center for Assessment & Rehabilitation (Award Amount: \$155,195)

Project Leader: Liana Bachand

The FBC will provide a collaborative, comprehensive program to assess, identify, and treat patients with balance, mobility and dizziness disorders and loss of functional skills. Educational and research opportunities will grow the existing body of knowledge and core of expertise among health care providers and scholars in many disciplines.

Project Title: NAISEC and Native American Culture (Award Amount: \$56,384)

Project Leader: Michaelina Magnuson

NAISEC is a CMU recruitment strategy aimed at connecting Native American high school students with the university. NAISEC will offer workshops on critical thinking, college preparations, financial aid, Native American cultures, history and how Native American cultures relate to higher education. Native American Culture Pamphlets will provide CMU students/faculty/staff with an introduction to native cultures and the Saginaw Chippewa Indian Tribe.

Project Title: CMU Center for Driving Evaluation, Education and Research (Award Amount: \$214,163)

Project Leader: Richard Backs

The Center will be a collaborative effort to offer evaluations of cognitive fitness to drive to older adults and adults recovering from brain injury and stroke, to provide education on driving safety to older adults, and to provide clinical and research opportunities for faculty and students from diverse disciplines.

Project Title: Center for Software Development (Award Amount: \$154,201)

Project Leader: Paul Albee

This project is to establish a Center for Software Development as a place where the students can integrate and apply the knowledge they have learned from the coursework to real world projects from customers. Students will be engaged in all aspects of the software development process.

Project Title: CMU/Flint Partnership (Award Amount: \$308,275)

Project Leader: Pat Benson

The CMU/Flint Partnership project has the dual purpose of 1) recruitment and 2) retention of students from the Flint City Schools. The project combines proven recruitment and retention strategies into a comprehensive program of supports and interventions aimed at tripling CMU's annual enrollment of Flint graduates by 2009.

Project Title: The Advanced Materials Research Initiative: Exploiting Synergy to Attain National Prominence in Materials Research at CMU (Award Amount: \$695,735)

Project Leader: Brad Fahlman

This project will link together the activities of a group of individually successful researchers to create the Advanced Materials Research Initiative at CMU. By giving these researchers a common identity and promoting high-impact, interdisciplinary research projects among them, CMU can attain national prominence in the area of materials research.

FY08 Projects

Project Title: Strengthening CMU's Interdisciplinary Programs (Award Amount: \$384,339)

Project Leader: Denise Webster

The "Academy in Transition" emphasizes the need for institutions to become more interdisciplinary through course offerings and the variety of programs they offer. CMU has encouraged faculty to create interdisciplinary programs but has fallen short on providing the funding, administrative support & communication mechanism to embrace true 'interdisciplinarity'. This project supports CMU's goal to provide faculty & staff opportunities to develop innovative curricula & pedagogies.

Project Title: A Project to Explore Racial/Ethnic Diversity at CMU (Award Amount: \$171,814)

Project Leader: Mary Senter

This proposal seeks funds to implement a multi-level, multi-methods study of the existing and perceived climate for racial/ethnic diversity at CMU. Based on quantitative and qualitative studies of diversity, a series of interventions to improve the campus and Mount Pleasant community diversity climate will be designed and implemented.

Project Title: Exploration of Functional Design Issues that Interface with the Human Body (Award Amount: \$375,003)

Project Leader: Tanya Domina

3D body mapping and its accompanying thermal profile database is a critical component in the creation of the nanotech "smart" fabrics and wearable technology. This research project places CMU in a unique position to be the leader in applied research in an emerging field of study, such as wearable technology and as a site of multidisciplinary, collaborative research that examines design issues that interface with the human body.

APPENDIX C. PRIORITIES AND STRATEGIES

CMU 2010: The Vision Plan

CMU will be a nationally prominent university known for integrity, academic excellence, research and creative activity, and public service.

I. Create an environment that supports teaching and learning as the top priority.

Strategy 1: Raise academic standards by implementing efforts that increase expectations and learning across the curriculum.

Strategy 2: Provide students opportunities to synthesize, integrate and apply their knowledge.

Strategy 3: Improve the quality and rigor of the competencies (writing, math, speech) and the University Program.

Strategy 4: Coordinate and expand programs or efforts that institute and promote student engagement and academic success, particularly during a student's first year.

Strategy 5: Target, attract and retain well-qualified and prepared students, faculty and staff.

Strategy 6: Decrease the current student to faculty ratio.

II. Provide educational experiences and programs that enhance diversity and a global perspective.

Strategy 1: Increase the diversity of faculty, students and staff.

Strategy 2: Develop and better integrate international programs into the curriculum and campus life.

Strategy 3: Enhance programs and activities for students, faculty and staff that foster better understanding across diverse groups.

III. Enhance the infrastructure for research and creative activity.

Strategy 1: Identify for targeted investment, programs of research and creative activity with greatest potential to achieve national prominence.

Strategy 2: Achieve a level of funding that reflects the status of the university as a research intensive institution.

Strategy 3: Support greater flexibility with respect to faculty responsibilities.

Strategy 4: Increase the engagement of students in research and creative activity at the undergraduate level.

IV. Provide service for the public good.

Strategy 1: Sustain the quality and scope of those public outreach and service efforts that are of high quality and visibility.

Strategy 2: Serve as a regional center for cultural and intellectual events.

Strategy 3: Recognize and promote students' public service efforts.

Strategy 4: Recognize and promote faculty and staff service in their areas of professional expertise.

V. Strengthen the institution's culture of integrity.

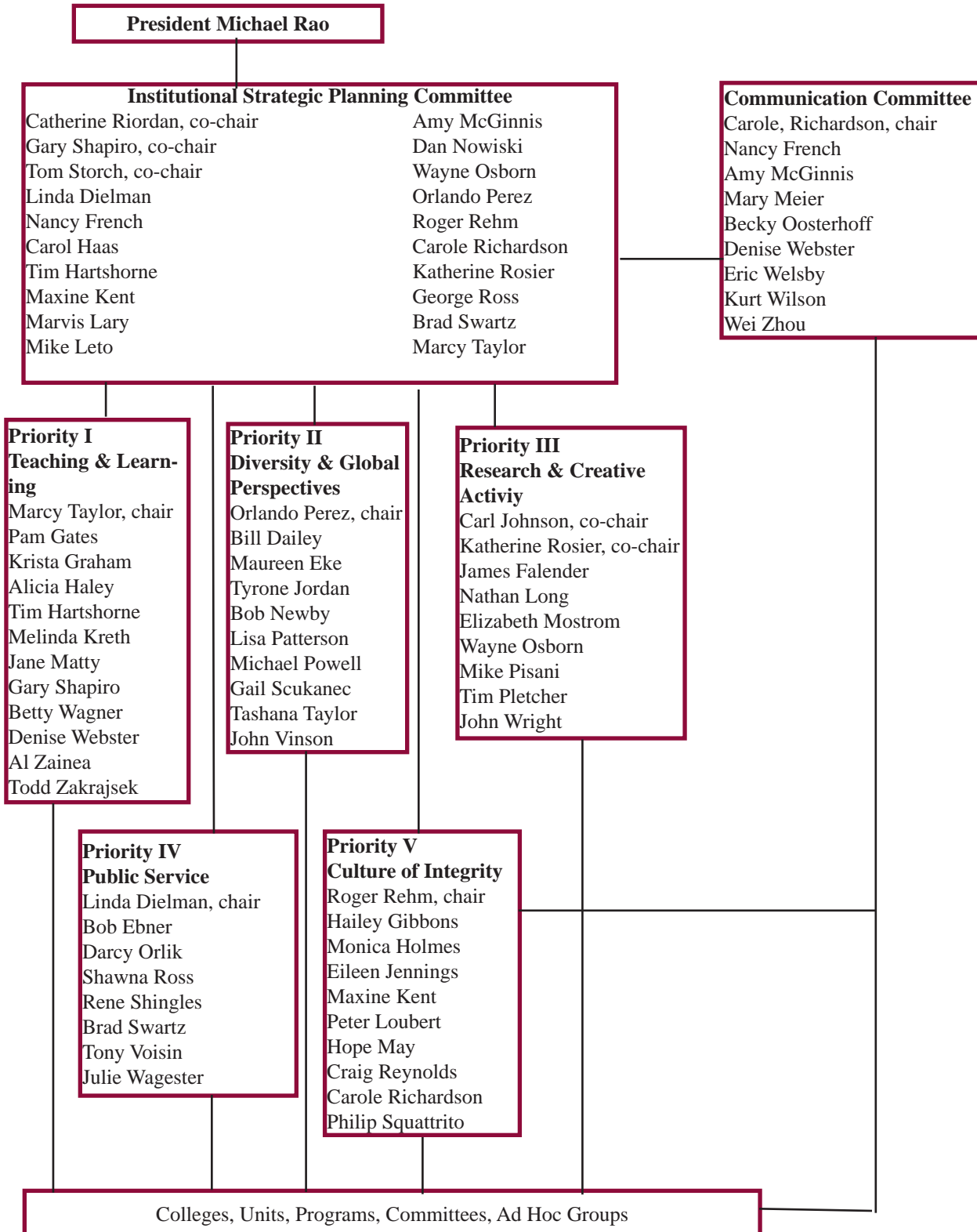
Strategy 1: Define and uphold standards of academic and professional responsibility and model respect and civility.

Strategy 2: Increase the effectiveness of shared governance through communication, consultation, and participatory decision-making.

Strategy 3: Provide infrastructure and resources sufficient to advance the institutional mission and priorities.

Strategy 4: Monitor, evaluate and report on progress toward achieving institutional mission and priorities.

APPENDIX D. CMU 2010 COMMITTEES



APPENDIX E. CMU 2010 NEWSLETTERS

“Most large institutions are so complex that no one person—no ‘mover or shaker’ in a position of authority—can bring about the needed change. Rather, large-scale transformation can only evolve when lots of people at all levels of an organization start to do things differently.”

- Peter Senge

CMU 2010

Realizing the Vision