Northern. Naturally.

Northern Michigan University

2010 AQIP Systems Portfolio

Academic Quality Improvement Program

The Higher Learning Commission NCA

Northern Michigan University

AQIP Systems Portfolio

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Portfolio Overview

Mission	Vision
Northern Michigan University (NMU) challenges its students and employees to think independently and critically, develop lifelong learning habits, acquire career skills, embrace diversity and become productive citizens in the regional and global community (www.nmu.edu/mission).	Northern Michigan University will become the university of choice in the Midwest for students seeking a quality academic program with individualized attention in a high-tech learning environment (www.nmu.edu/mission).

Strategic Plan

In 2008, NMU adopted the *Road Map to 2015* with four broad elements: Innovation, Meaningful Lives, Campus Attributes, and Community Engagement (www.nmu.edu/roadmap2015). Each element has specific goals and priorities (see Appendix A).

General Description

Northern Michigan University, a public not-for-profit comprehensive master's institution, is located in the city of Marquette (pop. 20,000) in Michigan's Upper Peninsula (U.P.). A mid-sized regional university, we offer from certificates to specialist programs to approximately 9,400 students. As a regional university,

Figure 0.1 Geographic Service Region

Source of Students - F'09

L.P. 28%
U.P. 54%
Other States 18%
Other nation .7%
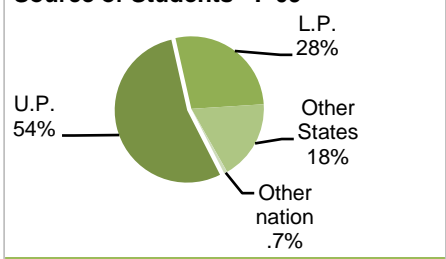
NMU primarily serves the Upper Great Lakes region, including Michigan, Wisconsin, Illinois, and Minnesota. (See Figure 0.1) Northern is a non-system institution with the President as head and the Provost as chief academic officer. The University has three divisions: President, Academic Affairs, and Finance and Administration (see Appendix B for our administrative structure).

Founded in 1899, Northern State Normal School had 32 students and 6 faculty on a 22-acre campus. Educating students to be teachers was the school's initial mission, but large enrollment increases between 1950 and 1960 led to growth in the faculty, student body and degrees offered. In 1963, Northern Michigan University was granted university status and an autonomous Board of Control. Currently we are one of 15 state-supported universities in Michigan; our FY 2010 budget revealed that approximately 45% of our $101 million general fund budget was financed by the state government, 54% by tuition and fees, and 1% from research grants and private giving. Our tuition, which includes a notebook computer and technology support package for all full-time students, is second lowest of Michigan public universities. While our state appropriation to the general fund has declined by approximately 1.3% from 1999 to 2009, our enrollment has increased by 1,418 fiscal year equated students (FYES), a 20.3% increase. For every $1 in general fund appropriations, NMU returns $5.50 in economic activity to our local community. NMU is the third largest employer in the community. We are home to WNMU-Public Television and Radio, and are the only United States Olympic Education Center (USOEC) housed on a university campus. Since 1985, more than 22,000 athletes from over 40 countries have participated in USOEC programs.

Figure 0.2 and Table 0.1 (below) highlight our student profile data. The University actively works to enhance student demographic diversity on campus. A variety of diversity programs and initiatives are designed to support and enhance student, faculty and staff interaction and to teach the value that inclusion and diversity bring to an institution. NMU resources include the Center for Native American Studies, the Multicultural Education and Resource Center, the Ethnic and Cultural Diversity Committee, nine diversity promotion groups, a cultural speaker series, an international performing arts series, and an international speaker series.

Figure 0.2 Enrollment Distribution

Native American 3%
Not Known 4%
Multi-racial 1%
African American 2%
Asian 1%
Hispanic 1%
Caucasian 88%
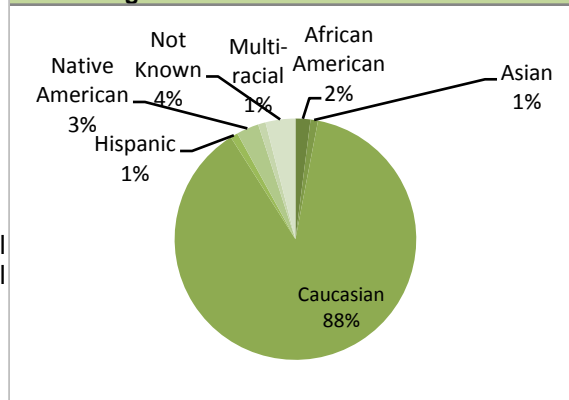
Table 0.1 2009 Student Profile						
	Male	**Female**	**Total**		**Male**	**Female**	**Total**
Non-degree high school	11	13	24	**Residence Hall Occupancy**			
Non-degree Undergraduate	58	130	188	Residence Halls	1,183	1,358	2,541
Certificate/Diploma	79	168	247	Apartments	236	348	584
Vocational	175	8	183	Commuter	3,004	3,229	6,303
Associate	582	552	1,134				
Baccalaureate	3,253	3,655	6,908				
Total undergraduate	4,158	4,526	8,681	**1st-Time, Full-Time Baccalaureate New Freshmen**			
Non-degree Graduate	84	171	255	Avg Age	18.4	18.1	18.2
Graduate certificate	8	10	18	Avg ACT: Composite	22.6	22.7	22.7
Masters	160	285	445	Avg High School GPA	2.91	3.25	3.09
Education Specialist	13	13	26	Avg High School Units	16.7	17.4	17.1
Total graduate	265	479	685	Avg Fall 2007 NMU Hours	14.7	14.8	14.7
Total all students	4,423	5,005	9,428				

Our percentage of full-time undergraduate students has increased from 84% in 1998 to the 90% level in 2009, due in part to NMU's adoption of a flat-rate tuition model. Seventeen percent of our undergraduates are non-traditional students (age 25 and over). More extensive demographic data appear in the Institutional Research website (www.nmu.edu/ir).

O1a Goals for student learning and shaping an academic climate

In Fall 2006, the Academic Senate adopted the following revised Liberal Studies Mission and Goals: "Through the Liberal Studies Program, the Faculty of Northern Michigan University **seeks to develop in our students the skills necessary for becoming independent life-long learners and effective citizens of a challenging and rapidly changing world.** In order to complement a student's academic major, the Liberal Studies program promotes the integration of knowledge derived from multiple perspectives and stresses the development of problem-solving skills and intellectual creativity through the exploration of a broad range of disciplines and fields. In pursuit of these goals, we encourage our students to be rigorous and systematic in their thought and reflective about their learning, their lives, and their world."

The Liberal Studies Program has six divisions shown in Table 0.2, which emphasize the development of the following abilities:

- write and communicate clearly and effectively,
- evaluate various forms of evidence and knowledge,
- engage in analytical reasoning and argumentation,
- engage in quantitative analysis,
- engage in scientific inquiry and processes, and
- see across disciplinary boundaries.

Table 0.2 Liberal Studies Program (2009)	
Divisions	**Credits**
I. Foundations of Communication	6-8
II. Foundations of Humanities	6-8
III. Foundations of Natural Sciences/Mathematics	6-8
IV. Foundations of Social Sciences	6-8
V. Formal Communication Studies	3-4
VI. Foundations of Visual and Performing Arts	3-4

The application of these abilities is emphasized in the pursuit of understanding:

- cultural diversity within the United States,
- the world as a diverse and interrelated community,
- natural phenomena and the physical world,
- the relationship of the individual to society and its culture and institutions,
- the role of the fine and performing arts and the humanities in shaping and expressing a culture's values and ideals, and
- multiple problem-solving perspectives.

In addition, there are three baccalaureate graduation requirement courses: laboratory science, health promotion, and world cultures (living cultures of Asia, Africa and the non-Anglo-Saxon Americas).

NMU engages in practices that support faculty and student inquiry and reflection. For faculty, these include, but are not limited to, yearly recognition and awards, professional development leaves, research grants, and an online bibliographic repository of professional development efforts (www.nmu.edu/faculty) with the intent to share and maintain a record of faculty efforts, and raise awareness of scholarship. For

students, these include academic service learning, Freshmen Fellowships, graduate assistantships, and an annual spring student showcase of scholarly endeavors, the "Celebration of Student Research, Creative Works and Academic Service Learning." One of the 2007-08 AQIP Action Projects, "Enhancing the Campus Climate for Scholarship," focused in part on scholarship to increase undergraduate participation in scholarly activities mentored by faculty. The Road Map to 2015 promotes further advancements through emphasis on a "…new professional development program for faculty and staff that rewards innovative practices and encourages interdisciplinary and interdepartmental collaboration," and a direction to "develop the financial resources to support innovation and student success."

O1b Key credit and non-credit instructional programs, and supporting educational systems, services and technologies

NMU offers degree-granting programs ranging from the Certificate and Vocational, Associate, and Baccalaureate to the Education Specialist and Masters degrees. The top ten undergraduate programs are listed in Table 0.3. To further accommodate students' needs, we recently added a Master in Business Administration; baccalaureate programs in Loss Prevention (available online), and Accounting/Corporate Finance; a minor in Entrepreneurship; extended associate programs in Radiography and Respiratory Therapy; an undergraduate Plastic Injection certificate and a diploma program for Electrical Line Technicians. We also eliminated or suspended 16 low-enrollment programs that do not meet the needs of our current students.

Table 0.3 2009 Most Popular Undergraduate Programs	
Program	# Students
Art and Design	650
Nursing	543
Criminal Justice	335
Elementary Education	263
Public Safety Institute	148
Construction Management	144
Social Work	136
Management	134
Biology/Physiology	118

NMU's "high touch/high tech" motto accurately describes our two most important methods of delivery—face-to face education in modest class sizes, and web-enhanced learning. Our students' abilities range from at-risk first year students to graduate students. As a result, courses are offered using many teaching and learning methods including lecture, lab, discussion, seminar and online. Over 60% of NMU class sections have class sizes under 30 students. The small percentages of large classes (100+ students) that exist, mainly in the sciences, use a lecture/lab combination. The Teaching, Learning and Communication (TLC) Initiative is a program that started in 2000 to provide all full-time NMU students with a notebook computer. More than 9,400 students, faculty and staff are ongoing participants in the program. Each TLC participant receives a current model ThinkPad or a MacBook (art and design majors only) as part of tuition. Computers are reissued every two years and include software needed for a student's discipline.

One Road Map goal is to "Integrate the highest possible level of information technology skills and competencies throughout the University. Results (34% response rate of full time faculty) shown in Figure 0.3 of a winter 2008 baseline Faculty Internet Usage Survey conducted as part of a 2007-09 AQIP Action Project indicate strong adoption of web-enhancement technologies. Growth is anticipated in online and hybrid deliveries -- responders indicate current or expected involvement with hybrid (32%) and online course (41%) deliveries. For purposes of this survey, "hybrid" was defined as a course taught at least 50% online. Most courses include a web-based component, taking advantage of the laptop technology. Another Road Map goal involves community engagement, which, when applied to the curriculum, becomes Academic Service Learning, described throughout Category 1.

Figure 0.3 Faculty Internet Use
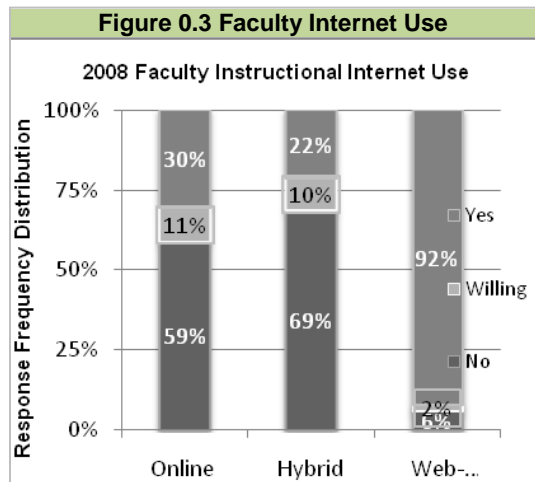
The Academic Senate (Figure 0.4) advises and makes recommendations to the Provost on matters of faculty-wide concern, communicates items of concern to the faculty and informs the academic community of important issues. The Academic Senate consists of 39 senators representing all academic schools and departments, 4 student government representatives and NMU's 5 deans. Along with the executive committee, it has eleven subcommittees that relate to all aspects of the academic experience. The Provost is an ex-officio member without voting power, as is the president of the AAUP faculty union.

Figure 0.4 Academic Senate Structure

Academic Senate

Exec Committee

Admission & Acad. Policies Committee

Committee on Internation-alization

Education Tech Resources & Policies

Graduate Programs Committee

Liberal Studies Committee

Acad. Info. Services Advisory Committee

Committee on Elections & Committees

Committee on Undergrad Curriculum

Faculty Grants Committee

Honors Board

Teaching & Learning Advisory Council

O2 Key organizational services, other than instructional programs, provided for students and other external stakeholders, and programs operated to achieve them

While NMU provides numerous services to its external stakeholders, three service categories are particularly important: the **Economic Development** of our local and regional community, the **Workforce Development** of people living in our community, and our **Community Engagement**. As the fifth largest employer in the Upper Peninsula of Michigan, NMU is an economic driver in the regional community.

Economic Development. NMU has numerous partnerships geared towards assisting in economic development; examples are Northern Initiatives, Lake Superior Community Partnership, Upper Peninsula Economic Development Association, Operation Action Upper Peninsula, and Upper Peninsula Travel and Recreation Association. Most of these partnerships are under the direction of advisory boards. We have a unique tie to Northern Initiatives (NI). Established by Northern in 1985, NI became a private, non-profit corporation in 1992. NMU administrators hold five seats on its board. NI is also affiliated with ShoreBank Corporation, a community development banking institution based in Chicago, and is a certified community development financial institution and a Manufacturing Extension Partner.

NMU also serves as the principal "public space" in the U.P. for forums and discussions regarding economic development in the region. NMU annually sponsors and hosts a variety of conferences and meetings to convene leading stakeholders from business, industry, government and educational institutions to foster economic growth and entrepreneurship across the U.P. and throughout Michigan.

Our economic development efforts recently grew to include a grant-funded initiative between the College of Business (COB) and our School of Technology and Applied Sciences to assist new businesses as they establish firm financial footing. The COB offers an Entrepreneurship major and minor, and it sponsors an annual New Business Venture Competition where students apply entrepreneurial principles and practices to develop new business proposals and compete for $10,000 (donor-provided) in awards. The School of Art and Design has established the Studio for Experimental and Eco Design **(**SEED). This new outreach effort, whose mission is to provide students, faculty and the community with a broad spectrum of information and exposure to current practices in design and economic and manufacturing strategies from a global perspective includes lectures, symposia, joint ventures and international travel.

Workforce Development. Our workforce development efforts respond to the continuing educational needs of residents in the local and regional community. NMU currently has over 80 workforce training partners. Among the programs we facilitate, our **School of Technology and Applied Sciences** works closely with Cliffs Natural Resources to prepare entry-level technical employees for local mining operations. Our new online Criminal Justice Loss Prevention Program was developed to respond to workforce needs in the nationwide retail community. Our **Continuing Education Department** provides a wide variety of learning opportunities, ranging from Motorcycle and Bus Driver Training, to workshops for

Certified Public Accountants and Real Estate Appraisers. In response to the health care provider crisis, NMU has formed partnerships with the local health care industry and with other Michigan universities.

Community Engagement. NMU is firmly committed to Community Engagement, and in 2008 received the prestigious **Carnegie Community Engagement Elective Designation** for both Curricular Engagement and Outreach and Partnerships. Our Superior Edge Program is a student development program encompassing a wide range of experiential activities complementing classroom instruction. It prepares our students for lifelong learning, graduate school, and careers and life as engaged citizens. The Northern Center for Lifelong Learning, an Elderhostel affiliate, serves older adults by offering numerous mini-courses, regular programs, committee participation and social events. Both the Seaborg Center and the Center for Economic Education and Entrepreneurship (CEEE) provide programming for K-12 educators, students and parents about science, mathematics and economics. Our Center for Native American Studies is both an academic discipline and an outreach effort to enrich the knowledge and understanding of the aboriginal indigenous people of North America from a Native American perspective. Finally, we have many community-focused research programs that work in such diverse areas of the community as alcohol and domestic violence, national park sustainability, and brain tumor patient care and research.

O3 Short- and long-term requirements and expectations and primary competitors

We define our stakeholders as employers, students (prospective, transfer, and current) and our community, consisting of regional members and alumni. Table 0.4 outlines their requirements and expectations. While employees as a group are also stakeholders, they are discussed in Category 4.

Table 0.4 Requirements and Expectations			
Stakeholder	**Requirements**	**Expectations**	**Competitors**
Employers	• Contemporary curriculum • Qualified interns/externs • Partnerships	• Capable graduates	• Other universities (see Figure 0.4)
Students — Prospective	• Accurate information • Awareness of important dates and deadlines • Access to scholarships and financial aid information	• Access to faculty on campus visits • Friendly and helpful campus • Effective registration process	• Other universities (see Figure 0.4) and community colleges
Students — Transfer	• Articulated curriculum with current institution	• Strong academic advising • Ease of transfer to NMU	
Students — Current	• Quality education • Clear graduation requirement • Course schedule that permits timely program completion • Effective academic advising • Effective support services • Employment services • Accessible technology	• Supportive environment • Contemporary curriculum • Laddering options • Campus activities and clubs • Career counseling • Safe campus • Timely degree audits	
Community — Regional	• Effective partnerships • Access to events • Service activities	• Good town-gown relationship • Educational opportunities • Continuing education	• Non-university partnerships • other cultural events
Community — Alumni	• Maintain accurate data files and timely response to record requests • Positive institutional image • Effective communication	• Networking opportunities, "want to feel connected" • Opportunities to support campus activities • Continuing education	• Other alma maters • Other interests

The primary population density in Michigan is in the southeast and southwest corridors of the Lower Peninsula. Our major competitors are the other fourteen state-supported institutions together with the three community colleges in the Upper Peninsula. We dominate all other state-supported institutions with respect to Upper Peninsula enrollments (see Figure 0.5). Of the 9,636 students from the Upper Peninsula who attended a state-supported university in 2008, 50% attended NMU. By contrast, of the 233,277 students from the Lower Peninsula attending a state-supported institution in the 2008 fall semester, only 1% attended NMU. NMU is one of three Michigan public universities to serve a community college role as part of their university charter from the state in 1972. Three community colleges in the Upper Peninsula compete with us for these students: Bay de Noc (2,403), Gogebic (982), and Bay Mills (433). Our community college role is challenging, both because our curricular choices are geared for traditional

baccalaureate students, and because our tuition is high compared to community colleges. Although these community colleges compete with us for freshman enrollments, they are also a source of transfer students to NMU at upper levels.

NMU was designated as a McNair institution in 2009 (see 3I2 for details).

Figure 0.5 Student Area Recruitment Opportunities	
Population Density Source: US Census Bureau	**Fall Semester 2008**

Mi.Public Universities	Enrollment from U.P.
NMU	4,817
MTU	1,446
LSSU	911
MSU	588
CMU	506
FSU	367
GVSU	326
UM-AA	320
WMU	170
SVSU	55
WSU	49
EMU	39
OU	34
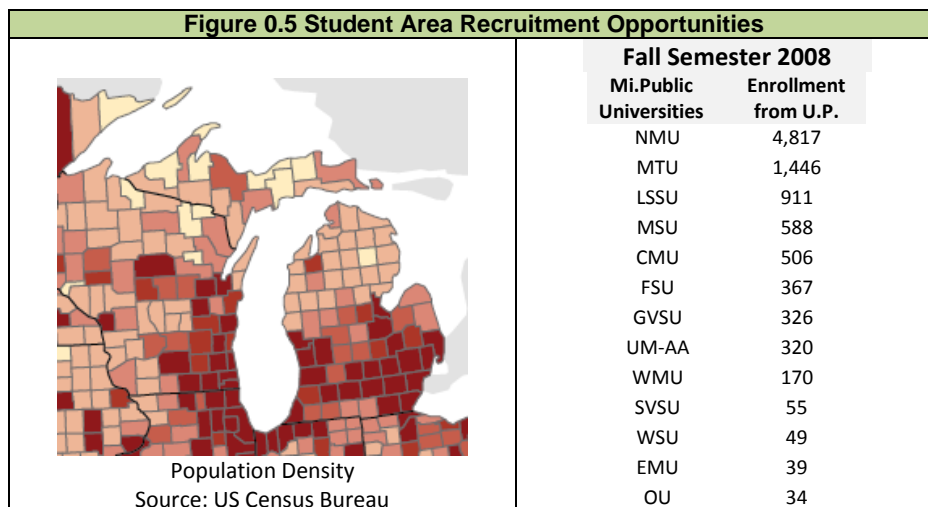
O4 Administrative, faculty, and staff human resources; key factors determining their organization and use

As of December 2009, NMU had 944 full-time and 235 part-time employees. For full-time employees, the overall average term of service is 13.6 years and the gender distribution is approximately 47% female and 53% male. The make-up of the NMU human resource full-time workforce is shown in Tables 0.5 - 0.7. All non-administrative employees work under negotiated contracts, which can be downloaded from the Human Resources website (www.nmu.edu/hr).

Table 0.5 NMU Full-time Faculty and Staff Profile					
	Dining Services, Police, and Maintenance	Technical and Office Professionals	Faculty	Faculty	Administrative Professionals	Non-Represented[1]
Represented By	AFSCME	UAW	AAUP	NMUFA(MEA)	UAW	N/A
Group Size	145	158	297	31	183	131
First Contract	Oct-66	Jul-75	Jul-75	Oct-80	May-82	N/A
Contract Exp Date	Sep '10	Jun '11	Oct '12	Jun '11	Sep '09	N/A
Salary/Hourly	Hourly	Hourly	Salary	Salary	Hourly and Salary	Salary
Recruitment Market	Local	Local	National	National	Regional, some National	Regional, some National
Market Data Source	Local Salary Surveys	Local Salary Surveys	CUPA-HR	CUPA-HR	CUPA-HR, CPB, MICUPA-HR	CUPA-HR, CPB, MICUPA-HR
Starting Salary/Wage	Master Agreement	Master Agreement	Market, Experience, Agreement	Market, Experience, Agreement	Market, Experience, Agreement	Market and Experience
Average Age	47	46	50	48	42.0	51
Avg Yrs Service	15	15.3	12.8	12.5	12.2	14.7

[1] Executives, Deans, Coaches, Academic Department Heads, Senior Administrators, and Senior Management
MEA: Michigan Education Association; CPB: Corporation for Public Broadcasting
CUPA-HR: College and University Professional Association – Human Resources
MICUPA-HR: Michigan Chapter of the College and University Professional Association – Human Resources

An important byproduct of targets for the faculty mix is our increased flexibility to adjust to enrollment declines. We have detailed projections of our overall enrollment for the next decade taken from the U.S. Census Bureau (Figure 0.6). These take into account the overarching crest in the baby boom "echo" as well as the special demographic characteristics of the State of Michigan and our regional recruitment basin. Taken together, our analysis suggests our overall enrollment could decline by as much as 20%

Table 0.6 Full Time Employee Ethnicity Composition		
Ethnicity	**F2009**	**F2006**
African American	8	10
Asian	22	21
Caucasian	892	900
Hispanic	7	5
Multiracial	1	0
Native American	10	9
Not Known	16	2
Total	**956**	**947**

for the period. The potential decline in overall enrollment must be balanced with changes in our workforce. We have conducted a systematic study of likely retirement plans, and we have established age profiles that align enrollment trends with likely staff turnover.

Figure 0.6 Michigan Enrollment Predictions

US vs Mi 18 Yr Old
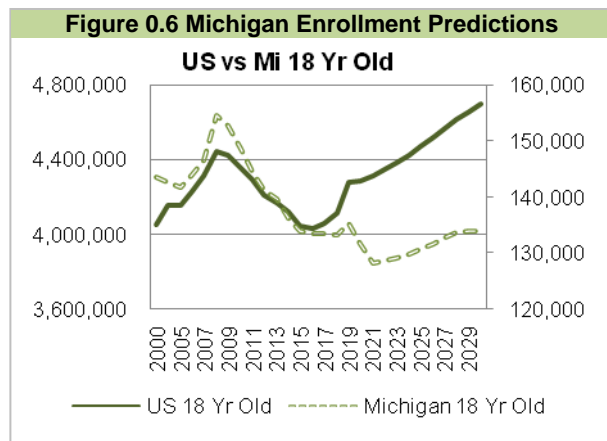
Table 0.7 Faculty Composition (Fall Figures)		
AAUP Faculty Rank		
Rank	2009	2006
Professor	104	105
Associate Professor	78	86
Assistant Professor	91	70
Instructor	24	28
AAUP Tenure Status		
Tenured	178	192
Tenure-Track	64	53
Term	55	44
MEA Faculty (all are Term)		
Professor - TAS	4	6
Associate Professor - TAS	3	1
Assistant Professor - TAS	10	13
Instructor - TAS	5	4

O5 Aligning leadership with your mission and values

Leadership at Northern Michigan University begins with President Leslie Wong, followed by Provost and Vice President for Academic Affairs Susan Koch, and Vice President for Finance and Administration, Gavin Leach. Each of these campus leaders chairs a primary advisory group. One of our 2008-09 Action Projects ensured that all units' mission statements aligned with the University mission statement.

All Michigan universities are autonomous, and hence none has a statewide oversight entity. NMU's Board of Trustees (BOT) provides our oversight. There are five regularly scheduled BOT meetings; in addition, President Wong is in daily contact with BOT members. The Board of Trustees approved a revised University mission statement in 2008. All major campus issues are discussed at the President's Council, which meets every other week. The leadership on the President's Council is tasked with communicating information discussed with people in the departments for which they have supervisory roles. The President's Council is composed of 32 people drawn from across campus.

Leaders also provide many opportunities to listen. The culture of shared governance at NMU is reflected in the existence of numerous committees, standing and ad hoc, which include representative membership from administration and appropriate union employees. President Wong regularly holds campus and community forums (www.nmu.edu/president/forums.htm) to communicate with students and employees. The Office of Equal Employment Opportunity and our General Counsel assist all employees in our commitment to equity. Task forces are established in response to critical changes across campus.

NMU's commitment to foster social responsibility and community engagement among faculty, staff and students is apparent in the Road Map, and in particular, the fourth element, entitled "Community Engagement." Our leadership is committed to life-long learning, another component of our mission statement; we provide free tuition to all employees who take classes at NMU. To help students and employees acquire career skills, a mission statement goal, we provide workshops and invite consultants to campus. One of our most popular workshops, the UNITED Conference (www.nmu.edu/UNITED), helps us meet our mission-stated goal of embracing diversity; in 2008, we approved a University Diversity Statement, which was a Road Map priority (see www.nmu.edu/mission).

NMU is the largest laptop university in the country; NMU full-time students receive a laptop as part of their tuition and thus our primary mode of communication is electronic. Information that is regularly disseminated via email is also available on campus websites. We are near the end of an ambitious web project in which every department will control the content of its website through a content management system, permitting rapid posting of important information. Our **Communications and Marketing Office** is responsible for a variety of publications that reach different audiences (see 2P3). For a complete

description of our leadership structure, refer to Appendix A at the end of this document; for an introduction to our electronic means of communication see www.nmu.edu/cm/news.

The process used to draft "NMU's Future: Road Map to 2015 and Beyond" (shown in Figure 0.7), provides a good example of how leadership aligns with the practices of the board, and its constituencies.

Figure 0.7 Road Map Development Process

Stage	Description
Draft	• All units were asked to draft goals, objectives, and means of achieving those goals for the next five years.
Debate	• Documents were debated at a variety of levels, including departmental meetings, department head meetings with the dean, and a summer retreat of the President's Council.
Distill	• President charged an ad hoc committee to take the resultant hundreds of pages of data and distill them into a 7 page strategic plan document.
Debate	• Document brought to the Board of Trustees and debated.
Feed-back	• President held a campus- and community-wide forum during the early stages of document development, in which feedback was solicitied. A website was set up for electronic comment submissions about the Road Map.
Decision	• With feedback from all of these university constituents, in March of 2008, President formally "rolled out" the Road Map. He continued to solicit comments after the formal rollout, throughout the summer of 2008, and it became the cornerstone of his 2008 Fall Convocation.
Bench-mark	• The task of benchmarking the goals and priorities of the Road Map was a 2008-09 AQIP Action Project; a 2009-10 Action Project is tasked with providing data to evaluate Road Map goal completion.

O6 Key administrative support goals aligned with our mission, and their support systems

NMU's administrative support processes are structured to enhance NMU's academic programs and are designed to provide an infrastructure that is sustainable and effective—a learning environment that is friendly and responsive, that effectively integrates technology into student and employee lives, and is accessible to students from a broad range of social and economic backgrounds. This infrastructure, described in Table 0.8, provides a foundation for a learning environment for students and employees that fosters independent and critical thinking, the acquiring of life-long learning and career skills, the embracing of diversity, and the engagement as citizens and leaders in our regional and global community—all mission-centric goals. The key administrative support services are provided by faculty and staff working in a variety of departments and offices. The facilities and equipment provided to support these functions are located on the main campus. Campus facilities are listed in the Facilities Five Year Master Plan (webb.nmu.edu/EngineeringAndPlanning/SiteSections/MasterPlan/MasterPlan.shtml) which is reviewed and updated annually. The Campus Master Plan discusses long-term facility needs to support these key administrative support services.

Table 0.8 Key Administrative Support Systems				
Student services	**Budget and financial services**	**Facilities**	**University services**	**Technology support services**
Student services are available university-wide, with the majority of services administered by Student Services and Enrollment. Their primary goals are the recruitment, retention and success of students.	Budget and financial services provide transactional and management information systems, designed to ensure that university operations are effective, sustainable, and compliant. The total operating revenues net of financial aid for fiscal year 2008 were $144.4 million.	The University's physical plant includes 61 buildings with 3.5 million square feet of space on 684 acres of land, with 358 acres on the main campus, 120 acres of Longyear Forest and 206 acres in South Marquette. The University has 3.63 miles of roadway and 13.95 miles of sidewalk. Operational reliability and efficiency are key objectives.	University services support instructional, research, and administrative activities by effectively managing risk, procuring goods and services, and providing conferencing functions.	Technology support services manage the University's computing, networking, and communication hardware and software to ensure reliability and user satisfaction. In addition, they provide training, help desk services, and certified maintenance for the 9,000 plus notebook and desktop computers leased by NMU for use by students, faculty, and staff.

Our residence halls and apartments are on rotation for major renovation or replacement; most were constructed over 40 years ago. Between 1997 and 2008, the main residence hall dining facility and four residence halls were renovated. The residence hall renovations included upgrading resident rooms, bathroom facilities and lounges as well as internal and external building systems. To assist students accustomed to a more independent lifestyle, the Woodland Park Apartments, including 89 studios, one-, two-, and four-bedroom units, with a total occupancy of 208 students, were completed in 2006.

In 2004, NMU became a member of the U.S. Green Building Council (USGBC) and began incorporating Leadership in Energy and Environmental Design (LEED) - a benchmark for the design, construction, and operation of high-performance, green buildings - into the design, renovation and construction of campus facilities. Three of the residence hall renovations were LEED certified. These buildings were the first residence halls in the Upper Midwest to receive this certification. The latest renovation, the Quad II Lobby, has been submitted for LEED Green Building Certification. Two NMU staff members have attained the status of LEED Accredited Professional to help guide building design efforts. In 2008, NMU became a member of the Association for the Advancement of Sustainability in Higher Education (AASHE).

The Ripley Heating Plant, constructed in 1966, was recently upgraded to increase the plant's heating capacity. The campus steam distribution system was upgraded in 1997, and for safety reasons the electrical distribution was relocated. The project was completed in Fall 2006. We are also in the design and permitting phase of a co-generation plant to be fueled primarily by biomass. When completed, the addition will be capable of generating 100% of the University's electricity and steam needs. This project was ranked first in our state capital outlay budget, as noted in our 2009 Five-Year Facilities Master Plan.

O7 Information resources and technologies that support data and information collected and distributed

The primary focus of the **Institutional Research Office** (IR) is research and analyses of student performance. It is the collection point for student performance and retention information for academic and support programs. The data and information that NMU collects and distributes is based on external reporting requirements, management information that is needed to effectively and efficiently fulfill the mission, vision, and strategic goals of the University, and data and information required to adequately inform and transact business with its students, faculty, staff and other stakeholders.

The university-wide administrative information system is **SunGard's SCT Banner**, which includes these vendor modules: Document Management, Advancement, Enrollment Management, Finance, Financial Aid, Human Resources, Student, Workflow, Luminis Campus Portal, and Luminis Content Management.

These administrative modules operate within an **Oracle** relational data base environment. The campus portal is locally named MyNMU and accessed with a user login at my.nmu.edu. The University has a number of automated systems that are primarily transactional and most are linked to the SCT modules and the Oracle database. Some of these are third party software (see Table 0.9) and some are proprietary software, built by Administrative IT (AdIT) staff (see Table 0.10). The University wired and wireless Ethernet infrastructure and telephone system provides Intranet connectivity. The University owns, operates, and maintains its AVAYA-based telephone infrastructure, including Voice over Internet Protocol (VoIP). The NMU Campus is 100% wireless and has over 15,000 wired network connections.

The University's administrative systems and overall technology infrastructure are supported by **Administrative Information Technology** (AdIT) which has 23 full-time technical employees in three divisions: Support and Consulting Services (applications), Technical Services (hardware/networks), and Telecom Services. AdIT provides programming, system integration, implementation, security, centralized reporting and report development training, and network support for all University departments and departmental based systems. AdIT supports 102 network servers.

Table 0.9 NMU Third-Party Systems		
System/Vendor	**Function(s)**	**Department/ User**
Affinity Circles Incircle	Alumni networking	Alumni, Alumni Office
ARES	e-Course reserves	Library
BlackBoard/WebCT	Course management	All academic departments
Campus Call RuffalloCODY	Telemarketing	NMU Foundation
CBord CS Gold, CS Access	Telecom billing	Students, Faculty, Staff, Housing, Dining Services
CBord Food Service Suite	Food service management	Conference and Catering, Dining Services
Coeus (not linked to centralized database)	Grant processing and management	Grant submitters, Department of Grants and Research
Cognos Business Intelligence	Reporting, dashboarding	All departments
Cognos Planning	Budgeting	Departments, budget office
CollegeNet S25	Room scheduling	Registrar
CollegeNet R25 and X25	Space utilization	Facilities
Concur Travel and Expense	Travel and expense processing and management	Faculty, Staff, Financial Services
Core Cash	Cashiering	Financial Services
Email for Life	Alumni email addresses	Alumni, Alumni Office
Ex Libris Voyager	Comprehensive library management	Students, General Public, Olson Library
EZProxy	Login authentication	Library
GE Groupcast	Patient management	Health Center
ILLIAD	Inter library loans	Library
InMagic	Archives management	University Archives
ISIS	State of Michigan capital project reporting	Engineering and Planning
Max Tixs	Ticketing sales and management	General Public, Athletics, Student Activities, Theatre
Nebraska Books	Bookstore sales and management	Students, Faculty, Bookstore
Qualtrics	Surveys	Any department
STARS	Telephone management	Faculty , Staff, Telecom
T2 Flex	Parking management	Public Safety
TMA Systems	Work order processing	Facilities
Touchnet software modules	Payment gateway, web check, student disbursements, payment plan manager, ebill,	Students, Staff, Financial Services
Tracy Time Ultratime	Time and attendance automation	Staff, Students, Human Resources

Table 0.10 University Developed Online Systems	
Function	**Department/User**
Academic feedback	Academic departments, Academic Career and Advising Center, Students
Bicycle registration	Public Safety, Students
Classroom tech. support	Instructional Media, Registration and Scheduling, Facilities, Purchasing
Computer asset management	Micro Repair, Faculty, Staff, Students
Course evaluations	Faculty, Students, Academic Departments
Faculty load	Institutional Research, Deans
Help desk work orders	Help desk
Housing reservation	Housing and Residence Life, Students
Incomplete grades	Registrar's Office, Students, Faculty
Motorcycle safety	Continuing Education, General public
Orientation reservation	New Student Orientation Office, Newly admitted students
Recreation memberships	Recreation Department
Scholarly works repository	Academic Affairs, Faculty, Staff
Short course registration	Continuing Education, General Public
Superior Edge management	Center for Student Enrichment, Students
Teacher education	Education Department, Student Teacher Supervisors, Students
VoiceMail Web Retrieval	Telecommunications Services, all full-time employees

Academic Information Services (AIS) provides technology support for course management, library systems, instructional software, email and shared calendars. It also provides technology training for students, faculty, and staff. AIS has 47 full-time professional employees and 70 part-time technical student employees. The Center for Instructional Technology in Education (CITE) assists faculty in web and web-enhanced courses. AIS supports 74 network servers.

Since 2000, the Teaching, Learning and Communications (TLC) Initiative at NMU has supplied all faculty, staff, and full-time students with a notebook computer, software, Internet access, and technology

support at no additional cost. Only 3% of our Carnegie Peers who responded to the Educause Core Services 2007 survey provide laptop computers and such extensive support to the entire university community. The Initiative is overseen by two university-wide committees, the TLC Steering and the Laptop Distribution Committees. These 9,400 notebook and desktop computers are leased on a two-year cycle. NMU's Micro Repair operation is warranty-certified to service all Lenovo, IBM and Apple systems, enabling a two-hour turnaround on maintenance requests. All NMU systems use the Microsoft Windows operating system and a standard software suite of applications with the exception of the IBM P-Series servers that use the IBM AIX operating system. Additional software is available to meet specific applications needs in academic and administrative areas. Some academic departments, such as Art and Design, Communications, and Geography, also have specialized labs to support their discipline.

O8. Key commitments, constraints, challenges, and opportunities impacting short- and long-term strategic plans

Key Commitments

The Constitution adopted in 1963 by Michigan citizens granted constitutional autonomy to Northern Michigan University and conferred upon a Board of Trustees the power, responsibility, and freedom to develop the University's program of instruction, research, and public service. Commitments contained within the NMU Board of Trustees Bylaws, Mission, and Vision:

- Affordable tuition and fees
- Wise use and distribution of resources at its disposal
- High quality education to people from all walks of life
- Individualized attention
- Technology-rich learning environment

- Effective student support systems
- Effective student financial aid
- Financially viable university
- High percentage of full-time faculty with terminal degrees
- Diversity

Key Constraints and Challenges

- NMU is located on the northern border of the U.S. in the rural Upper Peninsula of Michigan, an area with a declining college-bound population. The closest cities with over 100,000 people are out of the state of Michigan, or more than 150 miles from campus. Severe winter weather can make travel difficult at times, and poses a challenge in recruiting students and faculty.

Figure 0.8 State Appropriations to NMU (2001-2010)

$6,931 $6,739 $6,281 $5,355 $5,517 $5,307 $5,291 $5,478 $5,540 $5,330

FY01 FY02 FY03 FY04 FY05 FY06 FY07* FY08 FY09 FY10 Projected

- Due to NMU's location and its commitment to provide "high quality education to people from all walks of life," the University offers many programs and accepts academically "at-risk" students.
- The state of Michigan, because of declining state revenues, has reduced its share of the cost of higher education. In the early 1980's the state provided NMU with nearly 70% of its general fund support; today that support is about 42% (see figure 0.8). In recent years, the level of state funding has not been determined until several months into the academic year.
- The median household income in the Upper Peninsula is below the state average: students attending NMU have a higher level of financial need than those attending most of the other state universities.
- Northern has more square footage of campus facilities per FYES to maintain than our state university peers. Consequently, our physical plant operating costs are higher than our state university peers. The severe weather also increases our physical plant operating costs

Key Strengths and Opportunities

- NMU's location presents opportunities as well as challenges. The campus overlooks Lake Superior and enjoys an attractive natural setting with some urban amenities and few urban dangers.
- A supportive community environment offers numerous opportunities for community engagement of our students, faculty and staff.
- NMU can increase enrollment by improving retention. Enhanced attention to retention has already resulted in a shorter time to graduation and an increased percentage of graduates from NMU.

- NMU has consistently led the 15 Michigan public universities with the highest productivity. Our focus on financial sustainability provides flexibility in addressing challenges and opportunities..
- NMU has one of the lowest tuition and fee structures in Michigan. Our rate includes a notebook computer and the necessary hardware, software, Internet access, wireless capabilities and support to functionalize the notebooks.
- NMU leadership and investments in technology have eliminated the "digital divide" on our campus while allowing the University to enhance instruction, improve support services, and reduce costs.

O9 Key partnerships and collaborations, external and internal, contributing to NMU effectiveness

While all of our partnerships and collaborations are important to us, a number of them can be identified as "key" with respect to our effectiveness as a regional, public institution of higher education.   The key external partnerships and collaborations include the following:

- Regional K-12 community (particularly the administrators, teachers and counselors)
- Lake Superior Community Partnership (community-wide Chamber of Commerce)
- Regional State and Federal Legislators, and State, County and City Government offices
- Major employers: Marquette General Health Systems; Cliffs Natural Resources; Pioneer Labs
- Center for Economic Education and Entrepreneurship, K-12 community, and Northern Initiatives, Inc
- Center for Native American Studies and the regional Native American community
- Special functions: U.S. Olympic Education Center, Lenovo and Intel (laptop university collaborators)
- International partners and affiliated study abroad programs can be grouped into five categories:
  - Exchange Agreements and MOUs with 20 partner institutions abroad
  - Consortium Programs: NMU has representation on four academic and governing boards
  - Third-Party Providers: NMU has two signed agreements of affiliation/direct billing
  - NMU Faculty Led Programs: developed in conjunction with NMU academic departments
  - Student Teaching abroad (in conjunction with NMU School of Education)

Key internal collaborations include the following:

- NMU Foundation – Provost, college deans, unit dept heads
- Alumni Office - college deans
- U.S.O.E.C. - Athletics Office
- Communications and Marketing – all units

- Academic departments with -
  - Public Television and Radio Stations
  - Academic Information Services
  - Seaborg Mathematics and Science Center
  - Center for Native American Studies
  - International Programs
  - Center for Student Enrichment

Category 1. Helping Students Learn

1P1 Determining common objectives for learning and development held for all students pursuing degrees

The current learning objectives and goals for the Liberal Studies Program (LSP), described in Overview 1, were drafted by the **Liberal Studies Committee (LSC),** a subcommittee of the Academic Senate after discussion forums, a faculty survey, mission/vision alignment, and an examination of models at other U.S. universities. Documentation of these activities exists on the LSC website (http://webb.nmu.edu/AcademicSenate/lsc/LSC.shtml). The draft of the objectives and goals was revised based on faculty input, and was submitted to the Academic Senate for review, and approved in 2006.

Ongoing oversight of the LSP is by the LSC. The mission, vision and objectives of the LSP are reviewed by the LSC for congruence whenever the University's mission and/or vision are modified. Procedures exist to add or remove Liberal Studies courses. The submission guidelines for course inclusion into the Liberal Studies Program exist on the Liberal Studies Committee website (http://webb.nmu.edu/AcademicSenate/lsc/LSC.shtml). The new course and removal processes are shown in Table 1.1.

Table 1.1 Liberal Studies Procedures	
Liberal Studies New Course Submission Process	
Department	1. Provides a syllabus for the course that includes the goals as student outcomes and a clear explanation of how those objectives are met 2. Completes cover form that explains how the goals of the division are met and notes the expected frequency with which the course will be offered
Liberal Studies Committee	3. First reading done by the Course Review Subcommittee of the Liberal Studies Committee and findings reported to the Liberal Studies Committee 4. Applying department is notified if further information is necessary 5. Second reading by the whole of the Liberal Studies Committee 6. Applying department is notified regarding the decision of the Committee 7. Approved courses are forwarded as a recommendation to the Senate
Senate	8. Senate Executive Committee will review Liberal Studies Committee recommendations 9. Senate undertakes two readings of each Liberal Studies Committee report 10. Approved courses are forwarded as a recommendation to the Provost
Liberal Studies Course Removal Process	
Department	1. Submit course materials and artifacts for Liberal Studies division review
Liberal Studies Committee	2. Reviews the documents provided for the division review 3. The department is notified and can respond 4. The committee recommends to the Senate that the course be removed
Senate	5. Senate Executive Committee reviews Liberal Studies Committee recommendations 6. Senate undertakes two readings of each Liberal Studies Committee 7. Approved removal recommendations are forwarded to the Provost

1P2 Determining specific program learning objectives

Departmental faculty members are responsible for developing specific program learning objectives and are encouraged to take an active role in developing and updating the curriculum. Needs are determined via faculty research, faculty review of discipline-related trends, peer institutions, employer requests and job ads, alumni surveys, and advisory boards. The departmental processes vary—objectives may be developed by the faculty as a whole (in small departments), by a curriculum committee (in larger departments) or in conjunction with other departments. The following list is a cross-discipline composite of learning objectives taken from the 2008 specific program outcome assessments reports.

- Certification requirements
- Communication skills
- Critical thinking skills
- Graduate school preparation
- Knowledge of basic principles
- Mental, physical and emotional stability
- Public performance skills
- Research methods
- Therapeutic Nursing Interventions

1P3 Competitive new program and course design to facilitate student learning

Program and course design are overseen by two Senate Committees. The **Committee on Undergraduate Programs (CUP)** is responsible for all matters relating to undergraduate courses and curricula. This committee reviews proposals for new programs, new courses, and changes to existing programs and courses. CUP has nine voting members with faculty rank, a representative of the Registrar's Office, and up to three students with full membership privileges. The **Graduate Program Committee (GPC)** is responsible for all matters related to graduate programs, including review and development of criteria for graduate courses and programs, the appointment of graduate faculty, the selection and utilization of graduate assistants and the quality of instruction for all graduate courses, whether taught on or off-campus. The GPC consists of eleven voting members: nine graduate faculty and two graduate students in good standing with full privilege of membership. The Dean of Graduate Studies is an ex officio member of the GPC. Memberships of both committees have staggered terms and are determined by the **Committee on Elections and Committees (CEC)**, a Senate subcommittee. For at least the past six years, one or more members of both CUP and GPC were knowledge experts in pedagogy and educational theory.

Specific programmatic requirements and learning objectives are determined at the departmental level. Some programs are regulated by professional accreditation bodies that stipulate program outcomes. The College of Business, and all departments within the College of Professional Studies, have advisory

boards and/or jointly developed programs with regional industry, e.g. school districts, health and social services, and manufacturing and energy companies.

The curriculum approval process is diagrammed in Figure 1.1. Course or program proposals are sent to CUP/GPC by academic departments. CUP/GPC seeks information about financial implications so that it can bring them to the attention of the Academic Senate, but it cannot make recommendations on purely financial issues. However, CUP/GPC may be influenced in recommendations if the resources (staff, equipment, supplies, library holdings etc.) do not appear to be sufficient to support the program. CUP/GPC questions unclear course objectives and the need for a course. It reviews course proposals to evaluate the departmental justification for the program/course and if the program/course replicates others on campus. For 400 level courses that have both undergraduate and graduate student enrollment, the course proposal and

Figure 1.1 Curriculum Approval Procedure

the syllabus must clearly state the learning objectives that are specific for graduate students enrolled in the course. Such courses are reviewed annually by the Dean of Graduate Studies. Whenever a department makes changes in offerings that affect other departments (e.g. deleting or modifying a course used by another department), it notifies that department in writing. If the proposal is supported by CUP/GPC, it is forwarded to the Academic Senate for review and approval. The Senate is advisory to the Provost, who is responsible for all final decisions related to curriculum changes. All new programs, before they come into effect, are reviewed by the 15 state institutions in Michigan through a committee of Provosts.

The *Guidelines For Submission Of Curriculum Proposals* and related checklists are available at the CUP website (http://webb.nmu.edu/AcademicSenate/cup/CUP.shtml). The GPC policies regarding graduate faculty, courses and programs are posted at http://webb.nmu.edu/AcademicSenate/gpc/GPC.shtml.

1P4 Designing academic programming that balances learning goals, career needs, and employment market

Program offerings are determined by a mix of student interests, job market needs, and what faculty believe should be incorporated into a particular discipline. Faculty survey the employment landscape and trends at other institutions. Employer needs are gathered through specific employer requests, advisory boards, employer surveys or research. The NMU Cohodas Scholar and Director of the NMU Center for Economic Education and Entrepreneurship prepared the "2008-2015 Occupation Report for the Upper Peninsula", which identified future employment opportunities for our students.

One goal of the *Road Map* (see 2P2 and www.nmu.edu/roadmap2015) is to identify "…an academic curriculum that balances successful programs with new offerings at the undergraduate and graduate level to meet the needs of students, as well as improve career opportunities after graduation." All new academic initiatives are reviewed within this context. The guidelines for submitting new programs require departments to make comparisons to other programs. Employer surveys, alumni reports and interviews are often cited when departments explain the need for changes in their program. Both CUP and GPC examine courses at other universities to determine if the course or program is consistent with peer institutions. Proposals submitted in the fall are reviewed with sufficient time to be included in the bulletin for the next academic year. Course immediacy can be accomplished at the department level with specially designated courses that can be offered twice as experimental courses.

1P5 Determining the preparation required of students for the specific curricula, programs, courses, and learning

Specific preparation and course prerequisites begin at the discipline level with recommendations reviewed by the full department. Each of these requirements is then subject to the same review as described in 1P3. Both CUP and GPC review the requirements and prerequisites for consistency across the University and the impact on other departments, programs, and students. After approval, prerequisites are entered into the course scheduling database.

In 2005, precipitated by scheduling software parameters, NMU assessed the enforcement of prerequisites and found inconsistencies. In 2006, every department was required to review, validate, and update the status of all course prerequisites. As of 2007, a new automated course scheduling system ensures that students can enroll in a course only if they meet all the prerequisites governing that course. Students in most professionally accredited programs are under a two-tiered admission process, differentiated by a status code monitored by department/school staff member and the Registrar's Office. The registration system prevents students from proceeding in their coursework until they have undergone the second admission process, e.g., the Pre-Professional Skills Test (PPST) for Education. Reports are automatically generated from the student records to identify students nearing the next gateway, to notify faculty of newly admitted students, and to notify advisors of students who failed to pass the requirements. Incoming students with **Freshman Probation** or **College Transitions Program** status (see 1P8) can register for courses only after meeting with their advisor.

<div style="background:olive">**1P6 Communicating the required preparation and learning and development objectives for specific programs and courses; admissions, student support, and registration services aid in this process**</div>

The **Admissions Office** staff communicates expectations regarding student preparation to prospective students (and their influencers, such as parents or counselors) through several means:

- **Printed and/or online publications**, such as the Application for Admission, Bulletin, locations on the NMU Admissions website (http://webb.nmu.edu/Admissions/), and other brochures that reference University and program-specific admissions requirements. These include recommended high school course completion, academic cumulative grade point average, and standardized test measures (http://webb.nmu.edu/Bulletin/SiteSections/09-10/5/).
- **Oral presentations**, such as those given at high school and community college visits, or conversations at college fairs, also address the preparation issue, and may further extend to discussion of support programs for those who are at risk (in terms of preparation or deficits in one or more areas), as well as programs and scholarships for highly prepared students. These discussions emphasize the reasons for needing strong preparation – a greater chance of academic success.
- **Follow-up communications**, including e-mails, phone calls, letters and postcards.
- **Faculty meet** with prospective students and their parents during campus visits.

For students who enroll at NMU, expectations regarding learning objectives, college academic and social life, and academic honesty are addressed at Freshman Orientation, via publications and e-mail messages from student support offices, and by course instructors. Students in some disciplines, e.g., theatre and nursing, endorse a code of ethics. A Student Handbook (http://webb.nmu.edu/dso/) from the **Dean of Students Office** and an Acceptable Use Policy from Academic Computing Services describe student expectations.

It is the responsibility of academic departments to continue to provide information regarding degree requirements and expectations for their students and for departments to provide an academic advisor for each student. In addition, students who fall below a 2.0 GPA are placed on academic probation triggering additional review of student expectations using a signed academic probation agreement and monthly meetings with support staff / academic advisor. The Registrar's Office also answers programmatic and departmental questions regarding interpretations of university policy. Program audits are prepared by the Registrar's Office each semester, free of charge, for all students after they have earned 87 credits. The audit report is sent to the student and their advisor in an effort to clarify any misunderstandings in a timely manner. As of 2009, an automated audit system was implemented for 90% of the student population, allowing those students and their advisers to generate their own informal audits at any time. **Institutional Research** tracks internal preparatory statistics and monitors the Common Data Set statistics.

<div style="background:olive">**1P7 Helping students select programs of study that match their needs, interests, and abilities**</div>

NMU is committed to the academic and professional development of its students and states a Philosophy of Advising in its Advising Manual (http://webb.nmu.edu/ACAC/SiteSections/Advising/Advising.shtml). While a student's academic program is ultimately his/her responsibility, advising involves many segments of the University including administration, faculty, staff and student peers. All incoming students are matched with an advisor immediately so that we can evaluate their needs, interests and abilities.

Regularly admitted students with declared majors are assigned to advisors in the academic department of their choice. The student-faculty advisor relationship, in which the faculty advisor and the student work

together to select, plan and complete the student's academic and professional goals, is an important contributor to student success.

While a significant percentage of Northern students begin their four-year program with a declared major, roughly 25% are "undeclared." We help students learn about academic majors, identify and research possible careers, and select programs suitable to their interests via numerous programs that include assessment tools such as FOCUS career planning software, presentations and interviews; and job and career fairs and career counseling. Undeclared students are assigned advisors from the **Academic and Career Advisement Center** (ACAC). These students are encouraged to work closely with their advisors to build course schedules satisfying general graduation requirements while they explore new fields of interest.

Students may also opt into the **First Year Experience Program**, which bundles courses according to academic major or probationary status. If, for example, a student admitted with probationary status declares Nursing as his major, the advisor assigned to that student works carefully to determine how he might be successful in that major, given the difficulty of some of the coursework. That student might be directed to a First Year Experience block and/or he might be encouraged to take study skill and reading courses to help strengthen some of his academic weaknesses.

1P8 Dealing with underprepared students

NMU officially has both a university and community college function. The minimum University admission requirement is 2.25 GPA or higher in college preparatory subjects, and a minimum ACT composite score of 19 or a minimum combined SAT score of 900. Students who apply with credentials below these standards may be admitted into an institutional probation program: **Freshman Probation** or **College Transitions Program** (for non-baccalaureate students). The students admitted into these programs are considered "high risk". These students are monitored and advised, typically by trained staff in the Academic and Career Advisement Center or College Transition Program. In 2004, it became mandatory for all at risk students to be placed in designated sections of the First Year Experience Program. See 6P1 and 6P4 for detailed discussion on support systems.

During orientation, students take a Math placement test and an English placement self-assessment. Non-credit earning remedial courses in English and Mathematics, courses at the lower introductory level, and study skills courses are available and recommended when indicated. Prerequisites prevent students from enrolling in courses where they are unprepared or likely to perform poorly.

Figure 1.2 Undergraduate Class Sizes Fall 2008
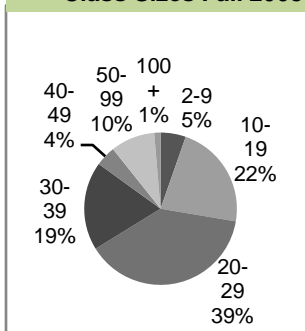
1P9 Detecting and addressing differences in students' learning styles

In Fall 2008, the average lecture class size was 29 students and, as shown in Figure 1.2, over 65% of classes have enrollments of 30 or less--numbers small enough to enable faculty to become familiar with individual students. The core First Year Experience course and an elective learning skills development course help students understand their learning styles. Faculty advisors may offer suggestions to students based upon perceived learning styles. The **Teaching and Learning Advisory Council** (TLAC) and **Academic Service Learning** (ASL) Advisory Board offer faculty seminars and workshops to increase awareness of different student learning styles and use of teaching methods beyond the lecture (See 1P11). There are many classroom settings—individual desks, long tables, tiered classrooms, in the round—which, subject to availability, faculty can request to suit different instructional styles. The Graduate Assistant Handbook section on teaching describes learning styles. The instructional technologist works with faculty, individually or in groups, about teaching strategies and course design for online and on-campus courses. 1P12 addresses online learning.

1P10 Addressing special needs of student subgroups (e.g. handicapped students, seniors, commuters)

Disability Services provides a statement informing students of available services that all faculty are required to include on their syllabi. After students provide documentation of their disability to Disability Services, staff members work with faculty to provide students with alternative text formats, quiet test locations, extended test-taking time, assistive technologies, parking and animal accommodation, and

note-taking services. There is an online Faculty Guide to Disability Services to help faculty understand their roles and obligations to students with documented disabilities. The office website (http://webb.nmu.edu/DisabilityServices/) describes the general working procedures for requesting, accessing, utilizing and providing ADA accommodations. In addition, a handbook can be downloaded or obtained from the Disability Services Office that provides an overview of the services that Northern provides for students with specific disabilities (learning, visual, hearing, mobility, psychological and health).

The **Dean of Students** website defines both non-traditional and commuter students (http://webb.nmu.edu/dso/SiteSections/CommuterAndNontraditionalStudents/Commuter.shtml). This website moderates online and physical bulletin boards for students to network. The *Campus Connection* newsletter is a monthly publication that addresses the questions commuter and non-traditional students have. NMU does not have a day-care service, but does compile a list of local childcare providers.

The **Academic and Career Advising Center** (ACAC) makes its services available to all students on walk-in, telephone, and virtual bases. By studying traffic patterns, the library and Help Desk hours maximize aid to both residential and commuter students. The library offers online chat research assistance. An interactive parking website directs commuter students to the nearest designated lot for selected buildings, and for online vehicle registration. All accounting and recordkeeping services are available online through the internal Banner network. See 1P15 for more details on student services.

Senior citizens are primarily non-degree students. Northern Center for Lifelong Learning, an Exploritas affiliate for people aged 60 and over, tracks workshop attendance (1,578 registrations at 68 offerings in 2008). The **Health Physical Education and Recreation Department** offers courses to senior citizens in Marquette County designed to meet their needs; Senior Citizen Swim, Senior Citizen Exercise, and Senior Citizen Tai Chi (conducted in senior or assisted living centers) are offered free of charge.

1P11 Defining, documenting, and communicating expectations for effective teaching and learning

The mission of the **Teaching and Learning Advisory Council** (TLAC), a standing committee of the Academic Senate consisting of nine faculty members, an instructional technologist, and a representative of Student Support Services, is to develop a campus culture that values, promotes, recognizes, and rewards excellence in teaching and learning. This involves:

1. Encouraging the university community to consider issues such as "What constitutes excellence in teaching and learning, and how do we know?" "How do we best work toward excellence in teaching and learning?" "How, if at all, can technology relate to excellence in teaching and learning?"
2. Serving as a resource to the University concerning teaching and learning information, including philosophy, methodology, technology, and the science of learning information.
3. Determining the needs of faculty members in their quest to achieve teaching and learning outcomes and assisting them to define those outcomes.
4. Recommending policies for promoting and improving the impetus for teaching and learning excellence
5. Networking with other committees (where appropriate) to meet shared goals.
6. Recognizing teaching and learning excellence on campus.
7. Providing faculty with opportunities to encounter varied teaching and learning.

TLAC schedules events for active and collaborative learning and technology and group examinations, and offers mini-grants towards attendance at teaching and learning conferences, and advances "best practices" for all teachers on campus. A website provides links to resources (www.nmu.edu/tlac).

Language in the Master Agreements, the collective bargaining contracts between the University and its faculty, document instructional responsibilities as follows:

- Instructional objectives, course requirements, and the testing methods and criteria to be used in grading shall be communicated to students by means of a syllabus at the beginning of each semester (or session). Copies of syllabi shall be on file in the department office. (AAUP 6.2 and NMUFA 12.2)
- Students shall be provided timely appraisal of the students' progress in each course and shall be provided an opportunity to review all written work on which they have received grades (including final exams which shall be retained by the instructor for one [1] year). (AAUP 6.2 and NMUFA 12.2)

- Anonymous student evaluations for each credit-bearing course (AAUP 5.4.1.2.1; NMUFA 12.7) Those evaluations either are conducted online or are paper surveys collected by students and submitted to academic departmental secretaries. Evaluations are returned to the faculty member after courses are graded. Faculty are to include these results in their annual faculty evaluation report (every 3 years for full professors). This information is reviewed by the department chair, departmental peer evaluation committee, college dean, and, in cases of promotion and tenure, by a university-wide Faculty Review Committee. Specifications for faculty evaluations and peer review are outlined broadly in the contracts and more specifically in individual departmental bylaws.

Our expectations for effective teaching and learning are embodied in the criteria for the annual **Excellence in Teaching Awards**:
- positive peer observation;
- high student qualitative and quantitative evaluations;
- thorough knowledge of subject matter taught;
- clarity, organization, and consistency in subject presentation and assessment;
- enthusiasm for teaching and learning; and
- creation of a safe and open learning environment.

The **Center for Instructional Technology** (CITE) offers faculty workshops throughout the academic year and during the summer, and staffs a walk-in center for faculty. Workshops cover use of course content management software (WebCT), support software, and faculty showcases of best practices (http://idtm.nmu.edu/). Teaching, Learning, Communications Awards recognize exemplary faculty use of laptops in one of three categories (teaching, research, or community service). The teaching category is for demonstrating the application of educational technology towards improving teaching effectiveness.

NMU is a member of Michigan Campus Compact and has an **Academic Service Learning Advisory Board**. The ASL website (http://webb.nmu.edu/ASL/) contains a faculty manual for academic service learning, the procedure for applying for ASL course designation (noted on transcript and in schedule book), forms for mini-grant proposals, links to ASL resources and grants and faculty spotlights. Professional development events are held to encourage effective use of service learning. Dr. Ed Zlotkowski, a noted ASL scholar, gave two workshops in 2009.

New faculty must attend new faculty orientation, are assigned a faculty mentor, have access to an online resource manual, and in some cases, a college faculty manual. College and departmental meetings, and email announcements sent to all faculty communicate expectations. Faculty must hold classes during the semester or file an absence request form, and all classes must be held during final exam week. Tenure and promotion are processes that measure effective teaching. The documentation of effective teaching occurs through the formalized faculty evaluation process (see 4P11) across all disciplines.

1P12 Building a course delivery system that meets both students' needs and organizational requirements

Courses are delivered to resident and non-resident students through face-to-face delivery, traditional continuing education formats (off-site and ITV), a hybrid system (traditional delivery with web components), and fully online. Classes are offered during days, evenings, and on weekends. Courses may be offered on varied schedules (eight-week, four-week, immersion) that differ from the traditional 15-week schedule. Our course delivery system is based on the needs of specific populations of students.

Course scheduling begins at the academic department level. Department heads work with faculty to create schedules for fall and winter (15-weeks) and spring and summer (6 weeks) sessions. Department heads strive for an array of courses to permit students to graduate in four years. The institution places enrollment minimums and maximums on courses to ensure best use of resources and quality interaction of students and faculty. When enrollment exceeds available sections, departments approach deans to discuss additional sections staffed by overloads or adjunct faculty. Low enrollment courses are canceled on a case-by-case basis after discussion with the dean and faculty; courses that are required for graduation carry a higher weight than electives. The **Registrar's Office** uses *CollegeNet R25* software, interfaced with Banner, for scheduling 65 general use classrooms and labs; the rest are scheduled by departments and entered into R25. Several rounds of schedules are drafted, and X25, an add-on module,

is used to analyze how we utilize university space. A Space Utilization Committee was established in 2008, to ensure that campus space is used effectively.

Since web-based and blended courses are growing in popularity, our Instructional Design and Technology staff, in collaboration with the **Academic Information Services** division, help faculty create courses using the course management system (WebCT) and other software acquired to enhance class delivery. WebCT training for faculty occurs throughout the year, with intensive training in August. Students enrolled in online courses get support from the Help Desk, their instructor, or the Online Learning website (www.nmu.edu/OnlineLearning) which includes streaming media orientation, technical, and access information. A 2007-08 Action Project on online education investigated preparedness, delivery and quality control of online instruction. A year-long program called the Course Technology Innovation Program (CTIP) began in 2009 with a 14-member faculty cohort. Collaborating with our design team, CTIP members create technology plans for courses, explore and adopt new teaching strategies, and participate in webinars, conferences, and discussions.

NMU has three programs in which over 50% of the instruction is delivered off campus: an MA in Educational Leadership and Administration (offered in the cities of Hancock, Escanaba and Iron Mountain), and two extended Associate Degree programs (Respiratory Therapy and Radiography), both offered with Marquette General Health System. These programs are described in 3P5 and 9P2.

1P13 Ensuring programs and courses are up-to-date and effective

Course currency and effectiveness are monitored at the departmental level with specific program objectives. Departments use a variety of methods for determining effectiveness including enrollments, external exams, alumni surveys, and faculty research. **Career Services** employs a detailed process to ensure that new graduates complete a survey after 6 months to determine student employability. Departments receive and review retention and graduation rates from **Institutional Research** (IR). Spawned from the Outcomes Assessment Committee recommendations, more in-depth alumni surveys are coordinated by IR. The process uses specified time cycles as determined by the department, e.g., the College of Business uses a five- and a ten-year out cohort. In a uniform four-page survey, there is a cover page, two pages of common questions, and one page of department-supplied questions. Questions in the common section include reasons for attending NMU, employment, and satisfaction with curriculum and instruction. IR staff members conduct these surveys, summarize the quantitative and qualitative results in an executive summary, and return results to the departments. IR has six to seven ongoing surveys in any given year. IR also conducts a survey given to parents whose child does not return to NMU. Results indicating program shortcomings or lack of teaching effectiveness are given to the respective departments, and to the President and Board of Trustees (see 3R1). All curriculum changes must go through the Senate committees as described in 1P3.

Employer feedback is collected from advisory boards and surveys. Programs with external programmatic accreditation perform extensive self-studies every 5-8 years. Accreditation review teams typically perform site visits, submit recommendations and decide whether to grant special status. Non-accredited programs may apply for accreditation; for example, in 2009 the Engineering Technology Program worked with the Accreditation Board for Engineering and Technology (ABET) to evaluate their accreditation potential.

1P14 Changing or discontinuing programs and courses

The procedure for program review and modification procedures was revised in March 2007 by the **Educational Policy Committee** (EPC), as shown in Table 1.2. Ongoing procedures for program review are based on several factors, including data on major enrollments, course enrollments, student performance, accreditation standards, and other related information. The data sets are updated regularly, shared with all academic departments and are accessible on the University website (http://www.nmu.edu/ir/ and http://www.nmu.edu/ir/BPweb/Menubp.htm).

The course or program discontinuation process, shown in Table 1.2, can be initiated by faculty or the administration. However, all students in a terminating program can graduate in that program.

Table 1.2 Course or Program Discontinuation Processes	
Faculty-initiated	**Administration-initiated**
Department faculty	In September, academic deans submit to the Provost their staffing recommendations and recommendations for program suspensions. These are reviewed by Educational Policy Committee (EPC) along with enrollment data for majors and courses. Such programmatic recommendations take into account, but are not limited to, warning signs such as:
In their review of programs and courses, departmental faculty can recommend the elimination of a course or program through the normal review channels. They can also recommend suspending enrollment in a program. An enrollment suspension has the advantage of putting a major on hold and not terminating the program while a department reviews the program.	• differentiation from another major by only one or two courses; • a declining trend in the enrollment of majors over successive years; • enrollment in required or elective courses falling below the minimum course requirements (20 for lower division, 10 for upper division); • repeated use of directed studies/course substitutions when enrollment is too low to support required courses that students need to graduate; • very few or no graduates in a given program;
Senate committee	• inability to meet the standards or course rotations necessary to maintain quality or meet the requirements for program accreditation.
When undergraduate courses are not offered for two years, or graduate courses for three years, departments are contacted by CUP/GPC to determine if those courses should remain in the bulletin. GPC can also recommend suspension of programs and elimination of graduate credit for some courses.	Departments are notified of potential program suspension by September 30 and department faculty submit a response to EPC by January 15 to accept the suspension, indicate the need to study the program more carefully before terminating the program, or provide data and narrative to defend the program's continuation. EPC reviews recommendations from the deans and the responses from departments and makes a recommendation to the Provost by the end of February. A department can request reinstatement of a suspended program.

1P15 Determining and addressing learning support needs of students and faculty in student learning, development, and assessment processes

During orientation, students take a Math placement test and an English placement self-assessment. All incoming students are surveyed to collect demographic information, such as why they came to NMU, their civic engagement experience and first-generation student status. This information is used by orientation staff, Admissions, Institutional Research, and Student Support Services for retention purposes. Because it is important that all students are supported and mentored by a member of the faculty and/or staff, each student is assigned an academic advisor. See 1P7 and 3P2 for related information.

For students, there are multiple tutoring or support programs to meet general, program-specific, and student-specific needs. These free-of-charge programs are described in Table 1.3.

Table 1.3 Program Aids for Student Learning	
All-Campus Tutoring (ACT) Program	Focuses on commonly needed topics; accommodates any subject or course upon request. While the ACT offers individualized tutoring on a walk-in or appointment basis, because research shows group tutoring is more effective than one-on-one, group tutoring is also available. Schedules, locations, and resources are located on its website (http://webb.nmu.edu/ACAC/Tutoring/)
Peer Assisted Learning System (PALS)	Offers supplemental instruction for more difficult, large lecture classes. Paid student tutors attend 2-4 hours of lecture in their assigned course per week, attend periodic meetings with professors, and facilitate 2 study group sessions per week. (http://webb.nmu.edu/ACAC/Tutoring/)
Specialty tutoring labs	Separate facilities exist for computer science, math, and language tutoring. Services are free, and additional paid tutoring can be arranged. (http://webb.nmu.edu/ACAC/Tutoring/)
Writing Center	This drop-in service is structured to give students one-on-one assistance with editing and provides an objective opinion about the student's written products. The Center also offers tutorials and online resources on their website (http://webb.nmu.edu/Centers/WritingCenter/)
Student Support Services	Comprehensive support program that assists first-generation, low-income students and students with disabilities (http://webb.nmu.edu/StudentSupport/)
Online learning	This program offers a test to determine if students have a learning style suitable for online learning before they enroll in an online course. (http://webb.nmu.edu/Programs/OnlineLearning/)

As a laptop institution, we temporarily issue laptops to prospective students during Freshman Orientation so they can use the laptop and systems while here. **Academic Information Services** (AIS) staff members meet with prospective students and parents during orientation to review the TLC program and answer questions. AIS staff meet with specific student groups, e.g., nursing and graduate students, to discuss laptop and other equipment use as well as services and resources available. When new laptops

are distributed the week before classes begin in the fall semester, students are provided with a printed instructional pamphlet including URLs and computer maintenance tips, information about taking online tests, and information about copyright. In addition to personal assistance, a how-to video that instructs students in configuring their laptop and connecting to the campus network is broadcast in the distribution area, and played in the residence hall TV networks or through online streaming media.

Help Desk staff are available to assist with technology issues for both students and faculty. Online help is available to all members of the campus community through the Academic Computing Services website (www.acs.nmu.edu). This help is in the form of animated tutorials, a step-by-step help manual, email, phone, and walk-in service. Each August, when hardware and software upgrades occur, short seminars on new software are offered to faculty and staff. Students may enroll in computer literacy or information services courses. Students in the FYE program receive an introduction to NMU technology. Students, faculty and staff also may bring problematic laptops to the **MicroRepair Facility**, which guarantees to either repair the laptop or to provide a loaner with two hours of receipt of the broken machine.

The **Academic Career and Advising Center** provides advising training for new faculty and publishes *Advisor Notes*, an online faculty newsletter, each semester. Online Faculty Advising Resources include math placement results, informal audit forms, academic probation advising, advisor notes, the NMU advisor manual, and incomplete grade policy. Librarians work directly with faculty to develop assignments that meet both curricular and individual faculty member's objectives. Librarians instruct/demonstrate to students resources and methods that facilitate success in accomplishing the assignment(s). Librarians also monitor curriculum changes and explore what faculty are teaching and expecting of students. Each academic department has a library faculty liaison. After the introduction of the laptop initiative, the **Library** began the "Ask the Librarian program," an online chat service for research/reference assistance. The Library monitors service use (reference desk, interlibrary loan, database and book/journal use, and facility use). Library staff members provide distance education services, facilitate staff development, and maintain connections with other service units such as Instructional Technology, Academic Computing, Instructional Media Services, and Audio-Visual services. This long-term and broad-based support is available at a campus technology alliance website (http://webb.nmu.edu/CourseTechAlliance/).

The **Academic Information Services Advisory Committee (AISAC)**, a Senate subcommittee, makes recommendations regarding collections, policies and services of AIS and supports and fosters faculty and student research. Each spring, students can showcase their scholarly endeavors at the Celebration of Student Research, Creative Works and Academic Service Learning. A 2007-08 AQIP Action Project focused on scholarship. The **Faculty Grants Committee (FGC)**, a Senate subcommittee evaluates and recommends funding for internal grant proposals. Internal funding opportunities are shown in Table 1.4. Each year faculty and staff are recognized for their scholarly efforts (see 4P11). The procedures for writing and submitting a grant application are described

Table 1.4 2009 NMU Supported Grants /Scholarships	
Faculty Recipients	**Awards**
Faculty Research Grant (10-12 per year)	$7,000
Faculty Reassigned Time Awards (10-14 per year)	1-4 credits
Peter White Scholar (1)	17,500
Instructional Improvement (1-3)	$3,000
Curriculum Development (1-3)	$3,000
Student Recipients	**Awards**
Charles C. Spooner Student Research (12)	$500
Presidential/Harden Student Scholarship (4)	Full ride
Waldo Student Scholarship (11)	$2,000
Kay Student Scholarship (13)	$1,000
Munson Student Scholarship (13)	$500
Leadership Student Scholarship (10)	$2,000
Freshmen Fellow Scholarships (25-35)	$1,000
Excellence in Ed (graduate students) (30-40)	$1,500

at the Grants and Research website (http://webb.nmu.edu/GrantsAndResearch/). In 2009, a Grant Financial Management Workshop was conducted for those who were new to managing grants at NMU.

1P16 Aligning co-curricular development goals with curricular learning objectives

The **Admissions** and **Communications and Marketing** departments request ad hoc surveys or focus groups to address topic-specific issues or collect data on proposed campus initiatives, such as the extent of student experience with civic engagement prior to NMU. The *Road Map to 2015* includes Meaningful Lives and Community Engagement components. A variety of co-curricular opportunities are shown in Table 1.5. Many students enroll in the "Superior Edge", a comprehensive civic engagement program with

four components (leadership, real world, citizenship, and diversity) that is open to all students. Each Edge has specific learning objectives; completing an edge earns a certificate attached to the official student transcript. Obtaining all edges results in the "Superior Edge" designation on the student transcript.

Table 1.5 Co-curricular Programs		
Program	**Oversight office**	**Process for alignment to mission and learning objective(s)**
Superior Edge	Center for Student Enrichment	Superior Edge Advisory Committee consists of faculty, staff, and students to review and recommend types of experiences allowed under each of the four Edges, and to assess program quality, student experiences and reflections. A director validates individual student plans using the Advisory Committee rubric. Students are tracked throughout their participation via an e-portfolio and a report generator system.
Student Leader Fellowship	Center for Student Enrichment	The two-year commitment program, led by full- and part-time directors, has components in leadership theory and practice, a community mentor, a one year community service internship, skill builder workshops, and special events. A process exists for student admission, tracking, and one-, three-, and five-year follow-up surveys.
Study Abroad	Office of International Programs Committee on Internation-alization	International opportunities are one of the *Road Map to 2015* themes. The procedure manual "Faculty Led Study Abroad" requires a review of curricular and co-curricular objectives and activities. Grant-funded partnerships and bi-lateral agreements ensure that co-curricular activities are appropriate and enriching. Students participating in study abroad undergo mandatory pre-departure and re-entry orientations. These programs can feed into the Superior Edge. The Committee on Internationalization advises the Senate and supports faculty efforts to internationalize the curriculum.
Internships	Academic department	Each department or college sets criteria and procedures for internships. The College of Business has an intern coordinator and a formal procedure to track internship progress. Social work and health-related fields have required internships through formal partnerships.
First Year Experience	First Year Programs Office	Directed by trained student support staff, faculty, marketing and admissions staff, the program has established goals and is standardized across all sections. Undergraduate upper division students are trained teaching assistants. Goals are to help students develop strategies and attitudes to maximize academic success, familiarize students with campus resources, and assist students in developing positive relationships with faculty, staff, student leaders and peers.
Freshmen Fellows	Dean of Research Office	Up to 40 incoming freshmen are selected during a competitive process to receive $1000 research scholarships to work with a faculty member during their freshman year.
Academic Service-Learning	Center for Student Enrichment	An ASL Advisory Board has defined ASL courses and created an ASL courses designation process requiring a clear connection between course objectives and service activities. The service activities must enhance both personal values and civic responsibility, and there must be a curricular reflection component. The program can feed into the Superior Edge.
Volunteer Center	Center for Student Enrichment	A process exists to receive and validate community service requests and recruit both individual student and student organization volunteers. An annual schedule includes 19 regular events. Logs are kept enabling patterns of requests, agency involvement, and volunteer hours. The Volunteer Center feeds into the Superior Edge.
Health Promotions	Center for Student Enrichment	Full time specialist directs awareness events, alcohol-free activities, and presentations consistent with developing decision-making and evaluation skills. A peer outreach program recruits and trains students who use their peer educators skills, interests and experiences.
Student organiza-tions	Center for Student Enrichment	300 student organizations in 11 categories, ranging from academics to sports, undergo a thorough registration process and a streamlined annual review process. Each organization has a faculty advisor, constitution, bylaws, and budget. While the purpose varies, the fundamental learning objectives of organization, communication, evaluation, reasoning, and analysis are held in common.
Recreation	Recreational Sports	Intramural sports have a registration process, handbook, and regulations. Individual activities are supplemented by informal activities and wellness programs. The National Intramural-Recreational Sports Association (NIRSA) recreation benchmarking study, which occurred in winter 2009, assessed the impact of recreation services on students and examined the usage of and satisfaction with programs and facilities. The emphasis is on academic, social, emotional and health-related outcomes of Recreation programs. Annual satisfaction surveys and focus groups are used to assess and plan programs.
Varsity athletics	Athletics Office	Complies with NCAA, GLIAC, and CCHA regulations, sets outcomes for community service/engagement for athletes and coaches, and has a process to monitor academic performance that includes faculty feedback reports.

1P17 Determining students have met learning and development expectations

Programs with associated board or licensure exams use them to verify that learning meets expectations. In addition to the in-depth Alumni Survey (see 1P13 and 3R1), Career Services has a common online survey for all programs that is distributed six months after graduation via the Career Service website (http://webb.nmu.edu/CareerServices/); questions deal with current employment; continuing education, the Superior Edge Program and international study. Two important measures are job placement rates and continuing education. Specific program learning assessment is discussed in 1P18.

An assessment procedure for liberal studies courses was adopted and began in 2006 (see 1P18). NSSE data was used to assess the program itself, but not to assess student learning within the program, since these data do not address specific intellectual skills related to the goals of the program.

1P18 Designing processes for assessing student learning

Liberal Studies. With the adoption of the six core abilities for the Liberal Studies Program (LSP), the Liberal Studies Committee (LSC) adopted a rotational method to assess outcomes to determine if learning objectives were met (Table 1.6). The LSC compiled the results into a summary report, and prepared specific recommendations for modifications, as seen in Table 1.6. The first rotational cycle of the LSP, completed in 2009, resulted in specific changes in the way the program parts will be assessed.

Table 1.6 Liberal Studies Outcomes Assessment Design		
Division	**Schedule**	**Process**
Communication	Summer 2005	Rubric used by hired evaluators on 14% of the randomly selected courses sections. Records were obtained from the course instructors for the pool.
Humanities	Summer 2008	Course syllabi and rubric used by hired evaluators on 10% randomly selected course sections. Records were obtained from the course instructors for the pool.
Math	Fall 2006	Computer graded problem-based test in 8 sections of Math courses
Social Science	Summer 2008	Course syllabi and rubric used by hired evaluators on 10% of randomly selected course sections. Records were obtained from the course instructors for the pool.
Formal Communications	Summer 2009	Rubric was developed by the LSC and used by hired evaluators on 15% of randomly selected course sections. Artifacts were collected from the course instructors and assessed by evaluators.
Fine and Performing Arts	Summer 2006	Rubric used during observation of students from three selected courses who were asked to respond to course pertinent samples.

Specific Programs. One of our first Action Projects concerned Outcomes Assessment. Completed in 2007, it created a university-wide assessment process. Departments are responsible for developing and evaluating student outcomes for their programs. In 2009, over 95% of the academic and service departments submitted an Outcomes Assessment Report. The reports identify goals and outcomes. Academic departments use various methods to assess student learning including capstone courses, portfolios, major field exams and theses, and surveys. Service departments

Table 1.7 Assessment Rubric Components for Academic Programs
1. Congruence between University College and Department Missions
2. Measurable Educational Outcomes
3. Criteria for Success
4. Summary of Data Collected
5. Use of Results

have a June deadline, while academic departments have an October deadline. Two separate standing committees evaluate service and academic department Reports and Plans. Each department's Outcomes Assessment report is measured against a five-point rubric (see Table 1.7) using the scale adopted from AQIP (SS, S, O, OO). Feedback comments, per academic program and service department, include a brief analysis of each strength and opportunity. The feedback on each of these sections specifically identifies strengths and opportunities for improvement. Departments with excessive O and OO evaluations are asked to re-submit their outcomes assessment reports describing how they will address those opportunities for improvement. Student learning assessment within each course is the assigned responsibility of the instructor, but the department and/or discipline curriculum committees provide oversight at the department level. In January 2009, a nationally-known student learning outcomes assessment expert visited NMU and conducted seminars with more than 80 faculty to help them improve their departmentally-specific assessment of student learning. A 2008-09 Action Project helped refine the NMU Outcomes Assessment Process. Five specific recommendations from that Action Project committee

were implemented across campus in 2009-10. A section of the NMU AQIP website reviews Outcomes Assessments: (http://webb.nmu.edu/aqip/SiteSections/AboutAQIP/AQIP_PlansReports.shtml).

1R1. Regularly collected and analyzed measures of students' learning and development

Northern has long been a "right to try" institution that invests in student learning. Retention measures, by cohort, are watched closely to evaluate those investments. In the fall, new undergraduate students are segmented into study populations (e.g., students in the First Year Experience Program, the College Transition Program, and the Freshman Probation program). For each cohort, measures of academic credentials are obtained and subsequent academic progress and retention are monitored each year until graduation, when graduation rates are computed. All of these cohort performance measures are reviewed within a multi-year context with both the program directors and the University's academic leadership. Full tracking of data are posted, by semester, on the Institutional Research website (http://www.nmu.edu/ir/).

As noted in 1P18, specific program assessment is determined at the departmental level. The following list of assessment criteria represents assessment tools and methods as reported in the 2009 specific program outcome assessment reports.

- Internship/field experience surveys (employer and student)
- Standardized knowledge/skill exams
- Job placement rates
- Capstone courses
- Senior survey
- Pre- and Post-instruments
- Licensure exams
- Portfolios
- Internal exam/skills test
- Exit interviews

1R2 Performance results of common student learning and development objectives

Each co-curricular program listed in 1P16 maintains counts of students serviced, evaluation survey results, and measures of assessment as identified in their annual Outcomes Assessment Reports. These reports are on file in **Academic Affairs**, while internships are evaluated in academic departments.

As described in 1P18, the Liberal Studies Committee (LSC) has completed its first rotation cycle of assessing the liberal studies program. The results as of 2009 are shown in Table 1.8. The LSC has taken actions based on the assessment results—the current mission and goals statement were derived from the process, as well as an overall effort to reform the program. Assessment results were moved to the appropriate departments for deliberation and further improvement.

Table 1.8 Liberal Studies Outcomes Assessment Results	
Division	**Results**
Foundations of Communication	Evidence indicates students' papers went through a revision process and improved from EN111 to EN 211. Students' papers reflected difficulties with finding appropriate sources and correctly citing them; several contained plagiarism; papers reflected difficulties with writing for a general audience; significant structural and grammatical problems persisted despite revisions. As a result, the English Department restructured the freshman composition instructional procedures.
Humanities and Social Science	The data show 51% of artifacts assessed met, and 24% exceeded, expectations in abilities to write and communicate effectively, and in the ability to evaluate various forms of evidence and knowledge. The data show 25% of artifacts assessed did not meet these standards
Math	The data indicate that NMU students overall do not attain the goals of the mathematics portion of Division III at an acceptable rate. The Mathematics and Computer Science Department is re-examining its curriculum to remedy this deficit.
Formal Communications	The data show that 56% of the students met, and 27% exceeded expectations in their ability for expression using a communication system other than English. Similarly, 56% of NMU students met and 27% exceeded in their ability to communicate in an orderly, rational manner. Seventeen (17) percent of the student samples evaluated did not meet the standard for either outcome.
Fine and Performing Arts	One assessor found shortcomings in protocol that could limit its utility in meeting accreditation requirements. Of the three courses assessed, two were found to be mostly adequate in meeting learning objectives, and a third met some goals, but not others.

The long-term tracking results of freshmen cohorts are shown in Table 1.9. The data are regularly analyzed by Academic Affairs, the First Year Experience Advisory Board, faculty involved with the program, and the Board of Trustees. The multi-year results are used to determine where to best expend resources to enhance student learning. Data from 2009, for example, indicate that increased resources should be directed at these "at-risk" students to help them succeed.

Table 1.9 Performance Results by Cohort (1998-2009)										
First-time, Full-time New Freshmen Cohorts Fall 2000 through Fall 2009										

							Trial Program		Program in place	

% First Semester Clear Academic Standing by Freshman Entry Status

Entry Status	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
College Transitions Program	57.0%	71.0%	65.2%	72.6%	81.5%	61.2%	51.3%	76.9%	70.8%	56.4%
Freshman Probation	58.6%	68.6%	67.2%	69.1%	84.4%	68.5%	77.9%	69.0%	58.9%	57.7%
Regular Admit - Non-FYE	78.3%	79.4%	76.4%	79.9%	77.9%	75.2%	73.5%	73.2%	74.0%	72.8%
Regular Admit - FYE	74.1%	85.3%	87.7%	83.4%	84.7%	84.1%	82.5%	86.9%	86.9%	80.7%

% Third Semester Retention by Freshman Entry Status

Entry Status	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
College Transitions Program	42.1%	53.0%	55.7%		81.5%	52.7%	48.7%	62.5%	58.3%	
Freshman Probation	50.9%	58.7%	56.5%		84.4%	63.8%	59.7%	75.3%	53.9%	
Regular Admit - Non-FYE	71.1%	73.0%	73.4%		77.9%	68.5%	63.7%	65.9%	66.8%	
Regular Admit - FYE	75.9%	77.9%	76.5%		84.7%	79.4%	72.8%	75.2%	76.1%	

% Fifth Semester Retention by Freshman Entry Status

Entry Status	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
College Transitions Program	37.7%	44.0%	Computer system change; detailed cohort data not available		43.7%	38.0%	33.0%	44.2%		
Freshman Probation	38.3%	49.1%			53.3%	51.7%	45.0%	46.1%		
Regular Admit - Non-FYE	58.7%	60.5%			52.6%	54.6%	54.2%	55.8%		
Regular Admit - FYE	65.5%	64.8%			63.5%	70.0%	62.5%	66.5%		

% Seventh Semester Retention by Freshman Entry Status

Entry Status	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
College Transitions Program	Computer system change; detailed cohort data not available				34.1%	38.0%	33.0%			
Freshman Probation					46.1%	51.7%	45.0%			
Regular Admit - Non-FYE					48.1%	54.6%	54.2%			
Regular Admit - FYE					59.6%	70.0%	62.5%			

% Ninth Semester Retention by Freshman Entry Status

Entry Status	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
College Transitions Program	Computer system change; detailed cohort data not available				26.7%	38.0%	33.0%			
Freshman Probation					32.8%	51.7%	45.0%			
Regular Admit - Non-FYE					31.8%	54.6%	54.2%			
Regular Admit - FYE					38.0%	70.0%	62.5%			

More recent FYE data are shown in Table 1.10, confirming that the FYE Program improves student success.

Table 1.10 Graduated/Currently Enrolled by FYE Status			
Entry Status	2004	2005	2006
Regular Admit - Non-FYE	51.0%	53.0%	47.6%
Regular Admit - FYE	56.8%	66.0%	58.4%

Figure 1.3 shows the change in the offerings and interest for short-term, faculty-led study abroad (FLSA) courses. At NMU, a FLSA is "a faculty-led, credit-bearing NMU course, taught overseas, which provides opportunities not regularly offered as part of the curriculum. Short-term FLSAs are intense – usually 2 to 6 weeks in length – and they are experience-rich, and academically focused." The **Committee on Internationalization (COI),** a Senate subcommittee, established in 2007 is advisory to the **International Programs Office**. The FLSA courses evolved to increase global awareness within our student body. In 2007, An Executive Director of International Programs was hired and a policies and

Figure 1.3 Change in Faculty-Led Study Abroad
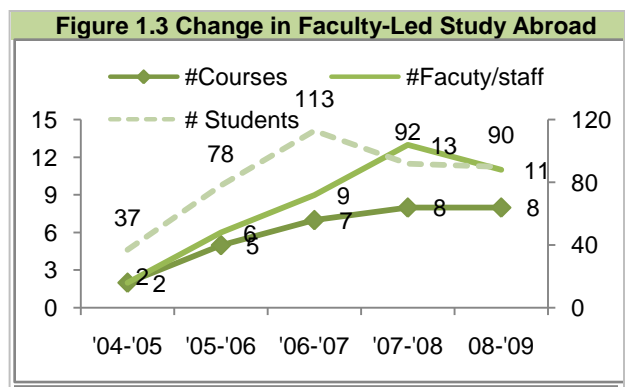
procedures manual was developed to help ensure consistent quality, regardless of course or country. FLSA are part of a strategic plan (see Category 8) to increase the global awareness of our students. We attribute the lack of increase in FLSA participation in 2008-09 to the downturn in the national economy.

1R3 Performance results for specific program learning objectives

The College of Business has used an EBI survey since 1997. Table 1.11 gives the results for questions relating to student perception of learning outcomes. These indirect measures suggest that NMU Business students have similar or slightly higher Learning Outcomes scores compared to our peers.

Table 1.11 Educational Benchmarking Ratings for College of Business Learning Outcomes						
EBI factor	**2009**		**2008**		**2007**	
	NMU	**Peers**	**NMU**	**Peers**	**NMU**	**Peers**
Critical Thinking	5.85	5.64	5.34	5.12	5.64	5.64
Tech use	5.49	5.11	5.48	5.34	5.69	5.28
Mgmt/Leadership	5.71	5.46	5.65	5.51	5.58	5.46
Comm. and Teamwork	5.62	5.32	5.48	5.41	5.53	5.35

The annual Outcomes Assessment reporting process, described in 1P18, yielded the results summarized in Table 1.12 for academic and service departments. One hundred percent of departments have an assessment plan on file; 87% and 98% of departments submitted annual reports in 2007 and 2008, respectively. Data from 2009 are currently under analysis. Individual program feedback was returned to departments. Reports are maintained in the Academic Affairs Office. We are currently completing the third full assessment cycle under a process established by an Action Project retired in 2007.

Table 1.12 Outcomes Assessment Summary		Percent Academic Departments Meeting Assessment Criteria
2008-09 Academic Department Outcomes Assessment Summary		
Rubric Component	**Result**	
Mission Congruence	**Compared to data from 2007, when only 27% of departments addressed congruency with the university/college mission statements, 59% of academic units addressed mission statement congruency in 2008.**	
Measurable Educational Outcomes	**In 2008, 85% of departments had clearly identified outcomes, compared with data from 2007 showing that only 69% of departments satisfied this objective.**	
Criteria for Success	**In 2008, 62% of departments detailed their criteria for success, compared with data from 2007 in which only 54% of departments satisfied this objective.**	
Summary of Data Collected	**Data collection in 2008 and 2007, respectively, indicated that 59% and 50% of departments presented data. This continues to be a recognized weakness that, following our continuing educational opportunities in 2009, should result in improvements in the 2009-10 reports.**	
Use of Results	**While 47% of departments reported using data to drive curricular improvements in 2008 compared to 38% of departments reporting using data in 2007, this increase in use of data remains an opportunity for improvement in outcomes assessment at NMU.**	

2008-09 Service Department Outcomes Assessment Summary	
Rubric Component	**Result**
Mission congruence	**The majority of departments (88%) clearly demonstrated congruence between the University's mission statement and the mission statement of the unit or department.**
Objectives	**In 2008-09, 90% of departments had clearly identified outcomes, compared to 53% of departments in 2007-08. This improvement most likely is related to a concerted effort by the Service Dept Outcomes Assessment committee to work with individual service departments, to help them understand how to create clear outcomes.**
Means of Assessment	**Data from 2008-09 and 2007-08 showed that 61% and 48%, respectively, of departments indicated how their data would be assessed.**
Summary of Data Collected	**In 2008-09, 62% of service departments collected pertinent data, compared to 54% of departments that collected data in 2007-08.**
Use of Results	**In 2007-08 and 2008-09, 29% and 50% of departments used data to improve their services, respectively. It is expected that our extensive in-house workshops with service departments will yield further enhancements in 2009-10 reports.**

1R4 Evidence that students completing programs have acquired the knowledge/skills required by stakeholders

Historical results from the Career Services 6 month post graduation survey are shown in Table 1.13. These data suggest that approximately 90% of respondents across Colleges were either employed or continuing their education 6 months post-graduation; these data revealed higher unemployment levels in 2009 compared to previous years, most likely reflecting the national economic downturn.   More detailed results are available from the Career Services website (http://webb.nmu.edu/CareerServices/).

College	# Graduates	% Responding	% Employed	% Cont Ed	% Unemployed
**Table 1.13 Graduate Placement 6 months Status Summary (**1998 – 2009)					
A and S	5.030	24.9%	70.6%	30.2%	12.6%
Business	1,632	26.7%	86.2%	7.3%	11.2%
Prof. Studies	4,643	35.3%	81.2%	19.0%	8.9%
Overall	11,305	29.4%	77.8%	21.6%	10.6%

Certain programs culminate in external or licensure exams; data from some of these programs are shown in Table 1.14. These data show that NMU students across disciplines pass external exams at high rates.

Program	2009	2008	2007	2006
**Table 1.14 External Examination / Licensure Results**				
Nursing (NCLEX-RN)	92%	91%	87%	
Nursing (NCLEX-PN)	93%	96.7%	90.6%	88%
Education (MTTC subject area)	85%	87.17%	85.5%	89.8%
Education (MTTC Basic skills)	98%	99.1%	98%	98%
Social Work	66th percentile	69th percentile	66th percentile	81st percentile
Business (ETS)	155/200	142/200	156/200	n/a
Modern Languages (American Council on the Teaching of Foreign Languages exam)	100% passed (Spanish)	n/a	100% passed (French); 67-89% passed (Spanish)	100% passed in both French and Spanish
NMU Regional Police Academy	100%	87%	100%	100%

Career Services collects an employer evaluation at the conclusion of NMU job fairs. With an average survey return rate of 45.2% since 2002, data from employers attending the job fair indicated that :
- 86.5% said that NMU students/job seekers were knowledgeable about academics and career plans,
- 94.5% were satisfied/impressed with the facilities used for the fairs and interviews, and
- 95.7% indicated that they would return in future years to recruit at NMU.

1R5 Performance results for learning support processes

Categories 3 and 6 further describe the learning support performance measures (see 3R2/3 and 6R2). Category 7 contains more details on the assessment of the laptop initiative (see 7R1 and 7R2).

Table 1.7 (in 1R2) shows the long-term tracking for retention in the **First Year Experience Program**. A second performance measure of FYE is the growth in number of participants in the program, shown in Figure 1.4. As of Fall 2009, a majority of both first-time, full-time freshmen regular admit and overall admits were enrolled in the FYE program. Academic departments offer positive feedback as it relates to their majors: Nursing strongly recommends FYE to new majors; Art and Design requires all new majors to enroll in an FYE block. In 2008, separate FYE blocks were created for academically-at-risk freshmen. 3rd semester data demonstrate that the FYE at-risk freshmen remain at NMU more than those who do not participate in this program.

Figure 1.4 FYE Growth
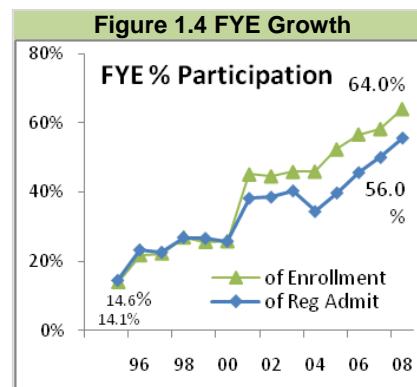
A second performance measure of FYE as a learning support program is the student program/course evaluation instrument. Survey questions and their results are shown in Table 1.15.

Questions on Learning Aid	Fall 08	Fall 07	Fall 06	Fall 05
**Table 1.15 First Year Experience Surveys**				
Blocking other academic courses with UN 100 this semester was helpful	3.75	3.88 (out of 5)	3.55	3.57
Having a teaching intern with my UN 100 class was helpful.	3.64	3.92	3.88	3.88
Class activities were generally useful in enhancing my academic skills	3.88	3.84	3.92	3.88

Three-year results from the Educational Benchmarking Indicator (EBI) Business survey in Table 1.16 provide data on the support areas of advising, facilities, technologies, and class size. These data show that NMU students and those of our peers regard support offered similarly.

Table 1.16 College of Business EBI Ratings Learning Support						
EBI Factors	2009		2008		2007	
	NMU	Peers	NMU	Peers	NMU	Peers
Advising	5.38	5.12	5.34	5.12	5.73	4.85
Facility and Tech resources	5.81	5.35	5.57	5.59	5.80	5.39
Class size	6.08	5.97	5.86	5.96	6.09	5.82

1R6 Performance of processes compared with those of other higher education and external organizations

Some programs use peer comparisons as a part of their assessment process. The Master of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education, which compares the MSN certificate programs offered by NMU to those offered by other universities. The College of Business EBI results on learning outcomes (Table 1.11) show little variation between NMU and its peers. The EBI results on learning support (Table1.16) show NMU slightly above, or on par with its peers.

NMU participates in the NSSE data collection on a three-year cycle. Table 1.17 shows 2007 NMU and peer data. On some factors, NMU is slightly above its peers and on others slightly below; there is no wide deviation on either end of the scale.

Faculty are provided with technology support commensurate with NMU's commitment to helping students learn, as demonstrated in Table 1.18. Given that we provide a laptop and computer support to all full-time students and access to the Internet for all students, the amount of our core expenditures for Academic Support calculated per fiscal year equated student (FYES) ranks NMU near the top for state-supported Michigan institutions (see Table 1.19).

Table 1.17 NSSE Data Means 2007		
Active/Collaborative Learning	NMU	Midwest Peers
First-Year	38.1	39.7
Senior	51.5	50.8
Supportive Environment		
First-Year	58.2	58.9
Senior	57.3	56.0
Enriching Ed. Experience		
First-Year	25.8	23.8
Senior	35.1	37.2
Level of Academic Challenge		
First-Year	48.1	49.1
Senior	52.8	54.4

Table 1.18 Faculty Support in Use of Technology			
	NMU	National Avg	Carnegie Peer Avg
Designated instructional technology center	√	67.9%	75.2%
Faculty teaching excellence center		55.0%	62.6%
Instructional designers	√	57.9%	60.7%
Discipline specific Instructional technologists		25.3%	24.4%
Student technology assistants	√	39.3%	45.2%
Intensive faculty technology support	√	57.4%	62.6%
Faculty training seminars	√	88.0%	91.1%
Faculty training on request	√	94.8%	98.1%
Faculty showcases	√	74.2%	78.1%
Faculty awards for technology use	√	46.1%	48.5%

Source: Educause 2008 Core Services Report

Table 1.19 Academic Support Ranking	
Institution (Fiscal year 2009)	Academic support per FYES
Ferris State University	$1,944
Northern Michigan University	**$1,835**
University of Michigan-Dearborn	$1,794
Oakland University	$1,773
Lake Superior State University	$1,748
University of Michigan - Flint	$1,626
Grand Valley State University	$1,334
Central Michigan University	$1,304
Eastern Michigan University	$1,025
Saginaw Valley State University	$1,110

1I1 Recent improvements.

- **Academic Service Learning (ASL)**. As of fall 2008, ASL course designations appeared in the course schedule and on student transcripts. ASL course designators inform students about how to select those courses; course designation also makes it possible to track relevant ASL numbers from an institutional standpoint. A fall 2009 event – Coffee with the Community – featured six community organizations with multiple possibilities for academic service learning projects. Thirty faculty visited with representatives from these organizations to explore collaborative opportunities. In fall of 2009, Academic Service Learning was incorporated into a Freshman Year Experience course. This culminates five years of growth and continuous improvement in ASL within the academic community

and reflects increased cooperation with the local and regional communities. Since 2007, five NMU faculty have received Michigan Campus Compact awards and three faculty have received grants from this organization. In the fall 2009 semester, six students are completing the Michigan Service Scholar Program, and 38 additional students are enrolled in the program.

- **Superior Edge Program.** Begun in 2006, the Superior Edge Program is open to all students who can work towards the 100 hour requirements beyond their graduation requirements for each of the four edges: Leadership, Citizenship, Diversity and Real-world. As of the fall, 2009 semester, approximately 25% of all NMU students are active in the program. The full Superior Edge has been completed by 72 students with 226,249 total hours logged since the program's inception.
- **Internationalization**. To assure integrity and improve consistency between faculty-led study abroad opportunities, a procedures manual, *NMU Faculty-Led Study Abroad Programs: A Handbook* was developed in 2007. The Handbook formalizes the approval and planning process for short courses taught by NMU faculty outside of the U.S. The manual was written by the **Office of International Programs** with input from the **Committee on Internationalization**, a Senate subcommittee. In 2009, the NMU Health Center developed the Travel Medicine Clinic to provide staff and students with current and specific medical advice prior to international travel.
- **Many programs** have improved their curriculum or instruction, based upon surveys and outcomes assessment data; the following are illustrative but not exhaustive of these changes. The **Department of Political Science and Public Administration** used their capstone course to identify weaknesses in their undergraduate offerings and restructure their major in concert with the **College of Business**. The **Social Work Program** increased the emphasis of several content areas in multiple courses across the curriculum, in response to results obtained through nationally based testing of graduating seniors. An internal self-study and an external consultation completed by the National Collegiate Honors Council resulted in a revised **Honors Program** curriculum. **The School of Education** made numerous curricular changes, such as offering and encouraging all education students to restructure the sequence of course selections, based on feedback from graduates and supervising teachers. The **Department of Nursing** used survey results to redesign the BSN curriculum. A Freshman/Transfer Profile Questionnaire from the **School of Art and Design** led to curriculum discussions regarding new studio programs reflecting the interests of the respondents.
- **Response to Demand** The College of Business will begin offering an MBA in the fall 2010 semester. Nursing began offering a Post-MSN Nurse Educator certificate in 2009. The College of Education collaborated with Central Michigan University to offer a joint EdS/EdD degree. Public Administration began offering a Graduate Certificate in the fall of 2008.

1I2 Culture and infrastructure for improved performance results in Helping Students Learn.

- NSSE data was collected in 2004 and 2007, and will be collected in 2010. These benchmark data and will be increasingly used to measure learning, experiences, satisfaction, co-curricular activities, and other applications as appropriate.
- Specific program outcomes assessment has vastly improved over the past four years. A nationally recognized student learning outcomes assessment expert visited our campus in 2009, and helped over 80 faculty and staff with best practices in the assessment of student learning. A 2008-09 Action Project on Outcomes Assessment resulted in 5 recommendations to improve our assessment process: 1) Review Academic Department Reports both when set up and upon receipt of the final reports. 2) Appoint a standing committee with a clearly named chair to review the final reports. 3) Develop a website where reports and other resources can be reviewed. 4) Develop a standardized, web-based reporting protocol and a scoring rubric modeled after those currently used by Service Departments. 5) Develop a procedural time line for academic units. These recommendations were implemented in the fall of 2009.
- A complete assessment of liberal studies learning objectives was accomplished in 2009, and criticisms regarding the methodology and underachieving data resulted in process changes for the next round of assessment, and curricular changes to enhance student learning.
- Three action projects were retired in 2009: University-Wide Mission Statement Revision; Outcomes Assessment Documentation; and Benchmarking the Road Map to 2015. All projects concluded with recommendations for further actions, which were forward to the President's Council.

Category 2. Accomplishing Other Distinctive Objectives

2P1 Designing and operating key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which significant stakeholder groups are served

NMU supports innovation by faculty, staff, and students, within the general boundaries of the NMU strategic objectives. Many initiatives at Northern begin as grass root efforts with independent champions, who converge through informal groups to explore the feasibility of the process. Public forums, convened by the NMU President, are a venue for input from interested internal and external constituencies. When the group reaches a critical mass, the process is institutionalized and its operation is turned over to a Center. Centers have a director, established operating procedures and advisory boards. As a result, NMU has an infrastructure of "Centers," shown in Table 2.1, that primarily function in a non-instructional capacity serving our stakeholders (some of our Centers include instructional components, such as the Center for Native American Studies, which houses the Native American Studies minor). The Wildcat Innovation Fund Award, announced in December 2008, makes available to all employees one-time monies for new initiatives that contribute to recruitment, retention, revenue generation and/or quality improvement. Collaborative projects involving faculty and/or staff innovators from multiple departments are strongly encouraged. The maximum funding for an award is $15,000. As of 2009, seven Wildcat Innovation applications were funded, totaling $115,951.

Table 2.1 NMU Center Infrastructure
Center for Student Enrichment
Center for Native American Studies
Center for Economics Education and Entrepreneurship
Seaborg Math and Science Center
Center for U.P. Studies
Beaumier Heritage Center
Multicultural Education and Resource Center
Center of Resources for Enterprise

2P2. Determining organization's major non-instructional objectives for external stakeholders, and involved parties

Through a deliberate and consultative process, in March 2008 the University introduced a new process for establishing and monitoring its strategic objectives—the **Road Map to 2015** (www.nmu.edu/roadmap2015). The President distilled the substance of recommendations from campus and community constituencies, resulting in the four major directions of the Road Map, each with goals and priorities that cut across departments and beyond the university community: "Innovation," "Meaningful Lives," "Campus Attributes," and "Community Engagement." One of our 2008-09 Action Projects assigned benchmark measurements to the goals and priorities described in the Road Map. A 2009-10 Action Project is continuing this work, by developing a process to turn Road Map benchmarks into objectives that define specific, measurable outcomes. All units on campus are asked to determine how they can contribute to the Road Map. The academic departments, the Senate Liberal Studies Committee, the Grants and Research Office, the Office of International Programs, the Center for Student Engagement, the NMU Foundation, the Honors Program, Academic Information Services, University Centers that focus on the Upper Peninsula, the Office of Finance and Administration, the Facilities Department, and external advisory boards and partners are particularly involved in these efforts. The President's Council takes the reports of the Road Map Action Project Committees into consideration and advises the President on goal and priority implementation. Until at least 2015, the intent is that all major non-instructional objectives should be derived from the Road Map. In the Overview O2, three Other Distinctive Objectives are described and addressed throughout this category as important NMU directives— **Economic Development, Workforce Development, and Community Engagement**.

2P3 Communicating expectations regarding these objectives

The on- and off- campus community is informed about new initiatives via email, our NMU website, formal reports, surveys and data, meetings and forums held on campus throughout the year, community organizations, and through formal publications. Our **Communications and Marketing** office works closely with the administration, faculty and staff to inform relevant stakeholders (see Table 2.2) about our initiatives. When the President introduces these initiatives, we create links on the President's web page so that those at NMU or in the general community can read about them and learn about their goals. External stakeholders, such as parents and alumni, learn about our distinctive objectives through several avenues. The Communications and Marketing staff produce an alumni magazine, *Horizons,* and assist the President in creating the *Parents Partnership* newsletter that is sent electronically to parents of current Northern students.

Table 2.2 Communication at NMU	
Communication Venue	**Intended Audience**
NMU *Parent Partnership* – online newsletter, usually bi-weekly (http://webb.nmu.edu/Parents/SiteSections/Newsletter/Newsletter.shtml)	Parents (averages 3,000 - 4,000 annually)
WNMU Public Radio tation, NMU *Community Connection* (http://webb.nmu.edu/CommunityConnection/) - online newsletter	Regional stakeholders (approx. 400 U.P. *Comm. Connection* members)
NMUPres@nmu.edu, commark@nmu.edu, alumni@nmu.edu, admiss@nmu.edu, helpdesk@nmu.edu, webhelp@nmu.edu	Electronic question drop boxes for all stakeholders
What's New @ NMU? - online weekly newsletter (webb.nmu.edu/AlumniAssociation/SiteSections/ ProgramsAndServices/WhatsNew/WhatsNew.shtml)	Alumni (13,000 recipients)
Northern Horizons (http://www.nmu.edu/horizons/) - online and print (45,000 copies) news magazine, published three times a year;	Alumni, donors, state and federal legislators
CAMPUS Newsletter (http://newsbureau.nmu.edu/campus/)	E-newsletter for 1,100 faculty and staff
The Northwind, student newspaper, Radio X (student-sponsored radio)	Students, faculty, staff, local community
Let's Chat, a radio interview/call-in show featuring President Wong	Students
Campus/community forums	Campus, community stakeholders, Board of Trustees, media

2P4 Assessing and reviewing the appropriateness and value of these objectives, and involved parties

As described in 2P2, the assessment and review of our objectives is pervasive. Feedback from constituents is factored into our decision-making process. Corporate and regional partnerships are linked to the Economic Development, Workforce Development, and Community Engagement Distinctive Objectives; these partnerships involve formal agreements with established goals. Meetings between the University's representatives and those of the external partners are held to assess progress towards these goals. NMU faculty, administrators, staff, and sometimes students are involved in the assessment with our external stakeholders. We frequently utilize advisory boards, focus groups, task forces and external consultants to provide programmatic direction. In determining the appropriateness and value of these objectives, the University considers whether they fit the mission of the institution. Benchmarking the Road Map to 2015, one of our 2008-09 Action Projects, and Developing a Process to Manage the Road Map, one of our 2009-10 Action Projects, were designed to enhance our assessment of university-wide objectives. See 8P1 and 8P2 for Other Distinctive Objectives linked to strategic planning.

2P5 Determining faculty / staff needs relative to these objectives and operations

All three Distinctive Objectives identified in the Overview are people-intensive activities and require commitment of time on the part of faculty and staff. In the planning process, and prior to adopting any specific Distinctive Objective, requirements for faculty and staff are considered. In the initial stages, faculty and staff connected with an initiative assume an active role in objective development. Partial or complete release from teaching may be offered to faculty coordinators. For staff, there may be a redistribution of responsibilities. See 8P1 and 8P6 for a discussion on resource planning.

As the realization of Distinctive Objectives progresses and the work load increases, new faculty and staff may be hired. Every incentive or new program must present a budget and personnel plan in a formal proposal. Initiatives are not undertaken without adequately identified resources; they may be scaled down or delayed until circumstances are more favorable. In developing the personnel plans to carry out the objectives, we define faculty and staff needs in two ways: what are the skills and resources that our existing employees need relative to the objectives, and how do we determine whether we need new/additional employees? Each unit involved identifies the needs of its employees based on internal and external information, and submits that plan to its supervisor. When the Superior Edge Program was proposed, a staffing plan took into account existing demands of the Volunteer Center, Student Fellow Leadership Program, and other responsibilities within the Student Activities Office. Several versions of the budget proposal were evaluated before the increase in staff and organizational restructuring resulted in the Center for Student Enrichment, including positions for an Associate Director and a clerical assistant.

2P6 Incorporating information on faculty/staff needs in readjusting these objectives or supporting processes

Data from program evaluations, enrollment numbers and satisfaction surveys from our external stakeholders are used to refine our programmatic offerings and their supportive processes. Our capacity to meet the current objectives and the resources available to expand the capacity of the program also determines how vigorously the objectives are pursued. A faculty position in the Superior Edge proposal to

oversee Academic Service Learning could not be funded; the position was changed to include a graduate assistant instead. Information is processed at multiple levels, but is ultimately reviewed by the **President's Council** and the **Board of Trustees**. In reviewing the costs associated with the Road Map to 2015, the Board is presented with multiple budget scenarios that fund the Road Map to different degrees.

2R1 Regularly collected and analyzed measures of accomplishing Other Distinctive Objectives

The following metrics are used to evaluate our Other Distinctive Objectives:

Economic Development

(http://webb.nmu.edu/TechnologyAndAppliedSciences/SiteSections/Development/EconomicDev.shtml)

- External grant activity
- Activity of outreach centers
- Number of majors in entrepreneurial and regionally related majors
- Number of companies served and number of loans distributed by Northern Initiatives, the NMU business development affiliation

Workforce Development

(http://webb.nmu.edu/TechnologyAndAppliedSciences/SiteSections/Development/WorkforceDev.shtml)

- Joint venture activity
- Number of Upper Peninsula companies to which contracted training was offered
- Number of students enrolled in off-campus, non-traditional programs
- Number of occupational groups to which non-credit continuing educational units (CEUs) and licensure training opportunities were offered, and number of participants served
- Results of course/program evaluations at conclusion of session

Community Engagement

- Center for Student Enrichment program participation
- NSSE data from NMU seniors regarding volunteer experiences
- Participation in academic service learning courses, internship and field placement work
- Number of participants and programs offered by the Northern Center for Lifelong Learning
- Activity of youth outreach programs and programming evaluations
- Activity of the Center for Native American Studies and programming evaluations
- Community-based scholarship grant proposals funded

2R2 Performance results in accomplishing your Other Distinctive Objectives

Economic Development.

- NMU received a grant of $65,000 in 2008 from the Michigan Initiative for Innovation and Entrepreneurship for a business incubator at NMU to help new businesses in their early stages of development. Our external partners in this endeavor are Northern Initiatives (NI) and the Lake Superior Community Partnership.

Table 2.3 Economic Development Academic Programs						
Program	F09	F08	F07	F06	F05	F04
Entrepreneurship	73	67	80	87	73	52
Engineering Technology	169	180	180	201	223	221
Construction Management	141	144	154	159	132	108
Electrical Line Technician	36	35	27	36	48	31
Clinical Lab Science (Health partnerships)	302	252	211	175	218	198
Trades/Occupation Studies and Vocational	585	599	600	601	624	636

- NMU received a $25,000 grant for student interns to provide counseling, training, research and advocacy for new ventures, existing small businesses and innovative technology companies in MI.
- Enrollments in entrepreneurial/ regional majors are shown in Table 2.3
- **Northern Initiatives** (NI) works across a service area that includes the 15 counties in the U.P., 29 counties in the northern Lower Peninsula and the 5 Wisconsin counties that border the U.P. Since 1994, NI has served over 200 companies and provided $20 million in loans.
- **Center for Economic Education and Entrepreneurship** activity is given in Table 2.4; note that in 2008-09,the Center workshop teachers began presenting what they learned to all students at their schools, greatly increasing the number of students impacted.

Table 2.4 Activity of Center for Economic Education and Entrepreneurship			
Measures	2008-09	2007-08	2006-07
# Educator Participants	170	110	259
# Workshops	13	23	18
# Conferences	2	4	1
Total # students impacted	12,741	1,480	384

Workforce Development. The NMU units of **Workforce Development** and **Continuing Education** coordinate with regional companies, entrepreneurs, schools and agencies to meet the U.P. workforce needs. Table 2.5 depicts historical attendance counts over a five-year period. Representative qualitative and quantitative data from 2008-09 are given in the following list:

- Cliffs Natural Resources, a regional employer, leases NMU space to provide just-in-time training and skills testing for up to 1,600 employees per year for laser alignment, hydraulics, welding, bearing and power transmission, boiler attendant, conveyor belt splicing, and mine safety.
- Through a relationship between the School of Technology and Applied Science and American Eagle Airlines, the company hires 30-50% of our aeronautical maintenance program graduates
- 889 individuals enrolled in 65 courses delivered in 9 counties in non-traditional programs
- Contracted training was offered to 40 Upper Peninsula companies.
- NMU collaborated with the Lake Superior Community Partnership, MichiganWorks!, and regional power companies to create the Electrical Line Technician Program to fill an employment void in the electrical power distribution industry. Within 6 months of graduation, nearly all students are employed.

Table 2.5 NMU Workforce Development History				
Continuing Educational Units (CEU)				
Occupational Group	# Participants 2008-09	# Participants 2007-08	# Participants 2005-06	# Participants 2003-04
Athletic Training	32	20	-	-
Child Care	233	300	-	-
Educators (989)	906	1142	1390	500+
Real Estate Appraisers	1385	1947	2709	2298
Social Work	60	118	-	-
Licensure and Professional Development				
Certified Public Accounting	140	150	-	15
Human Resource Management	130 (MGH/NMU)	20	-	
Labor Union Leadership	100+	100+	100+	100+
Motorcycle Safety Training	432	413	382	404
Real Estate Broker	-	-	40	-
School Bus Driver Safety Training	800+	800+	800+	800+

Community Engagement. NMU was designated a "Community Engaged" university by the Carnegie Foundation in 2008. This validates our position as a university dedicated to the local community. The **Center for Student Enrichment** oversees outreach programs: Superior Edge, Student Leader Fellowship Program, Academic Service Learning, Volunteer Center, and Health Promotion.

Table 2.6 Superior Edge Program Activity			
Edge	**# active participants**	**# hours**	**# edges completed**
Citizenship	905	42,100	93
Leadership	696	71,500	124
Diversity	604	48,100	100
Real World	543	69,100	157
Superior Edge	**2,748**	**230,999**	**72**

Approximately 25% of all NMU students are active in the Superior Edge Program, a civic engagement program open to all students who engage and document in an e-portfolio up to 400 hours of experiences in leadership, citizenship, diversity and real-world application beyond their degree requirements (http://webb.nmu.edu/Centers/StudentEnrichment/SuperiorEdge/). Table 2.6 shows student participation since the program's inception in 2006. The program may have influenced the increase in NSSE volunteer data from NMU seniors (0=not done, 1=done): .55 (2004) and .61 (2007).

Results in other measures include:

- Academic Service Learning (ASL) course designation began in 2008.Table 2.7 shows benchmark ASL data.
- In 2008-09, NMU submitted 58 community-focused grant proposals; of these proposals, 33 were funded. Twenty-four researchers were involved in these awards, which resulted in over $1.5 million in funding.

Table 2.7 Academic Service Learning at NMU		
	Fall 2008	**Fall 2009**
# ASL designated courses	23	27
# ASL Sections	31	45
# Students enrolled in ASL	488	773
# Community Contact Hours	12,898	25,446

- During 2008-09, students in the Student Leader Fellowship Program provided 4,032 hours of service and leadership to the community. In its 18-year history, this program has provided over 77,000 hours

of community service in leadership positions.

- Over 2,300 individual students self-selected to receive the weekly e-mail update on community volunteer opportunities. In its largest "sponsored" volunteer program of the year, the NMU Volunteer Center involved 1,177 volunteers, primarily from 111 participating student organizations, in 167 community service projects on the October, 2009 "Make a Difference Day".
- Credit-earning, experience-based coursework increased by 70% in recent years, shown in Table 2.8.
- Number of programs by **Northern Center for Lifelong Learning** and participants, respectively: 58, 1047 (2006-07); 72, 1483 (2007-08); 83, 2055 (2008-09).
- The Seaborg Center focuses on youth program outreach to Marquette and Alger counties. The Center for Native American Studies offers outreach program for and about Native Americans. The Athletics Department has a strong summer camp program for regional youth. Table 2.9 illustrates 2009 programming and participation for each program.

Table 2.8 Credit Earning Internships, Practica, and Clinics			
	2008	2007	2006
# Disciplines	41	38	40
# Courses	122	125	105
# Students	1498	1562	880

Table 2.9 Youth Outreach Annual Activities & Participation			
Seaborg Math and Science Center		**Youth Athletic Camps**	
Fall Educators' Conference	1150 educators	Youth Sports	25 camps
Science Educator's Workshops	250 science educators	Youth Sports	924 youth
Math Educators' Workshops	111 educators	**Native American Studies Programs**	
Area Geriatric Education Scholars	42 HS seniors	PowWow	1400
U.P. Region 1 Science Olympiad	325 students	Food taster	400
Robotics Tournament	100 students	Film fest	71
Weekend College for Kids Sessions	17 sessions/250 students	Empowerment Initiative	59
Summer College for Kids	29 wk-long sessions/447 students	Youth program	76
Student StarLab Activities	195 students	Earth summit	103
Kaleidescope	161 students	Heritage month	288

2R3 Performance of processes compared with those of other higher education and external organizations

Comparative data have not been uniformly collected from other organizations with respect to economic or workforce development. We are aware of this shortfall, and are in the process of remedying it. However, comparative data are available in the area of community engagement.

With respect to research (see 4R4), a study was conducted in 2007 by the NMU **Office of Research and Grants** comparing federal funding received for research at NMU and at 9 peer institutions. This comparison revealed that, averaged over 10 years, peer institutions received approximately $734,000 in external grant awards, compared to the NMU 10-year average of $259,000. This information was used in a decision to hire a Grants Coordinator in 2008. The Grants Coordinator permitted NMU to be responsive to the American Recovery and Reinvestment Act (ARRA) funding opportunities in 2009. The **Office of Grants and Research** sponsored a month-long Grant Writing "Boot Camp" attended by 23 participants. Six ARRA grant proposals totaling $2,105,805 were submitted to federal agencies in 2009.

Data from the National Survey of Student Engagement (NSSE) (see Table 2.11) reveal that NMU students participated in a practicum, internship, field, co-op or clinical experience slightly less than peer institution students. Similar comparisons of "Community Service or Volunteer Work" and "Contributing to the Welfare of the Community" revealed that 2007 NMU students scored slightly higher compared to their Midwest peers, and more importantly, than their 2004 NMU peers. This latter increase may be due to the success of the Superior Edge Program.

Table 2.10 NSSE Results				
Factors	**2007**		**2004**	
	NMU	**Midwest Peers**	**NMU**	**Midwest Peers**
Practicum, internship, or field, co-op or clinical experience				
First-Year	0.05	0.06	0.04	0.06
Senior	0.42	0.52	0.42	0.53
Community service or volunteer work				
First-Year	0.33	0.32	0.29	0.36
Senior	0.61	0.59	0.55	0.57
Belief in contributing to welfare of community				
First-Year	2.37	2.26	2.15	2.28
Senior	2.41	2.31	2.18	2.41

2R4 Performance results for Accomplishing Other Distinctive Objectives strengthen NMU overall and enhance relationships within our communities and regions

The performance results cited above indicate that our Other Distinctive Objectives have strengthened our organization. They have: improved the curriculum by introducing a real-world component to complement classroom and textbook learning; brought faculty, staff, and administrators into contact with the external community; improved student job opportunities via increased on-campus recruiting and placement; and enhanced resources – financial, technical, knowledge, and human – to the campus.

Our Other Distinctive Objectives have promoted sustained relationships with regional businesses, governmental agencies, and not-for-profit organizations. They have:
- strengthened the regional economy,
- permitted NMU to meet the employment needs of local organizations,
- increased recruiting on campus,
- provided opportunities for field research by faculty and faculty-student teams,
- facilitated corporate sponsorship of campus-wide events and programs,
- provided our students with satisfying volunteer opportunities while aiding the community, and
- offered the University's physical, human, and knowledge resources for the good of the community.

2I1 Recent improvements

- Art and Design launched the Studio for Experimental and Eco Design (SEED – see O2).
- A collaborative group--CORE, the Center of Resources for Enterprise—formed with representatives from NMU, Northern Initiatives and local and regional economic development organizations. The purpose of CORE is to engage NMU expertise and resources in working with individuals and groups to enhance entrepreneurship and economic development in the Upper Peninsula.
- In response to discussions with external stakeholders, we developed two new programs, the first an entirely online curriculum in Loss Prevention and a dedicated facility in one of our classroom buildings for use by the local mining industry as they seek continuing education opportunities for their workers.
- Wildcat Innovation funding was used to explore the feasibility of a "Center for Ecological Studies"
- With respect to Community Engagement, many improvements have been undertaken.
  - The Carnegie Foundation designated NMU as a Community Engaged University in 2008
  - Community-based research and scholarship are increasing, including: an educational video entitled "Alcohol and Violence: Challenging a Myth;" a project funded by the National Park Service to foster stewardship of public lands; and collaboration between the **Biology Department** and the Upper Michigan Brain Tumor Center, housed at the local hospital.
  - **Clinical Sciences** developed three new programs taught jointly by the Marquette General Health System (MGHS) and NMU: Radiography, Respiratory Therapy, and Cytogenetics and Molecular Pathology. We offered MGHS leadership and management training in 2009.
  - In 2009, the NMU **United States Olympic Education Center** (USOEC) sponsored the International Skating Union World Cup, in which over 200 speedskaters from 34 nations competed.
  - In 2006, NMU hosted the first UNITED (Uniting Neighbors in the Experience of Diversity) Conference, whose purpose was to affirm diversity as an important value at NMU. This conference was repeated in 2007, 2008, and 2009 with King- Chavez-Parks Initiative support.
  - The International Performing Arts Series, and the International Speaker Series, were launched in 2008-09. NMU co-sponsored these events with Arts Midwest, Met Life, the National Endowment for the Arts, the Ramada Inn, 3M Corporation, and the U.S. Dept of Education.
  - With funding from the Wildcat Innovation Fund and partners from Marquette General Health System, NMU launched the College Prep Medicine Wheel Academy, a 2-year program to bring regional Native American high school students to NMU for an exploration of health care careers.
  - First Lady Phyllis Wong initiated the "One Book, One Community" program to our community.

2I2 Culture and infrastructure for improved performance results in Accomplishing Other Distinctive Objectives

While we have not had comprehensive processes, as stated in 2I1, we do have a culture and infrastructure for initiatives and improvements in Other Distinctive Objectives. Faculty and staff are committed to the region and community engagement. A lack of strict regimentation encourages innovation. NMU supports those with new ideas who devote time and energy to develop them. The new Wildcat Innovation Fund Award has an application and selection process, and the Road Map goals and priorities will be

benchmarked and targets set over the next few years. One of our challenges will be to develop a fair and transparent process that will permit us to select some projects while postponing the development of others.

Category 3. Understanding Students' and Other Stakeholders' Needs

3P1 Identifying changing needs of student groups; analyzing and selecting a course of action regarding these needs

Responsibility for identifying student needs reside in the two divisions within the Provost office: **Academic Affairs** and **Student Services and Enrollment (SSE)**. Reports are scheduled agenda items on department head meetings, which are then brought to cabinets and councils for input and follow-up. The units within the SSE are closely intertwined and, while each is responsible for gathering and analyzing data for their programs, all discuss data, problems, and ideas at weekly meetings. Changing student needs are identified and analyzed as illustrated in Table 3.1. See 1P6 and 6P1 for more information.

Table 3.1 Student Needs		
Stakeholder	**Changing Needs Identified by:**	**Analysis and Course of Action led by:**
Prospective	• Annual discussions with recruiters • Annual campus visits with high school counselors • Enrollment Management Network	• Assoc. Provost for Student Services and Enrollment (SSE)
Transfer	• Enrollment Management Network	• Assoc. Provost for SSE
Current	• Math and English Placement Tests • Disciplinary accreditation requirements • Academic advising • NMU student government • Help Desk surveys • Industry advisory groups (in selected disciplines) • Graduate school entrance exams, state boards, licensure exams • Employers	• President's Council • Academic Cabinet (Provost, Assoc. Provost for Student Services and Enrollment, Deans, and Directors of Institutional Research and of International Programs) • Academic Departments • Student Support Services • Assoc. Students of NMU (ASNMU)

3P2 Building and maintaining a relationship with students

Relationship building and maintenance depends on the type of student with whom we are dealing, as shown in Table 3.2. Prospective students attending Freshman Orientation receive a laptop for use during orientation, meet with an academic advisor, sign-up for part-time jobs, stay in residence halls, and receive an NMU email account for post-orientation communication. Many community-building experiences for current students occur through the **Center for Student Engagement**, and as discussed in 1P7, faculty play a critical role in maintaining student relationships during (and often beyond) students' college years.

Table 3.2 Student-University Relationship		
Stakeholder	**Build Relationship Through:**	**Maintain Relationship Through:**
Prospective	• Community/Youth Outreach Programs • Website • High school counselors and teachers • Freshman Orientation • Relationships between articulated institutions	• Cyclic communication prior to entry • Interactive and multimedia website • Academic advising
Current	• Academic Advising • Work Study programs and campus employment • Community Building Programs • First Year Experience Program • Superior Edge Program • Freshman Fellows Program • Student Leadership Fellowship Program	• Student Support Services • Website and student web portal • Co-curricular activities • Student representation on University committees (e.g., President's Council) • Faculty – Student classroom interactions • Student forums with President
Transfer	• Articulation agreements • Admission recruiters	• Academic advising

Academic Affairs collects data through faculty and academic staff, and funnels the information to the deans for weekly meetings of the Academic Cabinet, which includes the Provost, all academic deans, and the directors of Institutional Research, Student Services and Enrollment and International Programs. Broad-based programs, such as Freshman Orientation and the First Year Experience, involve the Dean

of Students, Admissions, Academic Career and Advising Center, Career Services, Center for Student Enrichment, Registrar's Office, academic departments, and faculty advisors.

Feedback from stakeholders and developments in higher education at the state and national levels impact our direction. Table 3.3 summarizes some stakeholder needs and our efforts to address them.

Table 3.3 Stakeholder Needs		
Stakeholder	**Changing Needs Identified through:**	**Analysis and Course of Action led by:**
Employers	- Industry advisory groups - Annual Job Fairs - Industry Partners - Nat'l data regarding employment trends - Faculty contacts with industry	- Department Heads/Directors - Educational Policies Committee - Academic Affairs - Faculty
Community — Regional	- Center for Native American Studies - Center for Economic Education and Entrepreneurship - Cohodas Scholar (regional economy) - Northern Initiative (regional economy) - Lake Superior Community Partnership - Seaborg Center and UP Center for Educational Development - Northern Center for Lifelong Learning	- Colleges and President's Council - Top 25 industry leaders in the UP who meet regularly, a process initiated by the President - Regional superintendents and facilitators, along with Associate Dean of Education - Directors and staff of named centers - Academic departments
Community — Alumni	- Alumni Association communications, surveys, and event attendance and interest - NMU Foundation and colleges feedback	- Alumni Association staff - President's Council - College deans and faculty - NMU Foundation staff

The Road Map to 2015 provides a framework that allows the University to analyze changing needs within the context of the University vision. Local and regional community needs are identified when we receive requests from community organizations and employers. We work with local chambers of commerce and partnerships to determine community support for curricular offerings. We evaluate requests against our capabilities, expertise, and resources and then design programs, sometimes jointly, to address the requests. The Electrical Line Technician, Loss Prevention, Radiography, and Surgical Technology programs are examples of such collaborations. Finally, with respect to alumni, the NMU Alumni Association Board of Directors provides feedback and evaluation of University programs and services. Recent periodic surveys of alumni included membership services, University support and internet habits.

NMU has relationships with major U.P. and Upper Midwest employers including health care systems, local school districts, natural resource agencies, and mining, power and small manufacturing industries. In addition, NMU is a member of **Regional Skill Alliances** and the **Lake Superior Community Partnership** (a 1000-member economic development coalition), and collaborates with **MichiganWorks**!™. Through these relationships, local practitioners are asked to serve on NMU professional advisory groups, and NMU representatives, in turn, serve on local boards. For more description of employer relationships, see 9P2.

Community members may join the President's *Community Connection*, which receives a periodic newsletter from the President on NMU students, faculty and staff events, and decisions facing the University Community. This group regularly provides comments to the President on issues related to NMU. One of the Road Map to 2015 elements involves our community engagement. In a small and rural community, NMU has a large presence in the area's organizations, boards, and councils. Membership, through informal dialog, provides an effective, two-way communication system that takes a constant pulse on perception. A recent survey revealed that 49 NMU administrators held 58 leadership positions in 76 local organizations during the past 3 years. Category 9 describes external collaborations in detail.

The University is currently embarking on a capital campaign, the elements of which were established through extensive conversations with alumni. The President, deans, and staff from the NMU Foundation forge alumni links. Regularly organized alumni events centering on sports, campus celebrations, and

academic programming strengthen such relationships. A 2003 alumni survey suggested that the role of the Alumni Association was to serve as a link between alumni and the University (92%), keep alumni informed about the University (79%) and increase the visibility of NMU (78%). The Alumni Office communicates with 13,000 alumni (22% of alumni base) via email on a weekly basis during the academic year and bi-weekly during the summer. Table 3.4 identifies the venues and methods for building and maintaining stakeholder relationships.

Table 3.4 Stakeholder-University Relationship		
Stakeholder	**Build Relationships**	**Maintain Relationships**
Employers	• Internships and job placements • Regional Skill Alliances • Job Fairs • Partnerships with major regional employers	• Industry advisory groups • UP Center for Educational Development • Lake Superior Community Partnership • Internship coordination • Continuing Education/Workforce development
Community — Regional	• Lake Superior Community Partnership • Participation in service organizations • Educational, youth, volunteer, and economic centers' outreach programs	• Community Partnership newsletters • Sports and cultural events • Community governance participation • Academic Service Learning • Superior Edge Program
Community — Alumni	• 1st yr membership given at graduation • Email address for life • Searchable web membership database	• Horizons alumni publication • Online community social network • Weekly email notices • Alumni events and awards • Communications with NMU Foundation and deans

3P5 Determining how to target new student and stakeholder groups with educational offerings and services

The University determines the target of new stakeholder groups through:

- **Internal initiatives (university-wide and program-centered).** The faculty, staff and administration keep abreast of developments in higher education and industry. The **Nursing Department** developed a "Fast Track Program" for students who have completed all of their BSN degree requirements except for the nursing core. As the demographic profile of the geographic area changed, the **Admissions Office**, using the Enrollment Management System, began a successful recruitment targeting high schools in Northern Illinois. Enrollment growth has been a long-term strategy (see Category 8).
- **External requests.** A recent need for an online Loss Prevention Program was identified through conversations between our **Criminal Justice Department** and external groups, including large retailing companies. NMU responded to a proposal from the regional power companies for an Electrical Line Technician program to meet a shortage of qualified workers.
- **Cohort solicitation.** A Master of Arts degree in Educational Leadership and Administration is delivered in a cohort fashion across the U.P. Potential students are identified in advance, and then NMU guarantees that the courses needed to complete the program will be provided in a timely fashion. These courses are a service to teachers and administrators in our area and regional schools. Off-campus courses are held to the same standards and policies, and are supplied with the same resources, as our on-campus courses. Enrollment in off-campus classes is closely monitored by the **Continuing Education Department**.
- **Regulatory or accreditation directives**. Local, state and federal governments identify priorities, and professional accreditation agencies set standards that universities must follow. In 2007, the **Nursing Department** procured state funds to broaden online and hybrid offerings in a Family Nurse Practitioner and a Nurse Educator Certificate and a Master's degree to meet state-wide needs.

3P6 Collecting and analyzing complaint information from students and other stakeholders, selecting and communicating courses of action

Students have multiple ways to register academic and non-academic complaints. The *Student Handbook* (see http://webb.nmu.edu/dso/) Section 1.2 "Rights of Due Process in Regard to Academic or Administrative Matters**"** describes the procedure for the resolution of grievances relating to academic and administrative matters, including grading, academic dishonesty, and rights and freedoms outside of the classroom. Section 3, "University Policies and Related Documents," describes procedures for complaints dealing with civil rights, sexual harassment, and disability law.

Complaints by anyone, in person or by telephone, are referred to the appropriate person or office. Emails to "NMUPres" or "commark" are responded to within 24 hours and are referred to the appropriate unit. These messages are archived in printed format. Prior to the annual transfer to archives, the messages are sorted by category: comments, questions, compliments and complaints. Positive and negative

Table 3.5 Complaint Venues	
Stakeholder	**Comments and Complaint Venues**
Student	Dean of Students, academic department/college, NMU student governance, Housing and Residence Life Office
Technology users	Academic Information Services Department
Employees	Human Resources, union grievance officers
Community members	Community Connection or other partnership organizations
Alumni	Alumni Association and the NMU Foundation
Any	NMUPres@nmu.edu (President's office) and commark@nmu.edu (Communications and Marketing office)

trends are discussed and addressed. This information has been used to review and change processes and service. In 2008, 500 e-mails were received; 200 contained opinions on controversial issues (possible smoking ban and a choice of a campus speaker), 41 were questions, 61 were compliments and 16 were complaints. Table 3.5 summarizes complaint venues.

3R1 Regularly collected and analyzed measures of determining the satisfaction of students and other stakeholders

NMU determines student and stakeholder satisfaction using both formal and informal measures. Table 3.6 shows our stakeholder groups and the instruments that we use to determine their level of satisfaction. Employees are discussed in detail in Category 4.

Table 3.6 Student / Stakeholder Satisfaction		
Stakeholder	**Satisfaction Measure**	**Administration Frequency**
Employers	UP Center for Educational Development discussion	Monthly meetings
	Advisory Council meetings (Dean or discipline-based)	At least once per semester
	Job Fair and Career Services employer participation	Annual
Students	Freshman Orientation surveys	Conclusion of sessions
	NSSE survey items (Freshmen/Seniors)	Three year collection cycle
	Educational Benchmarking Indicator (Business seniors)	Annual
	Course evaluations	End of semester, all courses
	Formal complaints	Processed per policy
	Student Leader Fellowship Program 1, 3, 5 yr out surveys	Currently collecting
	First Year Experience survey and enrollment numbers	Annual
	Housing and Residence Life survey	Twice per year
	Help Desk/MicroRepair surveys	When service is used
Community	NMU Volunteer Center requests	Annual
	Complaints against University	24hr response; annually reviewed by category and archived
	Alumni Surveys; cyclic for requesting departments (Table 3.7)	6 months post-graduation
	Alumni participation in Alumni Association	Annual
	Alumni participation in donations	Continual
	Outreach evaluation (youth, continuing education, and professional dev.)	At conclusion of sessions

As described in 1P13, Institutional Research conducts alumni cohort surveys for academic departments. Table 3.7 shows the recent schedule. Eleven out of 26 departments use a common 4-page template.

Table 3.7 Institutional Research Schedule of Alumni Surveys 2005-2009							
2005-2006	Applied Technology; Business; Communication Disorders; English; Nursing (BSN & Practical); Physics	**2006-2007**	Business; Clinical Sciences; English; Nursing (BSN & Practical); Speech, Language and Hearing Sciences	**2007-2008**	Business; Criminal Justice; Engineering Technology; Nursing (BSN & Practical); Speech, Language and Hearing Sciences	**2008-2009**	Athletic Training; Business; Criminal Justice; History; Nursing (Practical & BSN &MSN); Speech, Language and Hearing Sciences

See 6R2 for student support services results related to the Freshman Probation and All Campus tutoring Programs in the Academic Career and Advisement Center. Category 7 discusses the TLC Laptop Initiative (see 7R2 for student perceptions).

To illustrate some of the 2008 alumni surveys results outlined in Table 3.7, 100% of responding **Business** alumni indicated that NMU prepared them well/very well for employment. Similarly, 96% of responding **Nursing** alumni were highly/very highly satisfied with their preparation for their profession. Graduates in programs where engagement is heavily integrated have high employment or graduate school admission rates, e.g., nearly 100% of **Social Work**, **Clinical Lab Sciences**, and **Nursing** graduates (1998 to present) responded to a survey that they are employed or continuing their education.

Over a decade, the **First Year Experience** program has monitored its relevance to students. Table 3.8 gives the results of recent evaluations submitted by first year students enrolled in the FYE Program. On a scale of 1 (strongly disagree) – 5 (strongly agree), students indicate overall satisfaction with the program.

Table 3.8 First Year Experience Program Satisfaction Results (out of 5)				
Questions on supportive relationships	2008	2007	2006	2005
Being part of an FYE block significantly enhanced my experience this semester	3.73	3.84	3.75	3.63
Class activities were generally useful in helping me develop social interaction skills	3.62	3.64	3.62	3.88
The class had about the right mix of academic, group, and social activities	3.48	3.53	3.88	3.13
I would recommend the UN 100 course to prospective NMU students	3.78	3.84	3.75	3.63

The NMU mission, vision, and Road Map to 2015 emphasize individual attention, advising, and meaningful lives. Table 3.9 displays NSSE data reflecting student-faculty relationships, overall satisfaction, and co-curricular activities. The data indicate higher senior satisfaction with respect to relationships. As discussed in Category 1, NMU believes that student success correlates positively with community and co-curricular engagement, and the NSSE results validate this belief. The Superior Edge and academic service learning programs may have contributed to these increases. NMU has over 300 student organizations, many specializing in service and community involvement. The **NMU Volunteer Center** coordinates 19 major annual events. The Center records date, time, location, participation, and feedback for planning. Significant changes in the pattern of requests, agency involvement, or volunteer hours detected in the annual report prompt investigation. Annually, 500-550 students attend the Student Leadership Banquet, a student recognition event.

Table 3.9 NSSE Results				
	2007		2004	
Factors	NMU	Midwest Peers	NMU	Midwest Peers
Quality relationship w/faculty				
First-Year	5.05	5.07	5.32	5.56
Senior	5.43	5.40	5.39	5.74
Quality academic advising				
First-Year	2.91	3.01	2.88	3.00
Senior	2.86	2.78	2.61	2.92
Evaluation of entire educational experience				
First-Year	3.08	3.10	3.02	3.18
Senior	3.13	3.13	2.94	3.23
Would repeat experience if started over again				
First-Year	3.17	3.18	3.18	3.19
Senior	3.15	3.14	3.09	3.17
Did community service				
First-Year	0.33	0.32	0.29	0.36
Senior	0.61	0.59	0.55	0.57
Participated in co-curricular activities				
First-Year	2.36	2.31	2.10	2.11
Senior	2.15	2.09	2.06	2.02

Housing and Residence Life conducts student satisfaction surveys each semester (Table 3.10). Results are compiled by house unit, by hall and overall. In February, hall leaders review the data with the staff, who select the issues they wish to address. They then set improvement goals. Administration believes this autonomy has led to greater improvements and buy-in than a single top-down directive.

Table 3.10 Housing and Residence Life Satisfaction Survey				
Y/N Factors	2008	2007	2006	2005
Know others	80%	82%	79%	79%
Satisfied w/room	88%	87%	87%	87%
Satisfied w/desk service	94%	94%	93%	91%
Satisfied w/hall gov't	68%	70%	62%	72%
RA made effort to know me	90%	90%	85%	87%

The **College of Business** has used the Educational Benchmarking Indicator (EBI) tool since 1997. Results (Table 3.11) document strengths and weaknesses. Career services and extracurricular activities received low ratings. In response to the results, in 2008 the college hired an assistant dean charged with these two areas and with retention, and in 2009, data for both of these variables showed good increases.

Table 3.11 EBI (Educational Benchmarking) Satisfaction Ratings for College of Business						
EBI Factors	2009		2008		2007	
	NMU	Peers	NMU	NMU	NMU	Peers
Class size	6.08	5.97	5.86	5.96	6.09	6.09
Faculty responsiveness (major courses)	5.82	5.65	5.59	5.69	5.73	5.73
Facility and Tech resources	5.81	5.35	5.57	5.59	5.80	5.80
Team experiences	5.62	5.32	5.41	5.25	5.55	5.55
Faculty responsiveness (req'd courses)	5.66	5.39	5.35	5.44	5.53	5.53
Advising	5.38	5.12	5.34	5.12	5.73	5.73
Curriculum breadth	5.38	5.29	5.23	5.44	5.24	5.24
Quality faculty / instruction (major courses)	5.24	5.00	5.00	5.17	5.15	5.15
Extracurricular	5.25	4.92	4.94	5.27	5.09	5.09
Overall satisfaction	5.06	5.18	4.76	5.26	4.88	4.88
Quality faculty /instruction (req'd courses)	4.99	4.60	4.73	4.68	4.82	4.82
Career services	4.37	4.39	3.97	4.64	4.07	4.07

3R4 and 3R5 Performance results for stakeholder satisfaction and for building relationships with key stakeholders

Community Colleges. NMU currently holds two articulation agreements (**Criminal Justice** and Alpena Community College; **Engineering Technology** and N.E. Technical College of WI). NMU also participates in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Agreement in which students transferring to NMU from a Michigan community college with an associate's degree and a MACRAO stamp on their transcript are acknowledged to have completed the majority of their liberal studies requirements. In 2009, the **Admission and Academic Policies Committee (AAPC)** proposed changes to the Faculty Senate to further facilitate the transfer of credit from community colleges to NMU.

Employers. Career Services is the primary university-wide outreach to employers through internship job postings, and job fairs. Internships are a bridge between the University and employers. In 2007-08, 1500 students enrolled in one of 120 internship/field placement courses spanning 41 academic programs. This was an increase of 70% over the 2005-2006 numbers. (See 2R2 for details.) The **College of Business**, the **School of Education,** and **Sociology and Social Work Department** have coordinators who oversee a formal internship/field placement process. Health-related programs (**Athletic Training**, **Nursing** and **Clinical Lab Sciences)** also have significant internship numbers. Job fair results are presented in 9R2.

Community. **Continuing Education**, the **Public Safety Institute**, and all professional, educator and youth-based centers use databases to track the number of participants and courses, and hours of training per program. See 2R2 for workforce development and youth outreach activities. Data on outreach programs benchmark programmatic success to determine allocations for the next year's budget and staffing, and to update objectives. Future offerings are based on number of participants per program and feedback from instructors, (i.e., popular programs are repeated).
- The DeVos Art Museum annually receives 10,000 visitors; 30 community volunteers assist with school group tours for 1,000 children, and each spring the museum hosts an exhibition of 500 art projects completed by 400 regional school children.
- Part-time jobs are another local employer connection. In 2008-09, 919 part-time and summer jobs were posted with Career Services by 302 distinct employers. Both the volunteer and employment "help wanted" inquiries indicate that NMU is a respected, dependable resource for community needs.

NMU offers access to University technology and resources not otherwise available to the Marquette area.
- **WNMU Public Radio** provides recording and audio technology support for musical events.
- Local union chapters are tenants of the **School of Technology and Applied Sciences** high-tech labs.
- With the largest facility in the region, the community turns to NMU for event hosting. In 2009, the football dome and **Events Center** together hosted 13 trade shows, 28 special events, and 43 community athletic events. The dome is the city's indoor walking site. The University's conference center had 8,064 hours reserved for 956 community bookings with an attendance of 56,997 guests.

The **Alumni Association Office** conducts surveys and requests input via publications. In 2006, alumni felt NMU news and updates were the most important service offered (84%), that the office was "above

average" in providing this service (80%) and that an online community to stay connected to classmates and friends would be welcome (89%). As a result, the Alumni Association created The Northern Network, a secure online community exclusively for NMU alumni. Important measures for the Alumni Association relate to memberships – ratio of membership to alumni, growth in lifetime membership, and number of alumni who register after their one-year free membership expires. Tables 3.12-3.14 show these data.

Table 3.12 Alumni Association Membership		
	# alumni	% membership
2003	49,468	6.4 %
2005	52,343	5.7 %
2007	55,605	5.1 %
2008	58,090	4.8%

Table 3.13 Growth in Lifetime Membership	
2004	6%
2005	7%
2006	7%
2007	7%
2008	5%

Table 3.14 % Membership Retention (after 1 year)	
2005	19%
2006	24%
2007	26%
2008	41%

3R6 Results for the performance of processes for Understanding Students' and Other Stakeholders' Needs compared with the performance results of other higher education organizations

Northern acknowledges underutilization of comparative data. Some improvement towards this analysis has involved the EBI and NSSE instruments. The EBI results for the **College of Business** displayed in Table 3.8 compares its survey results with peer institutions. Results are shared with the faculty to understand student reactions and assessment of their experience at NMU and how these compare with those reported for students from other institutions. Where NMU students report high levels of satisfaction, we are higher or at a similar level as our peers. Where NMU students report low levels of satisfaction, and are below our peers, a remedial action was taken by hiring an assistant dean (see 3I1 discussion).

The NSSE data (see Table 3.9) show that NMU students responded similarly to Midwest Peer students.

3I1 Recent improvements made in this category

- Within two years, almost 25% of the student body has registered for the Superior Edge Program. In Fall 2008, a new database system was implemented to better document and track the student activities in the this co-curricular program. The resultant data can be used by faculty to better advise students and to market the program to targeted audiences.
- In response to a Road Map initiative, student internships with corporate partners were developed in 2009 with Price Waterhouse Coopers, Intel Corp., Cognos, and the U.P. Construction Council.
- Many online tools were developed to enhance student success: a financial aid toolbox for students and their families; an advising tool that permits students to complete a degree audit on demand; a course matrix for potential transfer students; a textbook reservation system; and a system that permits students to select which directory information they would like to remain confidential.
- In 2009, **Career Services** developed an online resume system to assist students in posting their resume online to all prospective employers.
- The **Student Services and Enrollment** division developed an online orientation program, virtual advising system, and an online student services Web site to assist online students.

3I2 Culture and infrastructure for improved performance results in Understanding Students' and Other Stakeholders' Needs

The University collaborates with the broader community in which it is based—a relationship resulting from the vital role that the University plays in the region. There is an easy and frequent interaction between the members of the University and the citizenry of the region. NMU community outreach continues to be strong across all venues: continuing education, professional development, and youth outreach. As a newly approved provider for Social Work Continuing Education, NMU will offer 15 CE courses per year.

We are a student-centered institution that prides itself on providing access to programs. Consequently, our Student Services units hired the staff to design and deliver programs to meet student needs. We have expanded recruitment, and programs were developed for online and out-of-state students. In 2009, NMU was designated a **McNair Institution** by the Department of Education; this program will expand our outreach to minority students. With 50% of academic departments using a common template for an alumni survey, it will become easier to assay graduate satisfaction. We anticipate that concentrated attention to our 2010 NSSE data will create changes needed to ensure successful student outcomes.

Category 4. Valuing People

4P1 Identifying the specific credentials, skills, and values required for faculty, staff, and administrators

Minimum and preferred qualifications are established by staff and administrative supervisors through a management or position questionnaire. This questionnaire requests the job summary, characteristic duties and responsibilities, and other pertinent position description information, including required credentials, educational levels, minimum experience, skills, abilities, and aptitudes. The questionnaire receives one-over-one review and confirmation, and then is returned to **Human Resources** (HR). Human Resources develops a job description that is circulated for review and signature. On the faculty side, comparable information is established through the position approval and posting process, with additional input by the selection committee. The processes are graphically illustrated in Figure 4.1 for new and revised positions.

Figure 4.1 Position Creation or Modification Process
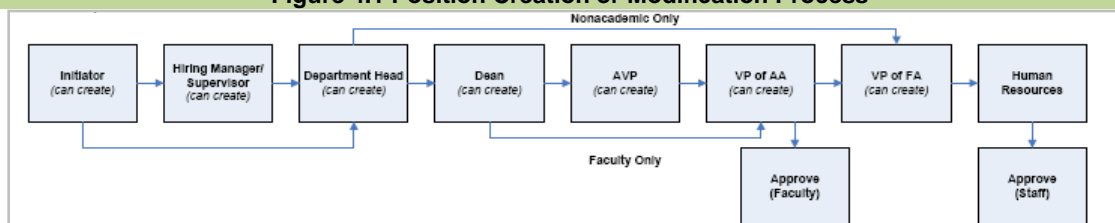
4P2 Hiring processes ensure that the people employed possess the credentials, skills, and values required

Based either on the non-faculty position questionnaire or the faculty approval documents noted above, applicant screening against the minimum and preferred qualifications is conducted by HR and/or a search committee composed of knowledgeable peers and stakeholders. If the minimum criteria are met, remaining applicants are further screened on the preferred qualifications, with additional rigor applied to differentiation of top talent. A depiction of the recruitment and hiring process is given in Figure 4.2. The "HP" connector continues in Figure 4.3.

Figure 4.2 Recruitment and Hiring Process
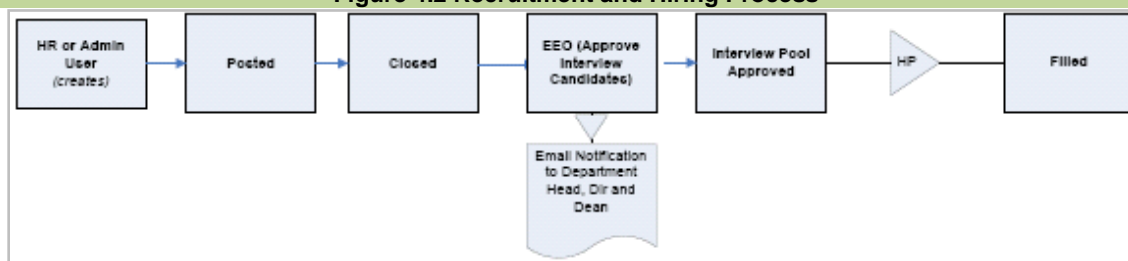
4P3 Recruiting, hiring, and retaining employees

Employee recruitment varies by position type. Faculty and Senior Administrator searches are conducted on a national basis; most Administrative/Professional positions are advertised to a more restricted regional audience; while clerical and support services result in sufficient applicants with local advertising. The hiring process begins with approval of a position (if new) or posting request (if replacement) (as depicted in Figure 4.1) and selection of a search committee, a representation of colleagues and supervisors. Advertising is placed with an eye to balancing cost-effectiveness and outreach to eligible and diverse candidates. Applications are screened (see Figure 4.2), with select candidates invited for an interview. Interviews are conducted by the search committee and any additional stakeholders deemed necessary. Upon completion of salary determination and background checks, candidate offers are extended by the hiring manager, as depicted in Figure 4.3. Northern distributes the State of Michigan Pre-employment Inquiry Guide and hiring procedures to department heads and directors responsible for hiring to ensure compliance with Equal Opportunity. NMU has secured the services of HireRight to conduct background checks using the national and/or county criminal and sex offender databases. Select positions have additional verification of education, employment history, credit, or driver's requirements.

Figure 4.3 Hiring Finalization Process
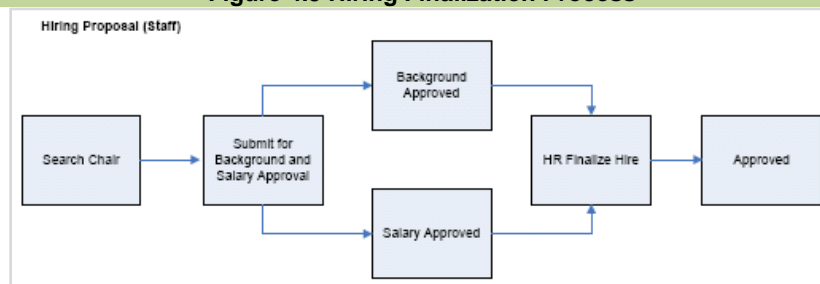
Employee retention is approximately 94% annually; turnover primarily consists of retirements and term assignment completion. (See 4P5 for a discussion of the planned changes in personnel).

4P4 Orienting all employees to NMU history, mission, and values

All new employees participate in an online employee orientation, accessible through the NMU HR website (http://www.nmu.edu/hrorient/orientation/). Confirmation of participation is verified through a regular reporting mechanism. A new faculty orientation daylong session takes place prior to the start of the fall semester. Periodic campus forums are scheduled for continuing faculty/staff at least once per semester, which provide regular updates on NMU's mission and values, as framed by the Roadmap. These forums provide a consistent thread, supported by web updates (http://www.nmu.edu/roadmap2015/) from the President's Office, and posters throughout campus. See 2P3 for communication venues.

NMU employees can also learn about our history, mission and values via our University historian and Beaumier Heritage Museum (http://webb.nmu.edu/Centers/BeaumierHeritageCenter/). A 2009-10 exhibit at the Heritage Museum entitled " Hollywood Comes to Marquette County: The Making of "Anatomy of a Murder", featured five sections related to the movie and book by this name, and the impact they had on Marquette County and the U.S.A. A second 2009-10 exhibit, entitled "Stories from the Woods", depicted an exploration of the culture of the Upper Peninsula through its tradition of storytelling; this exhibit is funded by the Michigan Humanities Council. Photographs, memorials, and historical markers exist across campus. Building names honor people who have had a significant impact on the NMU culture.

4P5 Planning for personnel changes

NMU's annual employee turnover is approximately 6%, largely due to retirements. Thus, personnel changes for both faculty and staff are well-planned, with extensive readiness for a transition through an identified successor or an external search. Position reductions have occurred largely through attrition and reorganization. NMU has used technologies to gain efficiencies in our administrative operations, an effort driven largely by declines in state appropriations. Severance programs provide incentives to employees interested in retirement or leaving Northern, to avoid labor relations problems and enable a smooth transition when position reductions are required. Processes for internal movements are established by the collective bargaining agreements governing internal postings, additional assignments or bumping rights.

The **Educational Policy Committee (EPC)** consists of the Provost, Deans, Associate Vice President of Institutional Research, and an equal number of faculty representatives. Each year, EPC identifies program needs (see 1P14 for a fuller description of EPC duties and process). "Faculty mix", presented here, illustrates a human resources planning process that occurs at NMU. "Mix" refers to the relative numbers of tenured/tenure earning faculty, term faculty, continuing faculty, adjuncts, and graduate teaching assistants. The discussion was prompted by considerations that included our ability to support graduate programs and research, and our desire to achieve sensible faculty productivity levels. In 2003, we conducted a series of studies on faculty staffing to understand the following apparent conundrum:
- total compensation per fulltime equated teaching faculty (FTETF) was above average of state peers,
- number of fiscal year equated students (FYES) per FTETF was above average of state peers, and
- AAUP Faculty salaries were below average of state peers.

We found that a larger share of instruction was delivered by tenured/tenure track faculty at NMU than at state peer institutions. Consequently, NMU had higher compensation costs than our statewide peers.

Subsequent to discussions in 2005 with the President, vice presidents, Board of Trustees, deans, department heads, directors and the Educational Policy Committee, it was agreed:
1. to set a benchmark for faculty productivity (FYES/FTETF) at 20,
2. to increase the number of FTETF to reduce the productivity ratio,
3. as the number of FTETF increased, the imbalance in the faculty mix of too many tenured-tenured track positions was addressed.

The EPC adopted guidelines for an appropriate faculty mix. The strategy was to maintain the current level of full-time faculty while increasing full-time faculty in areas of sustained continuous growth with initial increases using a mix of full-time term faculty, adjunct faculty, and/or graduate assistants. We have aggressively filled academic positions over the past years. As a result, several departments are, on average, young and the likelihood for retirements among tenured/tenure earning faculty over the next decade is low. To compensate, the University has been diligent in realigning the faculty mix. Peer and NMU data in Figure 4.4 indicate our faculty mix has converged with our nine state peer institutions. We have made steady progress toward our benchmark target productivity of 20 FYES per FTETF (see Figure 4.5).

Figure 4.4 Faculty FYES/FTETF

Figure 4.5 Tenured-Tenure Earning % of FTETF
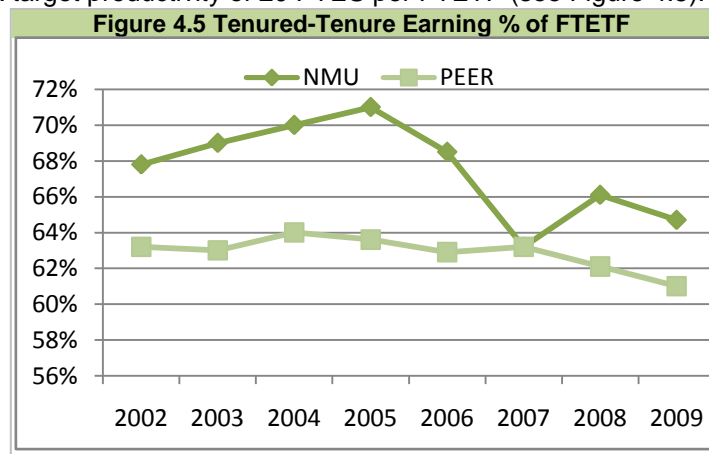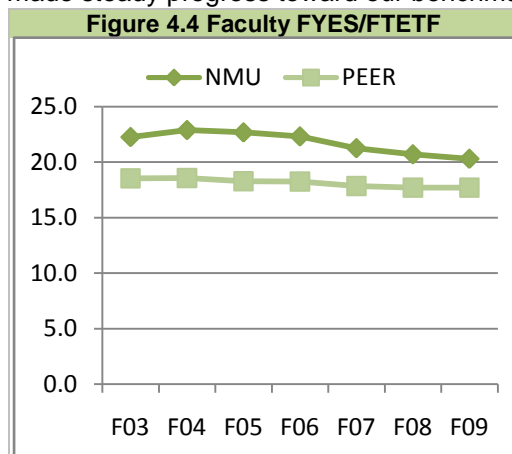
4P6 Designing work processes and activities to contribute to organizational productivity and employee satisfaction

Humanistic and mechanistic job design methodologies are used with staff positions to optimize both employee satisfaction and organizational efficiencies. Each opening leads to a consideration of the possibility of redesigning work through job enrichment, work re-design, or process improvement. In 2008, the University began using the process shown in Figure 4.6.

Figure 4.6 Job Redesign

establish criteria for success (w/regard to satisfaction and efficiency) → define meaningful "chunks" of work, → combine the "chunks" into potential roles → evaluate roles against the available human resources → evaluate the alternative outcomes against Step 1.
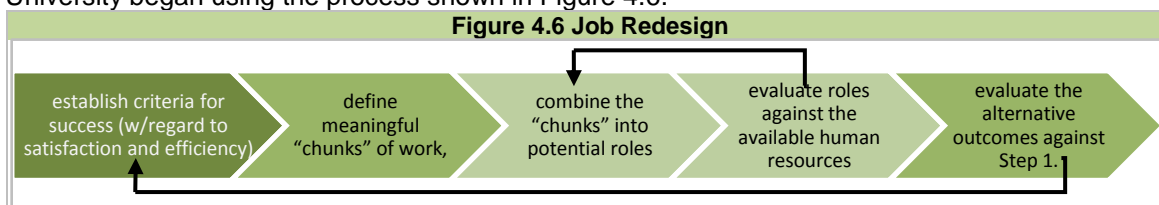
For faculty positions, individual qualifications and preferences are key considerations in both course assignments and service opportunities. The process for assignments is stipulated in the AAUP Master Agreement and departmental bylaws (http://webb.nmu.edu/Administration/AcademicAffairs/).

4P7 Ensuring the ethical practices of all employees

Ethical practices are pervasive in both professional and course preparations, and regularly discussed in various campus groups. Mandated checks and balances to ensure compliance are communicated to those affected, in conjunction with an awareness of responsibilities and implications for unethical outcomes. All audits and resultant findings are reviewed by the appropriate Vice President and President. Any audit comment requires a response from the administrator responsible for the area being audited. Copies of these documents go to all Board members and the Finance Committee of the Board approves the outcomes (see 6P4 and 8P7). Financial Aid staff participate in ethics training from the National Association of Student Financial Aid Administrators (NASFAA). The NMU Fraud Policy is described at:

http://publicsafety.nmu.edu/Departments/PublicSafety/SiteSections/PoliceServices/Policies/Fraud.shtml.
Reminder notices on policies and procedures are sent to employees, and they are available in the NMU
Administrative Policy Manual, available through the HR website, including the following topics:
(http://publicsafety.nmu.edu/Departments/PublicSafety/SiteSections/PoliceServices/Policies/UniversityPolici
es.shtml):

- Accepting or Granting Gratuities/Special Favors
- Conflict of Interest, Consultant, and Outside Activities
- Departmental Cash Receipts
- Employee Handling of Student Organization Funds
- In-Kind Gifts and Exchanges
- Employee's Association with the University for Financial Gain or for Private Interest
- Nepotism
- Prohibiting Use of Federal Funds for Lobbying
- Scientific Misconduct
- Intellectual Property
- Standard Purchasing Policy

4P8 Determining training needs and aligning them with short- and long-range organizational plans; strengthening instructional and non-instructional programs and services

The training process uses a clearly defined model, based on best practices from the Training and Development literature; the process is illustrated in Figure 4.7. Staying current in professional practice, new or revised process tasks, and continued use of technology enables all employees to increase proficiency, self-confidence, and resilience. This results in more efficient and effective delivery of programs and services across all employee groups. As a laptop campus, NMU provides faculty training on WebCT, and software and technology tools that are useful for teaching.

Training needs for individual staff are determined by an incumbent and his/her supervisor on an annual basis. Development plans are used to prioritize campus-wide training offerings. Faculty members establish development targets based on their rank and peer review, and in accordance with departmental bylaws.

The **Equal Opportunity Office**
(http://webb.nmu.edu/EqualOpportunity/) ensures that employee and student training occurs for harassment, labor law, Material Safety Data Sheets, discrimination, and equal opportunity. Employee safety includes zero tolerance of workplace violence, aggression and intimidation, discrimination or harassment of any type. Harassment training is mandatory for employees.

Figure 4.7 Training Determination

Stage	Description
Needs Analysis	• Define expected outcomes & audience
Response Diagnosis	• Identify appropriate response, given expected outcomes
Delivery	• Prepare trainers, deliver response
Assess-ment	• Gather data on outcomes
Evaluate	• Evalute outcomes & decide on improvements
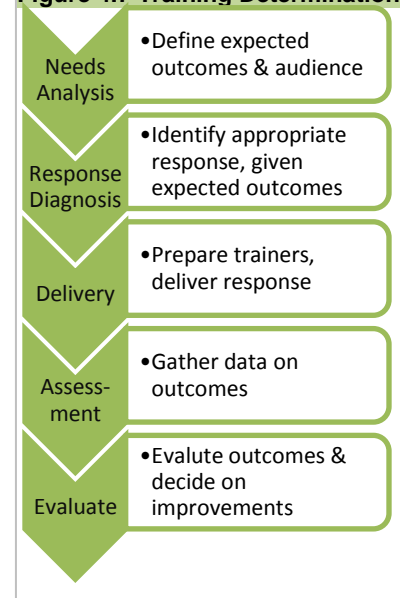
4P9 Training, development, and reinforcement for all faculty, staff, and administrators to enable contribution throughout their NMU careers

Expectations for maintaining skill sets are established through the position descriptions and the five collective bargaining agreements.

- Training begins immediately upon employment when we provide an online orientation, Right-to-Know training, Sexual Harassment training, and socialization into an employee's department.
- Staff members have annual evaluations, when they meet with their supervisors and discuss opportunities for development plans within individual units. All employees are encouraged to remain professionally active in their fields, and are supported in doing so through attendance at conferences, symposia, and seminars, such as EDUCAUSE, BANNER, MUSIC, National Association for College and University Business Officers (NACUBO), American Council on Education (ACE), and others.
- NMU's free tuition program for all full-time employees encourages continuous learning.
- Faculty receive information about professional development, internal and external grants, release time opportunities, the sabbatical process, and other resources to enable them to be innovative in the face of changing needs and strategies. Annual workshops describe the grant submission process, Fulbright scholarship opportunities, and preparation of promotion and tenure documents.
- Faculty contracts include an allowance for professional development. In 2009, $1,100 per faculty member was budgeted with supplemental monies for travel and training available from department

heads or deans. NMU expended over $2.0 million in FY 2009 for costs to support faculty and staff's participation in professional development, scholarly conferences, and training programs.

- Subject to government and agency regulations, the staff within the Student Support and Enrollment Services have rigorous training and currency requirements, as shown in Table 4.1.

Table 4.1 Student Services and Enrollment - Professional Development Activities		
Department	Conference/Organization	Membership/Additional Information
Associate Provost	Michigan Chief Student Affairs Officers (MCSAO)	Semi-annual meeting
	NASPA - Student Affairs Administrators in Higher Ed	Membership and Conferences
	National Strategic Enrollment Management (SEM)	Conference attendance
Acad/Career Advisement Center	National Academic Advising Assoc. (NACADA)	Membership and Conferences
	Michigan Academic Advising Assoc. (MIACADA)	Membership and Conferences
	National Orientation Directors Assoc. (NODA)	Membership
Admissions	Am. Assoc. of Collegiate Registrars and Admissions Officers (AACRAO)	
	ACT Enrollment Planners (national)	
	Michigan ACT	
	Mich. Assoc. of Collegiate Registrars and Admissions Officers (MACRAO)	Annual State Conf, Attend and Serve on Committees
	Michigan ACAC, Minnesota ACAC, Wisconsin ACAC, Illinois ACAC (leadership role)	State/Regional Affiliate, Conferences/ Workshops, Leadership Roles
	National Association for College Admission Counseling (NACAC)	Annual Conference, Serve on Committee
	National Strategic Enrollment Management (SEM)	Conference attendance
	SCT/SunGard Banner	
Center for Student Enrichment	ACPA	Attend/Present
	Michigan Campus Compact	Membership and Attend Annual Institute
	NASPA-Student Affairs Administrators In Higher Ed	Attend/Present
	National Association of Campus Activities (NACA)	Membership
	National Leadership Symposium	
Housing and Residence Life	Assoc. of College and University Housing Officers	Member, annual conference
	GLACUHO (Great Lakes Region of ACUHO) conference	Annual (alternate) attendance
	NASPA (Nat'l Assoc. of Student Personnel Administrators) regional	Annual (alternate) attendance
	Mich Housing and Dining Services Officers' Association (MHDSOA)	Member, annual conference
Registrar	Am. Assoc Collegiate Registrars and Admissions Officers (AACRAO)	
Counseling and Consultation	Michigan Counseling Center Directors	Conference attendance
Career Services	American Assoc. of Employment in Education (AAEE)	Membership
	National Assoc of Colleges and Employers (NACE)	Membership
	Society of Human Resource Managers Conference	
Financial Aid	NASFAA Fall Training	Annual Training on Financial Aid Topics
	BUGMI Fall Meeting	BANNER Updates, Work Study Issues
	Default Prevention Symposium	DL Default Issues for State of Michigan
	Electronic Access Conferences	Federal Updates, New Tech. Updates
	FSA Conference and Webinar	TEACH Grant, Federal Updates, EFC
	HERA Workshop	HERA Updates, ACG/SMART
	In-Service	Campus Safety, DSOMillennials, FERPA
	Microsoft Office 2007	Upgrade to Office Software
	MGA - PJ Webinar	Professional Judgments Guidelines
	MASFAA Fall Conference, Summer Institute	Federal HEA , New Counselor training
	MIARNG Workshop	VA Benefits
	MSFAA FA101 Training	State Aid Programs, COA, Application Process, Verification and Prof. Judgments
	MSFAA Summer Conference and Winter training	State and Federal Updates
	NASFAA	Federal Updates, Ethics, HEA Updates
	No Worker Left Behind	State Meeting for New Initiative
	Webinar	Student Loan Issues
	NCAA annual rules and regulations seminar	
	SunGard BANNER Annual Conference	
	Assoc for Univ and College Counseling Center Directors (AUCCCD)	

4P10 Designing and using a personnel evaluation system; aligning this system with objectives for both instructional and non-instructional programs and services

The President is evaluated annually by the Executive Committee of the Board of Trustees, against agreed upon goals that are linked to the University's priority needs and the Road Map objectives. For other employee groups, such as administrative professionals and senior administrators, the performance

Figure 4.8 Goal Alignment

review process is conducted online. The University's annual assessment and administrative evaluation processes are linked (see 6I2). On an annual basis, individuals update their personal goals, progress against goals, and year-end results. As illustrated in Figure 4.8, individual employee objectives are established and approved due to an encapsulation from the University mission, vision, and Road Map to 2015 with objectives linked to each unit, department, and individual.
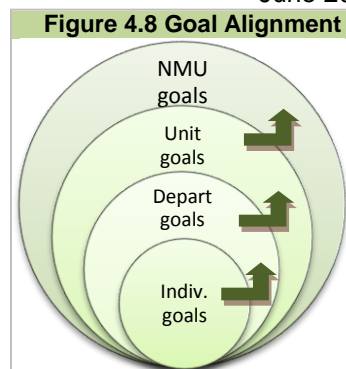
Faculty are evaluated according to union contracts. Full professors are evaluated every three years; others are evaluated yearly. The specific guidelines for evaluation, apart from the tenure/promotion process, follow the timeline given in Table 4.2.

Table 4.2 Faculty Evaluations Timetable	
February 1	The faculty member submits the evaluation to the departmental evaluation committee
April 1	The departmental evaluation committee submits the evaluation to the department head.
April 30	The department head submits the departmental evaluations together with a statement of concurrence or non-concurrence to the faculty member for review and comment.
May 15	The faculty member submits the signed evaluation to the department head with comments as appropriate
May 20	The department head submits the faculty evaluations to the dean.
June 30	The dean signs the faculty evaluations and submits comments, if any, to the faculty member.
September 15	The faculty member may respond to any comments made by the dean

If the faculty member, evaluation committee, department head, or dean fail to adhere to this timeline, the process proceeds to the next step unless an extension is granted by the administrator or committee. Failure to receive the evaluation materials is recorded in the next evaluator's statement, which becomes part of the cumulative record. Faculty are evaluated on three areas: assigned responsibilities, scholarship and professional development, and service. Student evaluations are included in faculty evaluations. Technical and Office Professionals (UAW) and American Federation of State, County and Municipal Employees (AFSCME) employees receive annual written evaluations prepared by supervisors.

4P11 Aligning employee recognition, reward, compensation, and benefit systems with objectives for both instructional and non-instructional programs and services

Employees are recognized through multiple awards (see Table 4.3) and celebration and recognition ceremonies are held in the fall and spring, and during a Board of Trustees luncheon. The University's recognition programs focus on excellence in service, teaching, research, and public service; team effectiveness; and the use of technology, all of which are key elements to accomplishing the goals described in the Road Map 2015. Examples of external award nominations are Michigan Service Learning and Professor of the Year awards for faculty, and CASE awards for administrators and staff.

Table 4.3 Employee Recognition	
Recognition/Award (number given annually)	**Employee Group**
Retirees	Employees retiring within the prior year
Years of Service	Employees reaching milestones of 10, 20, 25, 30, 35, 40 and 45 years of service
Excellence in Service (3)	Individual staff for outstanding service to the University. Recipients identified in each bargaining unit, and in the non-represented group. (Student awards also given).
Distinguished Team (2)	Exemplary performances by a staff group identifying and implementing an innovative process to achieve a university-related task.
Excellence in Teaching (2)	Faculty with a sustained record of high achievement in teaching
Excellence in Scholarship (2)	Faculty with demonstrated research and scholarly activities
Distinguished Faculty (2-3)	Faculty with significant contributions to Northern Michigan University and their professional areas in three domains: teaching, scholarship and service
Technology, Learning and Communication (5)	Faculty and staff who demonstrate best use of technology on campus. (Student awards also given).

Merit pay linked to goal achievement has been awarded to non-represented employees. Provisions in some faculty contracts linked enrollment goals to bonuses. While we recently introduced the Road Map to 2015, we have not yet developed a target reward structure directly linked to Road Map performance.

Northern's total compensation package is nationally competitive. Salaries for faculty and staff are established in accord with national survey data (e.g. CUPA-HR). Although base salaries rank at the 40th percentile of market comparators, the benefits and retirement packages combine to create an attractive package slightly above the 50th percentile. A full description of all benefits is on the Human Resources website (http://webb.nmu.edu/hr/SiteSections/Services/Benefits.shtml).

4P12 Determining and analyzing key issues related to the motivation of faculty, staff, and administrators, and selecting courses of action

NMU has a positive and productive labor relations environment. Issues related to the motivation of employees are identified via direct employee contact with all levels of administration, discussions with meetings with the Educational Policy Committee (EPC) and with union members. Academic departments have faculty executive committees that operate according to departmental by-laws to provide a procedure for discussing personnel issues. Staff and team meetings elicit two-way communication; issues raised at this level without resolution are taken to the President's Council, Provost's Cabinet, or Finance and Administration divisional meetings. Opportunities for special conferences, grievance discussions, and the negotiation process also provide an open dialogue on issues of concern, leading to courses of action.

4P13 Providing for and evaluating employee satisfaction, health and safety, and well-being

Employee satisfaction is evaluated by turnover, grievance filings and arbitration (see 4R1), the actions described in 4P12, engagement in campus events, and traffic as a result of the administration's "open-door" practices. In the fall of 2009, the faculty of the NMU AAUP Chapter ratified a three-year contract.

Periodic employee surveys are conducted to evaluate employees' views regarding the quality and helpfulness of Human Resources services provide in the following areas: non-academic employment and staff/labor relations, benefits, payroll, training, compensation support and the position classification process. Results of the most recent survey, conducted in February 2006, are described in 4R2.

Northern adheres to mandated federal/industry facility standards and regulatory agencies. Both OSHA and MIOSHA make inspection visits. Table 4.4 summarizes these oversights. The Institutional Review Board protects the welfare and rights of NMU staff and/or students who are experimental subjects; it also protects any experimental subjects used by NMU staff/students who are not affiliated with our University.

Table 4.4 Health and Safety Regulations	
Regulatory Agencies	**Federal and Industry Facility Standards**
- U.S. Department of Agriculture (to oversee the animal research), - Occupational Safety and Health Administration - Michigan Occupational and Health Admin. - Michigan Bureau of Construction - Codes and Fire Safety - Michigan Elevator Division - Michigan Universities Self-Insurance Corporation - Marquette County Health Department - Public Health Service/National Institute of Health	- Office of Laboratory Animal Welfare - Building Officials and Code Administrators - National Electrical Code - American Disability Act - National Electrical Contractors Association - American Society of Mechanical Engineer - National Fire Protection Code - Underwriters Laboratories - American National Standards Institute - Factory Mutual Laboratories - American Society for Testing and Materials - American Society of Heating, Refrigeration, A/C Engineers Motor Control Centers - Molded Case Circuit Breakers and Molded Case Switches - Instructions for the Handling, Installation, Operation, and Maintenance of Motor Control Centers - Industrial Control and Systems (Controllers, Contractors, Overload Relays) - Industrial Control and Systems (Control Circuit and Pilot Devices); Industrial Control and Systems (Enclosures) - Enclosed and Miscellaneous Distribution Equipment Switches; and Acceptance Testing Specs for Electrical Power Distribution Equipment Systems - Public Health Service 45 (C.F.R.45)

The campus-wide **Health Care and Wellness** and **Safety Committees** meet regularly to discuss health care, wellness, and safety concerns; their website (http://webb.nmu.edu/Wellness/) describes

programming and links to the monthly wellness newsletter and external resources. The Director of the Health Center sits on the Wellness Committee to assess employee health care needs and to monitor employee health care expenditures. Employees may use the NMU Health Center for physician, pharmaceutical needs, and annual vaccinations. All employees have free access to the Physical Education Instructional Facility (PEIF) with numerous offerings, such as Get Fit, Injury Evaluation Clinic, group fitness programs, and personal trainers. New needs are identified by coordinating with NMU's strategic planning documents. For example, due to a theme of internationalization in the Road Map, a comprehensive travel clinic was added to the Health Center services.

4R1 Measures of valuing regularly collected and analyzed

Measures of valuing people that are regularly collected and analyzed include:

- Employee Retention (years of service)
- Grievance and arbitration rates
- Promotion and termination rates
- Performance evaluation outcomes
- Employee satisfaction regarding services, processes, benefits, and training.

4R2 Performance results in valuing people

While some turnover is healthy, given our rural location and winter climate, the longevity of employee years of service (Table 4.5) reflects positively on the University. The longevity average is similar among all employee types. Promotion and termination (including retiree) data (Table 4.6) also suggest low rates of turnover. A four-year retirement incentive program at the onset of the decade reduced average years of service. Table 4.5 shows that NMU has had few grievances and arbitrations in the last five years.

Table 4.5 Years of Service, Grievances, Arbitrations by Employee Group as of Fall 2009						
	Dining Services, Police, and Maintenance	Technical and Office Professionals	Faculty AAUP	Faculty NMUFA	Administrative Professionals	Non-Represented[1]
Average Years at NMU	15.2	15.9	13.5	11.7	12.7	14.8
Avg. grievances (past 5 years)	4	1	6	1	0	N/A
Total arbitrations (past 5 years)	1	0	2	0	1	N/A

[1]Executives, Deans, Coaches, Academic Department Heads, Senior Administrators, and Senior Management

In 2006, **Human Resources** launched an automated annual performance evaluation form for non-represented staff. Data collection depends on verbal and written comments from individuals assigned to the employee group who utilize the document. Results for the past three years are shown in Table 4.7.

Table 4.6 Promotion and Termination Rates					
Fiscal year	Total Employed	Promotions		Terminations	
		#	%	#	%
2009	1,094	68	6.2%	63	5.8%
2008	1,098	55	5.0%	73	6.6%
2007	1,098	51	4.6%	57	5.2%
2006	1,096	67	6.1%	70	6.4%

Table 4.7 Performance Evaluation Outcomes (Non-represented)			
Fiscal Year	Highly Effective	Effective	Less Than Effective
2008	68	10	1
2007	63	10	2
2006	67	21	0

The results (300 useful responses) of a 2006 web-based survey sent to all full-time employees regarding employee satisfaction are summarized in Table 4.8. Overall, 87% of the responding employees were either "very satisfied' or 'satisfied" with the services provided by the HR department. General comments and suggestions on what other services HR should offer and additional information and feedback from the respondents are also provided. The following priorities were set based upon these data:

1. Implement PeopleAdmin to streamline and standardize the staffing process
2. Establish a training/development strategy, needs analysis, and offerings
3. Complete the Sibson classification project and review compensation approach
4. Meet with key groups and open avenues for on-going communication and feedback
5. Build the HR team and shift perspective

Table 4.8 Employee Satisfaction Survey Results	
Category	**Results and Suggestions (% satisfied or very satisfied)**
Online HR services	• Only 22% reported experiences • Of the 22%, the majority (63%) used the service, at most, once a week • Of the 22%, 8 out of 10 were "satisfied/very satisfied" with the ease of access, navigation and utilization
Non-academic employment and staff/labor relations	• Percent satisfied or very satisfied were: Courtesy (88%), Responsiveness (80%), Knowledge level of staff (87%) • Comments: Simplify hiring process; Concerns that HR "protects" administration
Benefits	• Percent satisfied or very satisfied: 95% • 46% had not used flex spending program
Payroll	• Percent satisfied or very satisfied: 90% • Comments were: Lack of user friendliness of payroll reporting system; Requests for better staff cross training and employee training
Training	• 77% had no recent experiences • Comments: Improve staff training for new employees and reintroduce staff training
Compensation Support	• 37% had no recent experiences • Of those with experience, percent satisfied or very satisfied was 70% • Comments were: Lack of knowledge on mechanics and ambiguity of procedures for determining starting salaries
Position classification	• Percent satisfied or very satisfied with Courtesy: 83% • Percent dissatisfied or very dissatisfied were: Classification process (58%), and HR communication on the classification process (50%) • Comments: Reclassification is overly complicated and bureaucratic; forms used were cumbersome and redundant; Long delays of new classification

4R3 Evidence of productivity and effectiveness of faculty, staff, and administrators in helping achieve goals

Between 2001 and 2007 NMU had the fifth largest increase (15.4%) in FYES of the fifteen state universities– a major strategic objective (see 8R4). Figures 4.9-4.11 compare the number of full-year equated students served per full-time equated employees for NMU's administrative and professional, faculty, and service employees. NMU has consistently had higher productivity levels in all three categories than our state peers. The improvements in productivity have been possible through leveraging technology and improving processes. NMU has maintained or improved its delivery of products and services to students in both instructional and non-instructional areas. Some examples are combining student services into a central location, which greatly improved student service coordination and minimized campus traffic; refining the laptop distribution, which resulted in achieving a 4-minute standard distribution time; increased direct deposit utilization and expanded online payroll information and services, which reduced payroll costs and processing time. Each of these improvements reduced costs and improved the services provided, which supports NMU's commitment to financial sustainability and a high touch service. However, as noted in 4P5, we recognize the limits of increased efficiencies and set a goal of 20 FYES/FTETF. In 2009, that goal was essentially reached (FYES/FTETF = 20.3).

Figure 4.9 FYES / Admin. FTE
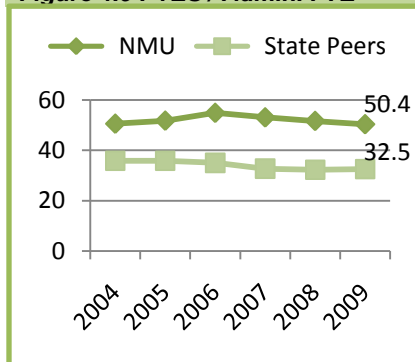
Figure 4.10 FYES / Faculty FTE
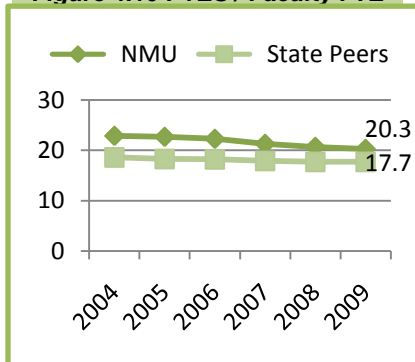
Figure 4.11 FYES / Service FTE
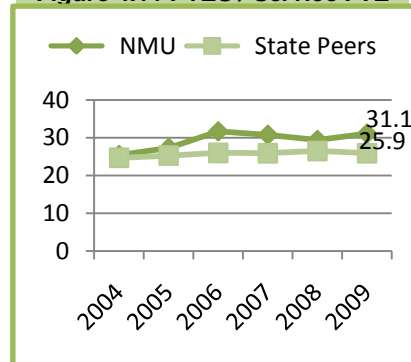
The NMU turnover of 6% is lower than the 2007 national average across all industries (22%) and in the education services (11-12%; source: Job Openings and Labor Turnover Survey, Bureau of Labor Statistics). Labor relations indicators (grievance, arbitration, strike action) are lower than comparable institutions both inside and outside of higher education. Improvements are needed in the areas of staffing time-to-fill and job acceptance rates, as compared to higher education and other industry organizations; the former concern has been addressed with the 2009 implementation of the PeopleAdmin System.

Our 2009-12 AAUP Master Agreement encourages a comparison of our faculty with peers: when constructing bylaws, departments will first identify peer universities to establish a circle of comparison. The Faculty Mix components discussed in 4P5 also indicate that we are coming into alignment with our peers. HEIDI Benchmark data with Michigan peer institutions consistently puts NMU in the "most efficient" categories with regards to productivity (see 4R3) and costs (see 6R3), while our stable enrollment (Table 4.9 – Source: House Fiscal Agency) suggests that our faculty and staff workload will decrease in the near future.

Table 4.9 State MI Universities Fiscal Year Equated Students % Change FY09 vs. FY05	
Michigan Peer Institutions	Cumulative % Change Total FYES
UMF	19.5%
GVSU	11.4%
MTU	11.0%
FSU	10.6%
OU	9.0%
SVSU	7.7%
MSU	5.6%
UMAA	5.1%
UMD	1.2%
CMU	0.5%
NMU	-0.1%
WSU	-3.0%
EMU	-7.2%
WMU	-7.3%
LSSU	-7.8%

Two data sources suggested a need for more staff in the Office of Grants and Research. The data sources included external comparisons of NMU vs. peers in federal research funding (see Table 4.10), and complaints from faculty that NMU did not provide adequate assistance with post-award grant management. Based on this information, we hired a Grants Coordinator to assist our Director of Grants and Research.

Table 4.10 Federal Research Funding	
Institution	2003Total
NMU	$259,000
Saginaw Valley	$492,000
MN St – Moorhead	$141,000
Winona State	$315,000
U WI – Eau Claire	$725,000
U WI – La Crosse	$1,715,000
U WI – Oshkosh	$594,000
U WI – Stevens Pt	$1,923,000
U WI – Stout	$910,000
U WI - Whitewater	$270,000
Average	$734,000

Feedback from the 2006 Human Resources survey provided a prioritization plan for improvements. For example, the transparency of the position classification process for AP and TOP union groups led a consultant (Sibson Co.) to recommend a partnership that improved the classification framework, encouraged leader participation in classification discussions, and enhanced the external market matches to the CUPA-HR data. Improvements to the staffing process are shortening time-to-hire and reducing paperwork. This process was implemented through PeopleAdmin online position management and recruiting software. This new application and tracking system went "live" in 2009-10, including educational and criminal background checks through the HireRight firm. Development of the NMU leadership model and a launch of leadership development targeted to various audiences is under way.

A Leadership Model was incorporated across several areas of campus; it was the basis for a 2009-10 Department Head job descriptions and offer letters. Similarly, newly revised leadership positions are highlighting the six roles of a leader in their position questionnaires. The Provost developed a program for new faculty to learn about the Upper Peninsula community and to become acquainted with peers.

Other recent improvements include expansion of information and electronic forms that employees can access through MyNMU including payroll information, and vendor information (e.g., healthcare and retirement), and the addition of Excellence in Service and Teaching awardees to the President's Council, enhancements to the Banner human resource system modules, initiation of a Labor-Management Council, and a joint Health Care Task Force. NMU also sponsors three employees to attend the Lake Superior Community Partnership Leadership Academy.

4I2 Culture and infrastructure for improved performance results in Valuing People

- The 2009-12 AAUP Master Agreement included up to 14 new Reassigned Time Awards per year to support faculty scholarship, including a description of an outcomes assessment of this new process.
- A strong labor relations environment encourages participative decision-making and proactive problem solving through such groups as the Joint Labor-Management Committee, the Safety Committee, the Health Care Task Force, and the Health and Wellness Committee.
- NMU's technology continues to expand employee access to knowledge while fostering sustainable operations. The technology has also allowed NMU to keep a high-touch environment while reducing administrative staffing.
- Public Safety and Police Services are increasing offerings of training in areas related to safety for all faculty, staff and students. Expanded online training includes the Cleary Act, Right to Know, and Active Shooter. Employees can view this required training from their desktops rather than attend group training sessions. The system records the date the employee completed each training module. The departments now have staff who teach in the Criminal Justice Program, Health, Physical Education and Recreation, and the First Year Experience Program.
- NMU employees have a tradition of community involvement, and their commitment to enhancing the region's economy and resources emphasize the role that our employees play in the community. Human Resources (HR) has been reorganized, including moving the Equal Opportunity Office into HR, and hiring an HR generalist. Through the reorganization, processes and positions have been identified to focus on training and professional development. The savings have made additional funds available for enhanced campus-wide training and development initiatives.

Category 5. Leading and Communicating

5P1 Defining and reviewing missions and values

The NMU mission statement was revised in 2008 according to the process outlined in Figure 5.1. The process began when President Wong invited comments from all sectors of the University community to describe those elements of the mission that were important to them. After a year-long dialog in multiple forums about the mission, a statement formulated at the President's Retreat was presented to the Board of Trustees who approved the revised NMU mission statement in September 2008.

Figure 5.1 Mission Statement Revision Process

Solicitation	President's Retreat	Stakeholder Deliberation	President's Council	Board of Trustees
• Dept /unit meetings • Web entries • Informal conversation	• All input discussed • Statement formulated	• Statement disseminated • Open forums • Formal committees	• All feedback disucssed • Recommendation approved	• Discussion • Adoption

When the revised mission statement was approved, we began a 2008-09 AQIP Action Project to align unit mission statements with the new University mission statement. The process that was used to revise unit mission statements included College Deans and Division Directors consulting with members of their divisions and revising their statements, followed by Department Heads and Directors consulting with members of their divisions, who then revised unit statements. A Final Report of this Action Project submitted in 2009 (http://webb.nmu.edu/aqip/SiteSections/ActionProjects/Mission/MissionIntro.shtml) indicated that 74 of 75 units had submitted revised mission statements. A pleasant but unanticipated outcome of this Action Project was that, for the first time, NMU had a single website at which mission statements from all university divisions and departments were located.

5P2 Setting direction in alignment with mission, vision, values, and commitment to high performance

The process that was used to develop the Road Map strategic plan, noted in section 5 of the Overview, encapsulates the participatory process that our leaders use. All formal committees had input into this document. This process provided leadership with a mandate from all constituencies regarding the best direction for NMU to take, which is consistent with our mission and vision statement. Students have voting seats on decision-making bodies on campus including President's Council and Academic Senate.

5P3 Accounting for the needs and expectations of current and potential students and key stakeholder groups

Assessing student and stakeholder needs and expectations is discussed in Category 3 of this document. Northern uses formal committee structures and specific departmental recommendations to set directions that align with our mission, vision and values. For example, "service learning" came from the faculty and was so important at this juncture in our institutional history that we created the Superior Edge to codify and encourage civic engagement. In addition, each department head of every unit on campus holds annual reviews of unit members. This practice includes the President, Vice Presidents and their direct reports. Athletics, for example, holds midyear and annual evaluations between head coaches and the Athletic Director. Direction and involvement of stakeholders occur in Departmental retreats.

The Road Map also recognizes the role of stakeholders in the pursuit of the University's mission and defining its values. Community Engagement, for example, is one of four elements of the Road Map and it explicitly calls for increasing "collaboration to enhance community and economic development in the Upper Peninsula." This direction emerged from identified needs in key stakeholders in the community and from the needs of students to have service learning and volunteer experiences in the community that connect theory to practice and enhance the academic experience. Senior leadership also maintains an active schedule of engagements with various civic groups, corporate partners and advisory bodies. For example, the President, Vice-Presidents and several members of the senior leadership team are active members of the Marquette Economic Club, which meets monthly to network, discuss issues of shared interest, and hear a presentation related to the regional economy. Members of the President Council are charged to be liaisons in the community as well as to be active participants in their peer organizations.

5P4 Leader guidance in seeking future opportunities while enhancing a strong focus on students and learning

NMU leaders guide the organization in future opportunities while enhancing a focus on students and learning by using a robust infrastructure of on-campus and off-campus units and organizations. Working with standing committees (see 5P5), executive leaders generate and vet ideas and debate issues of importance to the University. The President and Provost seek informal opportunities to interact with and get input from faculty, staff and students via University events, forums and other scheduled and unscheduled interactions, such as the President's "Let's Chat", "Late Night Chocolate ith the President" in the residence halls, and "Coffee with the Provost" activities.

To seek future opportunities, NMU leaders work with strategic technology and telecommunication partners to enhance the teaching, learning and working environment. As mentioned in 5P4, ongoing administrative involvement in the community facilitates collaboration to develop opportunities of interest to the community and the University. The Academic Cabinet meets twice per semester off-campus with a local or regional organization to seek collaborative opportunities and discuss shared interests. Leaders guide us by sharing information, emphasizing continuous improvement, focusing on the mission, and providing financial and material resources to support faculty/staff initiatives and take advantage of opportunities. The Wildcat Innovation Fund is one concrete example of this innovative culture.

Members of the senior leadership team cultivate working relationships with Michigan lawmakers and governmental agencies and offices. Because the constitution of the state of Michigan guarantees autonomy to all public campuses, the President is the official voice of the University in the state legislature; the President provides official testimony to the Michigan House and Senate each year. The Vice President for Administration and Finance is the State Relations Officer and the University benefits from a lobbyist at the federal and state levels. These activities help us seek future opportunities for NMU, while demonstrating and maintaining the strongest possible focus on students and learning.

5P5 Decision-making processes and follow-through methods

Decisions are made and pursued through leadership committees or ad hoc task forces, based upon relevant data collection and analysis. Standing decision-making committees (see Table 5.1) formulate proposals or recommendations for review by the larger campus community.

The committees revise recommendations and forward them to the appropriate administrative or decision-making body. The President's Council (PC) is a representative forum and a conduit for decision-making. For example, in 2009, in response to reduced state funding, the Director of Engineering and Planning presented proposals to the President's Council to reduce exterior campus lighting and consolidate space

usage, the latter to determine when some buildings could be closed to reduce energy costs. After discussion, pilot programs were enacted that both reduce energy consumption and decrease expenses.

Table 5.1 Major NMU Leadership (Standing) Committees			
Unit	**Reports to**	**Members**	**Oversight**
President's Council	President	35 all-campus representatives	Review/Recommend all Univ policies
Presidential Forums	President	Campus and local community	Feedback on all new initiatives
Academic Cabinet	Provost	Deans, Vice Presidents for Student Affairs, Institutional Research, and Internationalization	Academic Affairs, Student Services
Deans, Dept Heads, Directors	Provost	Deans, Academic Department Heads, and Program Directors	Academic and Student Affairs
AQIP Activities	Assoc Provost for Academic Affairs	Faculty, Staff, Students	AQIP Action Projects, Unit Outcome Assessments
Faculty Senate	Provost	Faculty Dept Representatives, Deans, President of Faculty Union, ASNMU Student Representatives	Advises and makes recommendations on matters of faculty-wide concern; oversees 11 subcommittees
Educational Policy Committee	Provost	Faculty, Deans, Vice President for Institutional Research	Academic programs and staffing
Colleges	Dean	College Advisory Councils College Department Heads	Advise and recommend to College Deans
Department	Department Head	Departmental Faculty and Staff	Dept bylaws, curriculum
NMU Assoc. Students	ASNMU President	Representative Elected Students	Student Governance

New initiatives are often led by a task force charged to investigate feasibility, conduct thorough investigation, and make recommendations to the appropriate administrator. AQIP Action Projects, for example, have a team charged to fulfill the action plan proposal. Membership is typically a blend of faculty/staff appointments and open solicitation to ensure that the necessary expertise and campus representation are included. When the project is completed and the project becomes institutionalized, a standing committee is created, if needed, or an existing committee is charged with ongoing support.

The Honors Program provides an example of how task forces and consultants are used to make decisions at NMU. In 2007, the Provost appointed a Task Force to examine the existing Honors Program and make recommendations for improvement.
- The task force worked for a period of four months, developing a report and recommendations.
- The Provost received the report and invited an external consultant from the National Honors Board.
- The external consultant visited campus to assess the Honors Program, reviewed the task force recommendations, and prepared a report.
- The Provost charged a new Honors Director and the Honors Advisory Board to review and implement (as deemed appropriate) the recommendations of the task force and the consultant.
- A revised curriculum was recommended for adoption by the Academic Senate in April 2010.

5P6 Data and information use in decision-making processes

The Office of Institutional Research (IR), whose Director (an Associate Vice-President) reports to the Provost, provides data for decision-making across the University. The AVP for Institutional Research also advises the President, Provost and others regarding the use of data and related information for decision-making. Table 5.2 illustrates some of the types of data usage described throughout this Portfolio.

At an institutional level, benchmarking data are required for state and federal reports, such as the state budget request and IPEDS. The administration reports performance indicators to the Board of Trustees at each Board meeting and those indicators are used for decision-making at the Board and other levels. Institutional level data are discussed more thoroughly in 7P1, 7P5, and 8R1-4. Data from peer institutions and models of best practice are also used for planning and decision-making throughout the institution. For example, a committee of Academic Senate leaders is studying best practices in Liberal Studies Programming and periodically updates the Senate and the Provost on its progress. Data usage related to learning, satisfaction, and operational support are discussed in 1R5-1R6, 3R2-3R6, and 6R2-6R5.

Further, to gather information externally and bring ideas back to the University, administrative leaders actively participate in conferences. Consultants and guest speakers are invited to campus regularly, and NMU participates in teleconferences and webinars to gain new information that enhance decision-making.

Table 5.2 Data Use Illustrations	
Information Collected	**Type of Decision Made**
Retention data	Used in academic program review to assess health of programs; develop interventions
Numbers of international students on campus, and NMU students studying abroad	International affairs programming and support
Short- and long-term enrollment goals and projections	Staffing decisions, dormitory occupancy rate planning
Demographic data in human resources	Track and implement diversity goals
Productivity measures	Staffing decisions
Salary and total compensation data for all employee groups, and equivalent peer institutions.	Salary and benefits levels for new employees used to determine salary equity adjustments for current employees.
Course enrollment data	Staffing decisions, setting a responsible and efficient array of course offerings for our students
Utility forecasts	Budget forecasting, co-generation plant
Peer data, state budget allocations, historical and projected enrollments	Setting tuition and fees

5P7 Communication between and among organizational levels and units

NMU relies upon leadership groups, including the President's Council, the Academic Cabinet, the formal university committee structure, forums, electronic transmissions, and hard-copy policy material to communicate across the campus. Staff in the **Communications and Marketing Office** assist the President, Provost and the campus community in developing publicity strategies to enhance communication between and among levels and units in the University. The employee newsletter, *CAMPUS*, and the NMU website are important communication venues. (See 2P3 for a more complete list of publications). WNMU public radio and television, the WUPX student radio station, and the *NorthWind* student newspaper are also campus media outlets used to enhance communication.

Minutes and reports generated by the formal and ad hoc committees provide communication between and among units. (See 6P2 and 8P2 for committee structures). The Academic Senate is central to communication occurring between the administration and the faculty. Faculty Senators represent the views of their constituent group and take information and decisions back to their home departments.

Master agreements between the NMU Board of Trustees/Administration and employee groups specify particular types of communication agreed upon in collective bargaining. For example, the American Association of University Professors (AAUP) contract defines the Education Policy Committee (EPC) (Article 3.3.2). The EPC (see 1P14 and 4P5) keeps the association informed on matters such as long-term academic planning, enrollment patterns and staffing requirements within colleges and departments. The Provost meets regularly with AAUP leadership to enhance communication and collaboration.

5P8 Leadership communication of a shared mission, vision, and values

University leaders communicate a shared mission, vision and values in various ways. Since the Road Map was announced in 2008, senior leadership has used this strategic plan to focus efforts at all levels on achieving its priorities. All campus units are routinely asked to consider and implement strategies that contribute to achieving Road Map priorities. Commitment to Road Map priorities has extended to the individual level. All unit heads must have personal annual performance goals that are tied to the Road Map and faculty address Road Map priorities in their sabbatical requests. (See 4P10). In 2009, the first Road Map Update was published; this document represents input from all units across campus. We anticipate an update of the Road Map during the 2010 Summer President's Council retreat.

The President schedules Campus-Community Forums five to eight times per year to update the campus and the community and to seek input on important issues, such as the state of Michigan's economy and the new Roadmap to 2015. The format of the forums provides an opportunity for the campus leadership

to communicate University directions and gain campus and community feedback. The forums are broadcast live via the NMU broadcasting system and made available for replay to faculty, staff and students via their laptops. Student government also schedules student forums with University leadership.

5P9 Encouraging, developing, strengthening, and sharing knowledge of leadership abilities

The campus has a strong history of shared governance, with faculty and staff often assuming leadership roles. These appointments provide the incumbent with experiences and insights, which are useful either if they revert to their regular appointment, or seek permanent administrative responsibilities. Departmental bylaws in academic departments recognize faculty leadership activities for tenure and promotion. During performance evaluations, individuals may be recommended to pursue additional responsibility and training. The University regularly finances travel to leadership conferences and seminars (sponsored by ACE, AACSB, HLC, and others) for faculty and staff. To encourage leadership and demonstrate institutional commitment to the shared mission, vision and values, NMU established a Wildcat Innovation Fund to provide one-time awards to faculty/staff designed to support innovation in the four strategic areas related to the Road Map: Recruitment, Retention, Revenue Generation and Quality Improvement.

To promote equity in hiring practices and to professional advancement opportunities, the Student Services division has an established Hiring and Promotion Policy, which offers a career ladder for entry level staff and includes incentives to perform at a high level. Each level of promotion requires an increase in responsibilities. This policy allows senior management to identify entry and mid-level staff who perform at a high level. Examples of incentives include the opportunities to attend professional development activities at regional and national levels. This policy has been effective in the retention of staff.

Reorganization of Human Resources in 2006 led to the hiring of a new Human Resources Director with expertise in leadership development who facilitated and implemented a new leadership model (see Figure 5.2). Characteristics of high performing organizations, such as focus, participative leadership, communication, and teamwork are built into the model and are encouraged and promoted at all levels.

Figure 5.2 NMU Leadership Model
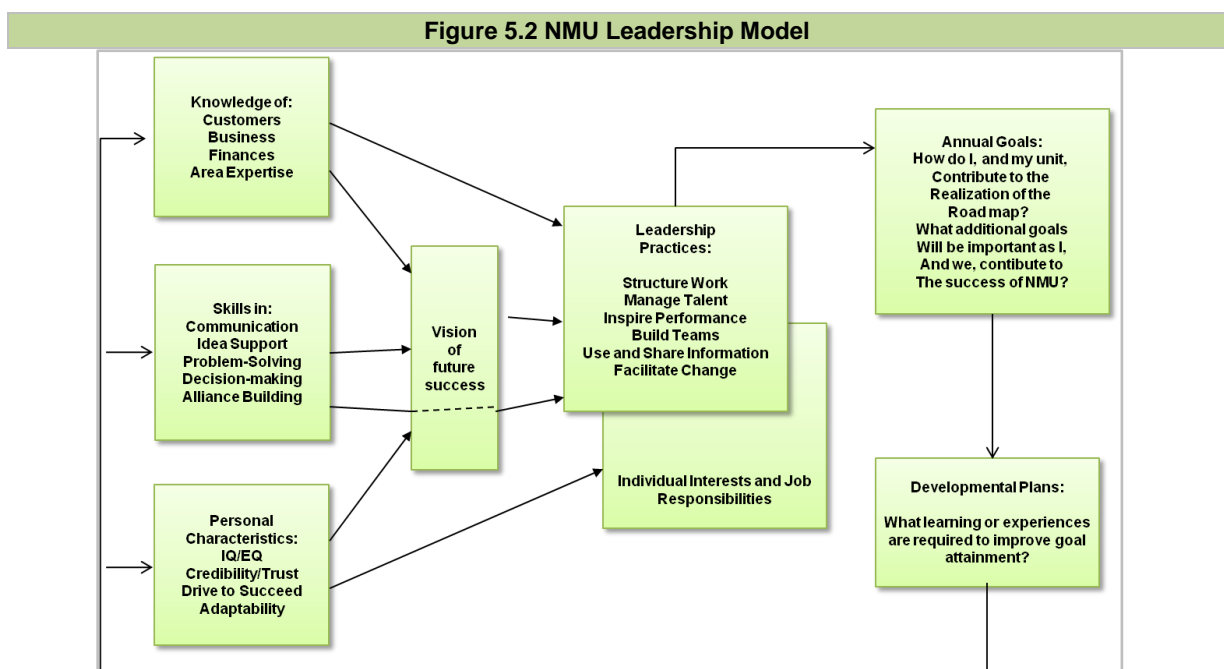
In Fall 2008, the Provost appointed a Task Force to recommend a new professional development program for academic department heads, using the new leadership model as a framework. A new program for department heads began in 2009, overseen by a Leadership Team, consisting of a Dean, the Director of Human Resources, and three current department heads. Academic department heads met on a regular basis with the Leadership Team throughout the 2009-10 year.

5P10 Leadership succession

The members of the Board of Trustees, who are appointed by the state's governor for eight years, have staggered terms, ensuring that no abrupt changes in philosophy occur. The Board's membership is stable and provides an engaged yet broad oversight to the President and the senior leadership. The Board of Trustees has bylaws that address presidential selection and evaluation and, since the University has well-articulated goals and practices, new leaders have been selected who are in tune with these expectations.

Telephone consultations between the President and the Board Chair occur at least weekly, and there is a constant flow of email communication between the President and members of the Board, and between the President, Provost and VP for Finance and Administration (VPFA). When the President is off campus, the Provost is designated as Chief Executive Officer, followed by the VPFA and others according to a predetermined plan. As noted previously, senior level vacancies are advertised nationally. When a position become vacant unexpectedly, an interim appointment is made until a formal search is completed.

Faculty-composed Executive Committees exist for each academic department, and College Advisory Councils for each college serve as a check and balance system and provide continuity during leadership transitions. Chairpersons of task forces, action projects teams, and standing committees get leadership experience with management, organization, planning, and handling budgets.

NMU recommends and supports three employees who are accepted into the 8-month Lake Superior Leadership Academy (lscpfoundation.org/lsleadershipacademy.html), designed to acquaint potential leaders from Marquette County, strengthen leadership abilities, and encourage participants to assume leadership roles. Since 1999, over 30 NMU administrators, faculty, and staff have completed the program.

Human Resources (HR) recently initiated a formal succession planning process, which continues to be evaluated and refined. To date, the following actions have occurred:
- workforce analysis to identify planned turnovers (retirements) in leadership areas has begun;
- performance reviews include explicit discussion of development that would benefit the employee;
- leadership model established as a framework for leadership talent assessment and evaluation; and
- new evaluation tool used with non-represented employees during their merit-increase discussions.

5R1 Regularly collected and analyzed performance measures of Leading and Communicating

Leadership evaluations are conducted on the schedule shown in Table 5.3. In an outcomes assessment fashion, evaluations address the following questions:

- What were previous evaluation goals?
- Were the individual's goals consistent with the unit and the departmental mission statement?
- Were the objectives of these goals achieved?
- What are the goals for the upcoming year?

We provide a mechanism for comments about major University initiatives, and collect these comments on

Table 5.3 Leadership Evaluation Processes		
Position	**Frequency**	**Evaluators**
President	Annually	Board of Trustees Executive Committee
Vice Presidents	Annually	President
Deans	Annually	Provost and VPAA
Department Heads	Annually	Deans with input from unit faculty/staff

a regular basis. We also distribute internal surveys about planned initiatives, inviting input. While these collections reside under other Portfolio Categories, as suggested in 5P6, they are predominantly in Categories 3 and 8.

5R2 Results for Leading and Communicating

The President, Provost and Vice President for Administration and Finance are active members of their respective national higher education organizations and regularly use their organizational meetings and communications to assess issues relevant to higher education nationally to make appropriate decisions. Senior leaders are currently members of the following organizations:
- American Council on Education(ACE)
- Association for the Advancement of State Colleges and Universities (AASCU)
- National Association of Chief University Business Officers (NACUBO)
- Secretary of ACE Board of Directors
- National Advisory Board to the Secretary of the Army, ROTC Subcommittee

NMU has been subject to a difficult financial environment for the past nine years, and our expectations are low for enhanced financial support from the state of Michigan. However, in the face of this difficult situation, our leadership has carefully husbanded its finances compared to other institutions experiencing severe consequences because of the current economic crisis. Our President and his leadership team are committed to implementing Road Map priorities in the face of this crisis. Good faith bargaining between employee groups and the NMU Board of Trustees is long-standing and is an indicator of mutual respect.

See Results sections for Categories 1, 3, 7 and 8.

5R3 Results for the performance of processes for Leading and Communicating compared with the performance results of other higher education organizations

As described in 8P8, NMU administrative officials including the President, Provost, and VP for Administration and Finance are active participants in the Presidents Council, State Universities of Michigan (PCSUM). NMU administrators use PCSUM to access research and information services that enhance decision-making, collaborate with other Michigan public institutions, and allow self-assessment.

We recognize the value of comparing our leadership results with those of our peers. In 2009, we began participation in the Voluntary System of Accountability (VSA), a national initiative for 4-year public colleges and universities. Our intent with this new effort and investment is to enhance our accountability and support ongoing institutional efforts for continuous improvement.

5I1 Recent improvements; systematic and comprehensiveness of processes

- A new Leadership Model was developed by our Human Resources Department, and it was implemented for current and future leaders of NMU during the 2009-10 academic year.
- The Wildcat Innovation Fund was established to encourage creative solutions aligned with strategic objectives. Seven projects were funded in 2008-09, totaling $115,951.
- A Professional Development Program was implemented in 2009-10 for academic department heads.
- In 2008, President Wong began a regular University Forum series of presentations, to keep the university community informed of legislative and budgetary issues.

5I2. Culture and infrastructure for improved performance results in Leading and Communicating

The recent adoption of three significant documents in 2008 (Roadmap to 2015, the Campus Master Plan and a revised Mission statement) establish a new and functional framework for both micro-level and macro-level planning. Institutional structures are lean enough and decision-making is dynamic enough to enable quick adjustments to legislative changes. We have made these changes with positive impact on student learning and their academic progress. We have met these challenges as the University continues to improve its activities and position itself for continued success. NMU continues to look for opportunities, plan for the future, and provide supportive leadership.

Category 6. Supporting Institutional Operations

6P1 Identifying the support service needs of students and other key stakeholder groups

In supporting institutional operations, needs are determined both proactively –keeping abreast of changes in the field and then projecting needs– and reactively, by asking and listening. NMU's participation in the Presidents Council State Universities of Michigan (see 8P8) keeps our student support administrators aware of issues in higher education. Students have a strong student association (ASNMU) and are represented on all major administrative committees (see http://asnmu.nmu.edu/universitycommittees/) and by multiple levels of student governance in the residence halls. Student leaders in the Student Leader Fellowship Program and members of clubs and organizations use those entities to advance student opinions on issues such as smoke-free residence halls and a green campus. Student athletes voice their needs through coaches, the NMU Athletic Council, and intramural organizations. Satisfaction surveys, group discussion in the residence halls and focus groups conducted by the Office of Institutional Research is used to evaluate student needs. President Wong holds regular "Let's Chat" sessions with the student body to hear student concerns and answer student questions. Students also communicate through the student newspaper, *The Northwind*, and other channels described in 3P1, 3P2 and 3P6.

Student health care needs are identified by:
- referring to national surveys such as the CDC College Health Risk Survey and American College Health Association Healthy Campus 2010,
- meeting with parents and students at orientation sessions,
- monitoring Health Center medical information system census data, and
- monitoring medical reports received from off-campus emergency and urgent care providers.

These sources have identified unmet medical needs for our uninsured students and resulted in enhanced health care provision for these students (see 9P3). These sources were particularly useful during the 2009-10 year, when many university students, staff and faculty were infected with the H1N1 virus.

The development of the Student Service Center illustrates the process of identifying service needs. In the late 1990's, ASNMU voiced concerns about the level of quality, long lines and delays in a number of student service offices during registration, in what was referred to as the "Northern Shuffle" – sending students to multiple offices to handle one transaction. The University hired consultants to work with students and staff to redesign processes related to these delays. The findings were used to change processes and design a new Student Service Center, which opened in 2004 in the Hedgcock Building.

Given the rural and remote geographic characteristics of the Upper Peninsula, NMU assumes a significant responsibility within its community for cultural offerings, sports and facilities. NMU offers events in theatre, music, art, cultural diversity, current issues, and sports; programs in fitness, continuing education, youth activities; broadcasting of public television and radio, and shared facilities for local use. These needs are identified by attendance records, evaluation surveys, and requests. NMU offers new programs and events based upon research and participant demand.

Needs for other stakeholders (alumni and employers) are addressed in 3P3.

6P2 Identifying the administrative support service needs of faculty, staff, and administrators.

The University identifies the support service needs of faculty, staff, and administrators in four ways:
- **University advisory committees** identify needs through surveys, members, and benchmarking. These committees – standing and ad hoc - are created by the President, VP for Academic Affairs, or the VP for Finance and Administration to advise leadership on campus-wide issues or administrative operations; by the Academic Senate to oversee services that support instructional/research activities; and through collective bargaining. Table 6.1 identifies some of these committees.

Table 6.1 Advisory Committees				
President	**Academic Affairs**	**Finance and Admin.**	**Academic Senate**	**Human Resources**
Teaching, Learning, and Communications (TLC)	Academic Service Learning Advisory Board	Combined Heat and Power Project Advisory Committee	Educational Technology Resources and Policy Committee (ETRPC)	AP Position Classification Committee (AP)
Ethnic and Cultural Diversity Committee (ECDC)	Enrollment Management Network	Bookstore Advisory Committee	Academic Information Services Advisory Committee (AISAC)	Advisory Committee on Affirmative Action
Scholarship Committee	All Student Judiciary (ASJ)	Service Charge Review Committee	Teaching and Learning Advisory Council (TLAC)	Job Evaluation Committee (TOP)
Committee on University Violence	Superior Edge Advisory Board	University Center Advisory Committee	Faculty Grants Committee (FGC)	Service Awards Committee
President's Roundtable	Radio X Board of Directors	Campus Master Plan Committee	Committee on Inter-nationalization (COI)	
Parking and Traffic Committee	Honorary Degrees Committee	Sustainability Committee	Liberal Studies Committee (LSC)	
Sexual Harassment Task Force	Northwind Board of Directors	Space Utilization Committee	Graduate Programs Committee (GPC)	
University Safety Committee (AFSCME, AP,TOP)	Educational Policy Committee (EPC) (AAUP)		Committee on Undergraduate Programs (CUP)	
Health Care and Wellness Committee (All)	Faculty Advisory Committee (FAC) (NMUFA)		Admissions and Academic Policies Committee (AAPC)	
Athletic Council			Honors Board (HB)	

- **Strategy development** includes regular meetings of the President's Council, Board of Trustees meetings, Academic Cabinet, Finance and Administration advisory team, campus forums, and the use of external consultants to review support service levels and needs. Strategic planning is discussed in 8P1.
- **Annual planning process -** Division heads identify administrative support service needs that are included in the University's budget priorities for funding consideration. Faculty and staff are encouraged to make individual or program needs known to the department head. These may include the need for faculty or staff positions, specialized technology, and professional development/research support. The department heads prioritize these needs in consultation with the college dean, and submit them to the appropriate administrator and to the designated committee for review.
- **Faculty and staff feedback** is gathered through surveys, requests for services, collective bargaining, and annual evaluations. Their recommendations are channeled through the administrative divisions.

6P3 Design, maintenance, and communication of the key support processes contributing to physical safety and security

The design, maintenance and communication of Northern's systems, policies, and procedures related to physical safety and security of our faculty, staff, students, and guests are regulated by federal, state, and local agencies (see 4P13). The **Public Safety and Police Services Department** (publicsafety.nmu.edu) provides a safe campus environment, oversees related University policies, is the depository for employee training records and carries out mandatory safety employee training. In conjunction with **Administrative Information Technology** (AdIT) and **Human Resources**, an electronic tracking system is in place to ensure compliance with required training standards and the updating of individual training records. Condensed crisis plans for key administrative employees complement the full emergency plans utilized by Public Safety and Police Services personnel. Training has increased for primary- and secondary-level emergency responders for various scenarios, and for faculty, staff, and student groups.

Annually, Public Safety and Police Services collects Material Safety Data Sheets (MSDS) from every NMU department. The MSDSs list all materials that are or could become toxic, as well as materials that become flammable or explosive in a fire, posing a critical threat to those who reside in the area and to fire, police and other emergency responders. Employee safety also includes zero tolerance of workplace violence, aggression and intimidation, as well as discrimination or harassment of any type.

Public Safety and Police Services work with Housing and Residence Life, Purchasing, Engineering and Planning, Risk Management, the Parking and Traffic Committee, and the University Safety Committee. They have designed and implemented safety and security initiatives, including electronic lockdowns of buildings, fire suppression systems, emergency phones in parking lots, surveillance systems in residence hall lobbies, key entry systems in dormitories, and a student ID card system.

In 2008, NMU tested and implemented a university-wide emergency notification system delivered to all communication channels. In some situations, area media outlets will be notified to make announcements on NMU's behalf. Information regarding emergency situations can be disseminated via the following:
- Screen freeze (computer function is disabled until message acknowledgement) for NMU computers
- NMU's home page (http://www.nmu.edu/)
- Interruption of NMU Public Safety and Police Services home page (http://publicsafety.nmu.edu/)
- Delivery of e-mail to NMU addresses
- Delivery of NMU mobile text alerts for those who participate
- Display on campus electronic display boards in several NMU facilities
- Distribution of email to subscribers of both the parent and community newsletters
- Designated phone lines for the sole purpose of creating hotlines within minutes of the emergency
- Broadcast of voice-mail messages of procedures for NMU phones in the vicinity of an emergency

Northern has an Inclement Weather Policy to address severe weather conditions in the winter (http://webb.nmu.edu/hr/SiteSections/Resources/AdminPolicyManual/Inclement.shtml).

The **Health Center** director monitors potential threats to campus health and safety by meeting regularly and sometimes urgently with a Behavioral Review Team to discuss and monitor students identified as potential security or self-injury threats, and by communicating with the Michigan Health Alert Network,

which provides instantaneous notice of disease outbreaks and other health and safety threats. The director is a member of NMU's Pandemic Planning and the Marquette County Pandemic Preparation Committees, and helps plan for campus-wide and Health Center responses (see also 4P13 and 9P3).

6P4 Managing key student, administrative and organizational support service processes on a day-to-day basis

Student services. Daily management is driven by annual outcomes assessment reports that document evaluation data provided by service users. The "prospect inquiry" and "financial aid verification" processes illustrate how daily processes are impacted by cyclic loops.

- The **Admissions Office** "prospect inquiry" process enters data and a tracking code into the Prospect Student System, triggers responsive communication, generates mail merge letters, and collates materials. Instructions/manuals exist for each staffing area. Admission objectives deal with shortening the inquiry processing time and improving accuracy. Data integrity and quality control checks are conducted throughout the process. After conducting a study using periodic sampling at both "high" and "low" activity points in the cycle, data revealed longer gaps than expected between system-entered date and the inquiry card's date stamp. A focus group with pertinent staff discussed efficiency strategies. The results were shared with staff and changes were added to the training manual.

- In the **Financial Aid Office**, 30% of all FAFSA applicants are required to go through financial aid "verification" -- an audit of the FAFSA data to ensure accuracy. Student-submitted documentation is date stamped and scanned into an electronic document imaging system, then distributed to

Table 6.2 Financial Aid Document Verification Process		
	Completion w/in 10 days	Completion w/in 14 days
2005-06	75%	81%
2006-07	75%	82%
2007-08	83.2%	90.2%
2008-09	85.9%	91.8%
2009-10	87% (goal)	93% (goal)

Financial Aid staff for verification. Reducing the time that staff members take to review files allows for more efficiency in awarding financial aid to students. This process is managed through individual staff member goals, set during annual performance reviews, and through the outcomes assessment process. Table 6.2 demonstrates improvement in the process based upon assessment results.

Technology support services. Academic Computing provides technology support for students, faculty and staff through the Help Desk and the Micro Repair Service. System or network problems are communicated to AdIT staff. Call logs and equipment service records are maintained and reviewed periodically to identify recurring problems and needs poorly addressed (see also Category 7).

Budget and financial services. Budget and financial systems are monitored on a daily basis by the Budget and Controller's Offices to ensure that the systems meet user needs.

- The **Internal Auditor** develops an annual plan for audits of University systems; any identified deficiencies are reported to the department head, their supervisor, the VP for Finance and Administration, the President and members of the Finance Committee of the Board of Trustees. The University's financial records are audited annually by external auditors and they also perform required compliance audits (see Table 6.3). Any issues identified through internal or external audits must be addressed by the responsible department head in writing. The departmental audit responses are reviewed and approved by the Finance Committee of the Board of Trustees. Public Safety and Police Services maintains a website where individuals can report fraud concerns anonymously.

Table 6.3 Audits and Reports	
Annual Reports	**Other reporting with various time frames**
- NMU Audited Financial Statements - NMU Single Audit Report - WNMU-TV and WNMU-FM Audited Financial Statements - NCAA Compliance Report - Department of Education EADA Report - Tax reporting (1098, 1099, 1042s, W2g) 990 T Tax Return - NACUBO Endowment Study - Municipal Secondary Market Disclosure	- NCAA Statement of Revenues and Expenses and Agreed Upon Procedures - Michigan Economic Development Corporation Job Training Grant Audits - Federal Indirect Cost Study - IRS Compliance Questionnaire - Grant compliance reporting and program reviews conducted by external grant agencies

- **Health Center** services are funded by fees for service, general fund support, and reimbursement from the University's self-funded employee health insurance plan. Budget allocations, fee schedules and insurance fund reimbursement rates are reviewed by the Center's director and the VP for Finance and Administration as part of the University's annual budget review process. Recent projects in the Health Center have included assessment of colorectal cancer screening rates in employees, achievement of blood glucose and lipid treatment goals in Type II diabetes mellitus patients and rates of generic drugs prescribed by Health Center physicians. An annual patient satisfaction survey measures key attributes of operations, such as timeliness of appointments and conduct of staff.
- **Employees** have access to the systems to review the financial status of their departmental operations, travel transactions, and payroll information.

Facilities. Cleanliness, functionality, reliability and efficiency of our buildings are key goals.
- **Plant Operations** uses a real-time management system to monitor and control buildings. Each facility has a building attendant whose responsibilities include monitoring and maintaining systems. Building occupants can report building system failures or maintenance issues by phone, email, or campus mail. These reports are entered on an electronic work order system used to dispatch trades staff. The work order system accounts for assigned resources and monitors work progress.
- NMU's classroom scheduling and space utilization software by *CollegeNet R25 and X25* have been used since 2007 for class scheduling. These tools allow the University to optimize class scheduling and evaluate/improve current space utilization. The data they generate were particularly valuable in the 2008-09 year, as the university increased operational efficiency and cost-savings.

University services. Key support goals include timely and cost effective delivery of goods and services, effective management of risk, and quality conference services.
- **Purchasing** and the **Controller's** Office review transactions related to the University's purchasing card (P-Card). The information identifies opportunities to improve services and reduce costs.
- **Conference and Catering** meets periodically with student and other stakeholder groups to discuss support services and addresses complaints from external customers on an individual basis. Usage by groups is monitored and analyzed periodically.
- The **Risk and Insurance** Manager is a member of the Safety Committee and reviews all incident reports filed with Public Safety and Police Services to identify possible risks and liability exposures to the University. Additionally, the manager works closely with Michigan Universities Self Insurance Corporation's (MUSIC) service providers to address risk through loss prevention efforts and with the University's **General Counsel** on contracts and legal issues. Risk assessment is covered in 8P7.

6P5 Documenting support processes to encourage knowledge sharing, innovation, and empowerment

The University has expanded technology to document support processes and encourage knowledge sharing, innovation, and empowerment. NMU's website contains pages for administrative support services, downloadable or online forms, and e-billing and e-ticketing services (see Category 7 for more information on process-based software). The University uses both static and ad hoc email lists targeted to specific groups. All students and employees have email accounts that are included in the University telephone directory, available in both printed and electronic format. Electronic newsletters communicate information related to support services to stakeholders (see 2P3 and 5P7). In addition, there are newsletters for health and wellness, residence life, diversity, advisement, and registration information.

Bi-weekly meetings between department administrators within **Student Services and Enrollment** allow campus service providers to compare initiatives, discuss collaborations, and improve the quality of processes provided to our students. Procedure and training manuals exist for all major processes. Some support areas, such as **Housing and Residence Life**, which realize staff turnover by nature of the Residence Assistant job profile, require regular staff training. **Admissions** staff members generate ad hoc reporting from data based upon parameters requested by academic departments. This ability to produce customized reports enables departments to innovate and participate in the recruitment process.

Some of the support processes documented on NMU's website include:
- University policies and procedures

- Labor agreements and personnel policies for all employees
- Employee orientation, benefits, payroll, and safety forms and services
- University bulletins
- Student code and appeal processes
- Admission, registration, advising, and career forms and services
- Tuition and fees, room, board and apartment rates and service fees
- Housing, dining services, bookstore forms and services

6R1 Regularly collected and analyzed measures of student, administrative, and organizational support service processes

As mentioned in the Question 6 Overview, many components within the student, administrative, and organization support services collaborate. Each unit sets objectives, measures, and reports annual data usage. Table 6.4 lists some key support services currently provided.

Table 6.4 Key Measures of Support Services		
	Key Support Services	**Measures**
Student services	Admissions	Prospect inquiry processing time
		Program satisfaction evaluations
	Academic Advising	Student success rates
		Usage counts and exit evaluations
	Financial Aid	Verification processing time
	Public Safety and Police Services	Clery crime statistics
Budget and financial services	Vice President, Controller, Budget, Internal Auditor	Rank within state peers revenue and expense
		Rank within state peers tuition and fees
	Health Center	Heath center usage by demographics, health screening metrics and generic drug usage
Facilities	Engineering and Planning, Plant Operations	Space utilization and energy usage
University services	Purchasing	Procurement card usage
Technology services	Help Desk and MicroRepair	Satisfaction rates

6R2 Performance results for student support service processes and their usage

Three specific student support services are illustrated: Admissions, Academic Career and Advisement Center (ACAC), and Freshman Probation programs.

Table 6.5 Wildcat Weekend Attendance	
Year	**Attendance**
2005-06	637
2006-07	879
2007-08	1040
2008-09	1046

Admissions. In 2004, NMU piloted two on-campus Saturday visit events - "Wildcat Weekends." Evaluations were collected from faculty, staff and current and prospective students. Attendees were tracked via a source code and followed for yield rates (see Table 6.5). Concerned that the events might detract from the normal Campus Visit Program (CVP), we monitored total attendance at both events; this analysis revealed that attendance exceeded traditional CVP attendance. Based on these data, we now sponsor two annual "Wildcat Weekends".

Academic Career and Advisement Programs. ACAC tracks program usage as a function of program emphasis and location (see Table 6.6). ACAC moved to the Hedgcock Building to centralize student services in 2004. Simultaneously, it made its services available to all students on walk-in, telephone, and virtual bases. Staffing provided at least one advisor on a "walk in" basis every hour the center was open, including during lunch. In addition to counts of contacts with the ACAC offices and the exit survey (see Table 6.7) solicited from each visitor, the staff currently discuss and evaluate their perceived performance at bi-weekly staff meetings, and at regularly-scheduled one-on-one meetings with the ACAC Director. Anecdotal information is also used to evaluate the services of the office. **All Campus Tutoring** (ACT) offers its service free to all students and provides tutoring in all subjects. The program has found that group tutoring is more effective than one-on-one tutoring with the current generation of college students**.**

Table 6.6 Tutoring Counts by Location by Academic Year									
Jamrich 203	Payne Lobby	Jamrich Hall 225		111H Learning Resource Center					
'99-'00	'00-'01	'01-'02	'02-'03	'03-'04	'04-05	'05-'06	'06-'07	'07-'08	'08-'09
1,000	507	1,006	2,017	4,358	4,194	4,717	5,004	4,720	4,282

Table 6.7 ACAC Exit Survey Information Scale: 1(Strongly Agree) - 5 (Strongly Disagree)				
Item	'05-'06	'06-'07	'07-'08	'08-'09
Receptionist staff was friendly and helpful	1.32	1.33	1.21	1.36
Staff member effectively conveyed appropriate information	1.22	1.20	1.14	1.24
Staff member was knowledgeable	1.21	1.20	1.13	1.27
Staff member was doing their best to be helpful	1.21	1.18	1.09	1.17
Staff member showed genuine concern for you as a student	1.28	1.23	1.13	1.20
You were satisfied with the ACAC service/assistance	1.29	1.23	1.17	1.24

Freshman Probation (FP) Program. While the **Institutional Research Office** collects many evaluative measures, the ACAC staff pays particular attention to the data shown in Table 6.8, since their efforts are

Table 6.8 Freshman Probation Student Program Performance									
Percent Students Attaining Good Standing after the 1st Semester									
Pilot		After Program Implementation							
F'00 (control)	Pilot F'00	F'01	F'02	F'03	F'04	F'05	F'06	F'07	F'08
52.7%	58.6%	68.6%	67.2%	69.1%	84.4%	68.5%	77.9%	69.0%	58.9%
Percent Students in 3rd Semester Retention									
43.2%	50.9%	58.7%	56.5%	65.8%	69.4%	63.8%	59.7%	63.5%	

directly related to student performance. After reviewing data from 2008, a study group began working in 2009 to better understand these students. Data show that when many of these high-risk students leave the shelter of the FYE program and its more intensive advising, they begin to fall back into bad habits and many fail to return in the 3rd semester.

ACT offers individualized and group tutoring, and it explored a pilot program in supplemental instruction, the Peer Assisted Learning System (PALS). Due to its success in decreasing the number of students receiving a low grade or withdrawing from the course, (see Fig 6.1), the PALS Program was re-funded.
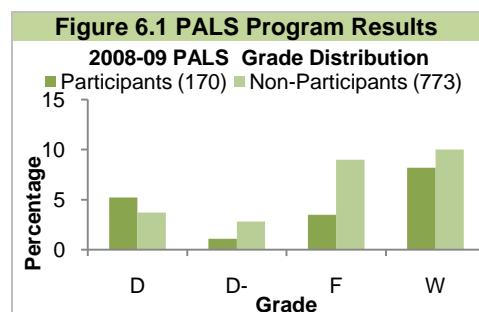
Figure 6.1 PALS Program Results
2008-09 PALS Grade Distribution

Table 6.9 State Peers vs. NMU Resources and Expenditures (per FYES) FY 2009				
Resources	NMU Rank (1-10)	NMU	Peers Avg	Difference
State Appropriations for State FY	1	$5,540	$3,780	$1,760
General Fund Tuition and Fees	9	$7,534	$9,360	($1,826)
(Financial Aid)	3	$1,360	$1,037	$323
Subtotal: Net Appropriations and Tuition and Fees	7	$11,714	$12,103	($389)
Investment Income	3	$86	$78	$8
Indirect Cost Recovery	4	$41	$43	($2)
Federal Funds	8	$0	$2	($2)
Other General Fund Revenue	4	$345	$243	$102
Total Resources		$13,547	$13,506	$41
Expenditures				
Instruction	7	$5,062	$5,523	($461)
Research	6	$51	$64	($13)
Academic Support	2	$1,835	$1,467	$368
Subtotal- Academic Programs	5	$6,948	$7,054	($106)
Auxiliary Enterprises	3	$266	$223	$43
Financial Aid	3	$1,360	$1,037	$323
Institutional Support	8	$1,398	$1,602	($204)
Mandatory Transfers	4	$421	$325	$96
Non-Mandatory Transfers	7	$455	$630	($175)
Plant Ops and Maintenance	4	$1,661	$1,340	$321
Public Service	5	$60	$134	($74)
Student Service	3	$932	$760	$172
Total Expenditures		$13,502	$13,105	$397

Budget and Financial Services. As seen in Table 6.9, the University uses a comparison to Michigan's Peer Institution general fund revenues and expenditures per full-year equated student (FYES) as a performance measure. NMU reviews these rankings annually. The data are used to identify resource or expenditure categories where NMU is above or below state peers. Based on NMU's ranking, financial staff conduct additional analysis to determine why the ranking changed or why NMU differs from the state average. This analysis has been conducted annually for over ten years. For each category the University can drill down any individual resource or expenditure component for more detail (for example, the Student Service category encompasses data for departments including the Registrar, Admissions, and Dean of Students) by peer institution. These rankings have been used to set targets for budget reductions and reallocations and to identify resource and expenditure areas that provide opportunities for the University.

By way of example, our plant operation expenditures are outside of the targets. An analysis showed that while expenditures per FYES were higher than the state average, our cost per square foot was one of the lowest in the state. NMU's general fund facility square footage per FYES is one of the highest in the state. Based on this analysis NMU began initiatives to better utilize the square footage that we have, identify potential partners who might want to lease space, and find ways to further reduce our energy costs.

Table 6.10 Tuition and Fee Ranking Among State Peers								
	2006 - 07		**2007 - 08**		**2008-09**		**2009-10**	
	Rank	**Tuition / Fees**	**Rank**	**Tuition / Fees**	**Rank**	**Tuition / Fees**	**Rank**	**Tuition / Fees**
Peer 1	1	$5,543	1	$6,258	1	$6,492	1	$6,900
NMU	2	$6,141	2	$6,709	2	$7,078	2	$7,454
Peer 2	3	$6,638	4	$7,343	6	$8,190	9	$9,248
Peer 3	4	$6,708	3	$7,246	4	$7,894	3	$8,284
Peer 4	5	$6,752	6	$7,420	8	$8,400	6	$8,845
Peer 5	6	$6,935	7	$7,490	5	$8,069	5	$8,377
Peer 6	7	$6,948	5	$7,392	3	$7,826	4	$8,332
Peer 7	8	$6,957	10	$7,928	9	$8,427	8	$9,188
Peer 8	9	$7,200	9	$7,875	10	$9,000	10	$9,480
Peer 9	10	$7,259	8	$7,832	7	$8,341	7	$8,900

Remaining competitive relative to tuition and fees among state peers is a key performance measure of our financial planning (see Table 6.10) The peer data are used by Northern for planning, marketing and in establishing tuition and fee rates.

Facilities. Using space utilization software during the summer of 2008, NMU staff evaluated the use of both general and department controlled class rooms in the Jacobetti Center. With the data provided by this system, the University consolidated classroom space within the facility and identified approximately 10,000 square feet to be adapted for other uses.

Space utilization reports for general use facilities have been developed; however, these reports reflect formally scheduled classes only. Events such as open lab hours are not reflected in the current reports, and would increase the classroom utilization rate. The University has established a **Space Utilization Committee** to help identify these deficiencies, provide the administration with space utilization information and develop recommendations to manage facilities effectively. Table 6.11 illustrates the type of data, generated by the utilization software, that are used to monitor efficiency.

Table 6.11 General Use Classroom Utilization by Building (Mon-Fri, 10:00am-3:00pm)									
Building	**# Classrooms**			**Avg. Room Utilization %**			**Avg. Seat Utilization %**		
	2009	2008	2007	2009	2008	2007	2009	2008	2007
John X. Jamrich Hall	32	32	32	66	67	70	59	57	57
Luther S. West Science Building	14	14	14	69	74	81	63	65	62
Wayne B. McClintock Building	6	6	6	60	64	68	54	50	53
Russell Thomas Fine Arts	6	6	6	69	70	71	67	62	57
Walter F. Gries Hall	3	3	3	73	76	69	81	76	87
New Science Facility	2	2	2	76	72	87	65	58	67
Whitman Hall	2	2	2	77	64	68	55	68	72

Technology services: Customer satisfaction surveys are conducted by the Help Desk and Micro Repair (see Tables 6.12 and 6.13). Any measurable increases in dissatisfaction levels trigger a review of causes of the dissatisfaction and possible solutions. Survey data revealed that Micro Repair had a high level of dissatisfaction in 2007-2008. One of the reasons for this was an upgrade in the Thinkvantage software used in the laptop computers that caused several problems, as well as switching to a new anti-virus program. Academic Computing worked with several of the Lenovo engineers to resolve these issues. As a result, dissatisfaction levels dropped in 2008-2009.

Table 6.12 Micro Repair Customer Satisfaction Survey		
	% Dissatisfied	
	2007-2008	**2008-2009**
Knowledge	11.7%	6.5%
Friendly	12.3%	7.3%
Timely	16.7%	9.6%
Service	24.8%	13.7%
Satisfaction	20.9%	10.8%

Table 6.13 Help Desk Customer Satisfaction Survey		
	% Dissatisfied	
	2007-2008	**2008-2009**
Knowledge	5.2%	5.7%
Friendly	2.8%	2.1%
Timely	6.2%	6.0%
Service	10.9%	6.0%
Satisfaction	5.2%	8.8%

6R5 Results for the performance of processes for Supporting Organizational Operations compared with the performance results of other higher education organizations

Student services. Comparisons to the processes of our peers at other institutions have resulted in change in processes at NMU, as was the case for our Campus Visit procedure. For example, we noted that the most frequent negative comment received on campus visitor evaluations was the lack of a free lunch during the visit. In surveying our peer institutions in the state, we found that we were the only school not offering this option during the campus visit. In 2008, through collaboration with facilities/dining services and the VP for Finance, we began to provide a complimentary meal to each visitor. Since making this change, negative comments about the lack of free lunch are no longer made, while we regularly receive positive comments about the quality of the food, facility and overall experience.

Budget and financial services. Table 6.14 provides a comparison of NMU's resource and expenditure ranking with state peers. NMU is sensitive to financial data of its peers (see 6R3/6R4 for more peer-related financial data). These data suggest that NMU is approximately average amongst its peers in the general categories of Resources and Expenditures.

Table 6.14 NMU's Rank vs. State Peers Revenues and Expenditures FY2003 - FY2009							
	NMU Rank (1-10)						
Resources	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
State Appropriations for State FY	1	1	1	1	2	2	1
General Fund Tuition and Fees	7	8	7	8	9	9	9
Less: Financial Aid	1	1	2	2	2	2	2
Subtotal- Approp, Tuition and Fees			**4**	**4**	**6**	**6**	**7**
Investment Income	2	2	3	4	4	3	3
Indirect Cost Recovery	8	7	5	3	5	4	4
Federal Funds	4	4	8	8	8	8	8
Other GF Revenue	9	8	8	7	7	7	4
Total Resources	**3**	**4**	**3**	**3**	**6**	**5**	**5**
Expenditures							
Instruction	8	9	8	8	9	8	7
Research	3	3	4	8	8	6	6
Academic Support	2	2	2	3	2	1	2
Subtotal- Academic Programs	**4**	**5**	**4**	**6**	**6**	**7**	**5**
Auxiliary Enterprise	1	3	3	1	4	3	3
Institutional Support	7	9	6	9	9	8	8
Mandatory Transfers	6	7	3	4	5	5	3
Non-Mandatory Transfers	6	7	4	1	2	4	7
Plant Operations and Maintenance	3	3	4	4	4	4	4
Public Service	3	2	5	5	5	5	5
Student Service	2	3	3	3	4	3	3
Total Expenditures	**4**	**4**	**3**	**4**	**6**	**5**	**6**

Facilities. To help develop many of the building initiatives outlined in the campus master plan, the University classified its existing space. Johnson, Johnson, and Roy (JJR), a firm hired by NMU as Campus Master Planning consultants, used NMU's space utilization data to benchmark our existing space with peer institutions. Their analysis identified space deficiencies in study/library space and in general use/student union space. This analysis supported the needs voiced by students and staff in the planning process and reaffirmed many of the future building opportunities identified in the updated Campus Master Plan. Alternatively, while parking is a student issue at many universities, the 2007 NMU student to parking space ratio of 1.58:1 compared favorably to the national average of 2.8:1, indicating parking is not a limitation at this time. One of the planning recommendations of JJR was to develop a portion of the campus as a mixed-use development to create a nearby retail/housing area and to use the development to link the two major parts of the campus more closely. NMU recently contracted the services of a real estate consultant to assist NMU in this project. The first phase of the project will be to conduct a market study on and off campus to determine the size and feasibility of the project.

6I1 Recent improvements; systematic and comprehensiveness of processes

University services. Based on analysis of P-Card volumes and the dollar amounts of transactions for office supplies, **Purchasing** issued a bid for office supplies, and Office Depot was the successful vendor. Via the web, departments can order online and purchases are delivered directly to the department office. The contract provided for a formal discount structure that has reduced the cost of office supplies purchased. Office Depot also delivers ordered supplies to the department eliminating the time for Central Stores to deliver and the time lost going to a local vendor to pick up supplies. In fiscal years 2007, 2008, and 2009, the calculated cost savings totaled $165,825, $148,951.63, and $133,665.93, respectively.

Facilities. To help reduce operational costs, in 2009 the Space Utilization Committee, Facilities, and Registrar's Office assessed scheduling guidelines to concentrate class placement to three (3) core buildings during non-peak hours. The core buildings are the Learning Resource Center, New Science Facility, and West Science. Consolidation and priority scheduling procedures were developed to place evening and weekend classes in these core buildings allowing the operation of mechanical and electrical systems in other buildings to be scaled back. During the fall 2009 semester, weekend classes typically scheduled in Jamrich Hall were relocated to one of the core buildings. This allowed the University to reduce Jamrich Hall hours of operation on Saturdays. The estimated savings from reducing both mechanical and electrical energy consumption was $15,000. For the Winter 2010 semester, this scheduling effort was expanded to Friday and evening classes.

6I2 Culture and infrastructure for improved performance results in Supporting Organizational Operations

The most important mechanism used to support improved performance is an annual review of services provided and regular solicitation of input from users to ensure that their needs are met. Recent budget reductions have forced our service providers to retool their processes for supporting new institutional operations. By re-organizing departments, services identified by users as non-essential were eliminated. This allowed the creation of new services that better meet both user and institutional goals. A shift to online self-service has reduced both waste and streamlined services. Collaboration and implementation of changes suggests that a culture for improving performance exists on our campus. Examples are:

- **Purchasing** moved to online bidding for selected products, reducing staff time and cost of materials.
- **Printing Services** implemented an online order system for small print orders, on-campus moving and shipping orders and purchased a copier to reproduce large scale construction drawings. Staff time and cost of materials are reduced due to more "print on demand" orders, less handling and waste.
- **Business Services** modified the recycling program to a "single sort" process, whereby glass, paper, cardboard, tin and aluminum are no longer sorted by the user but are "commingled" into a single dumpster. This results in less dumpster placements/pickups and cost.
- **Dining Services**, in concert with **Student Government** and **Housing and Residence Life**, is working toward a "trayless" delivery system, both to reduce the amount of food waste and to encourage healthier student eating habits.
- **Institutional Research (IR)** has acquired Qualtrics, a survey research software system, to permit NMU to efficiently survey faculty, staff and students to reveal current areas of need and improve institutional operations. IR is training members of the NMU community to use this software tool.

- **Financial Services** developed a system that permits students to securely enter banking information online, permitting the university to directly deposit overage checks of financial aid to bank accounts.
- **Financial Services** and **Communications and Marketing** had collaborated to create an online, interactive tool that guides students and parents through the financial aid process.
- **Public Safety and Police Services** have transitioned to online-training programs, such as Sexual Harassment Training and Active Shooter Training.

We set targets based on an annual evaluation of each department head, along with a set of annual departmental goals. Department heads review the previous year goals and evaluate results. New goals are identified and presented to the Associate Provost for Student Services and Enrollment, based on this annual review along with a list of significant accomplishments that are used to springboard into new initiatives. These goals and accomplishments are submitted to the Provost of the University and are incorporated into the University goals for the next year. Service department annual Outcomes Assessment Reports and Plans articulate and measure these targets and goals.

Results are collected and displayed through a variety of means, including departmental newsletters, websites and access to data collected by Institutional Research.   Our annual update of the "Road Map to 2015" (http://www.nmu.edu/roadmap2015/elements/roadmap_update09%20.pdf). provides ready web access to progress on our strategic plan goals and objectives.

Category 7. Measuring Effectiveness

7P1 Selection, management, and distribution of information supporting instructional and non-instructional programs and services

Select. The selection of data and performance information is based in part upon external performance reporting requirements defined by the state of Michigan, the federal government (IPEDS) and national organizations described in 7P5. Other data and performance information selection are determined by institutional administration, faculty, and academic and service departments. Data and performance information are used routinely in activities ranging from individual course evaluation, to the assessment of academic and student support programs and the evaluation of the effectiveness of specific initiatives designed to improve student recruitment, retention and success. For example, BlackBoard/WebCT usage data is collected by faculty member, course, and student to determine effectiveness of support and/or to identify needs for functional system changes. Data and performance information is also selected to inform students, faculty, staff and other stakeholders about instructional and non-instructional programs and services. As a part of a 2009-10 Action Project (A Process for Managing NMU's Strategic, Operational and Resource Performance), NMU is in the process of selecting dashboard software to increase the transparency of the data that we use to make strategic decisions to our stakeholders.

Manage. Instructional data related to course content management, library, and academic computing are supported by BlackBoard/WebCT and other systems described in Overview Question 7 and managed collectively by **Academic Information Services** (AIS). Data for non-instructional services and data related to student records and scheduling are managed centrally by **Administrative Information Technology (AdIT)** through the SunGard system or the integrated software described in Overview Question 7, and distributed using the secured campus-wide network. AdIT staff members provide a centralized report development service to all University departments. They work with departments to create suites of customized reports based on the department's needs. In addition, staff in Admissions, Financial Services, the Controller's Office, the Budget Office and Purchasing receive training in use of the University's reporting tool, IBM\Cognos Report Studio, and they use the tool to run ad hoc queries to analyze data or create internal department reports. NMU's investment in IBM\Cognos reporting tools has made it possible for AdIT to use SCT Banner data and information to create dashboards. Admissions and Financial Aid have workflow built into their document imaging applications so they can route student files.

Distribute. AIS-managed data are often transaction-based statistics, such as course management requests, database queries, interlibrary loans and help desk traffic, and they are used by AIS management to make decisions on future acquisitions. Staff access data in the University's central

database, through a secured login, by running "pre-built" reports or by using the University reporting tool. Data access is granted based on the user's role. SCT Banner administrative modules are available on a 24X7 basis to permit student access to course information, grades, academic feedback, degree audits, "what-if" analysis for changing majors, financial aid status, and bill payment and account information. On a need- to- know basis administrative staff and faculty have access to student, financial, human resource, advancement data and performance information. Faculty have online access to course information, rosters, grading and student information. Through MyNMU, employees have continual online access to time and attendance, current pay and history information, W2 data, and performance evaluations.

7P2 Selection, management, and distribution of information supporting services planning and improvement efforts

For planning and improvement purposes, data and performance information are selected to support decision-making related to student recruitment and retention, management of costs, resource allocation, and pricing (tuition and fees, room and board, and rental rates). Our departments use the document imaging system to store documents. Admissions and Financial Aid have workflow built into their imaging applications so they can route 'student' files

Advisory committees (see 6P2 and 8P2) have the responsibility to select data from any NMU resource to fulfill their planning and improvement charges. For example, the **Educational Policy Committee** reviews faculty productivity data as well as academic measure information for departments over time. They also select data from the Banner enrollment systems and student modules, and CollegeNet scheduling data to aid with program reviews, staffing plans, and registration and scheduling decisions. The **TLC Committee** collects data on laptop distribution efficacy, Help Desk and Micro Repair queries and work orders, and software use in planning the next year's laptop configuration to improve its effectiveness in helping students learn.

NMU's investment in IBM\Cognos reporting tools has made it possible for AdIT to use SCT Banner data and information to create dashboards that use multidimensional reporting technology (cubes). Cubes have been created for analyzing HEIDI data, student retention, and finance cubes were created for deans to analyze budget data. A 2009-10 AQIP Action Projects (A Process for Managing NMU's Strategic, Operational and Resource Performance) will create a dashboard displaying data for all NMU stakeholders, and will show progress towards Road Map goals. Figure 7.1 shows an example from the implemented Admissions dashboard.

Figure 7.1 Admissions Dashboard Example

Admitted Student Comparison by Academic Program
Fall 2010 vs Fall 2009(all student types - includes withdraws)

Admitted Students	LAST YEAR	CURRENT	Difference	% change
College of Arts & Science	1235	1291	56	4.53%
Cisler College of Business	194	182	-12	-6.19%
College-Professional Studies	786	844	58	7.38%
General University	654	555	-99	-15.14%
Totals	2869	2872	3	0%

Peer data is maintained on a centralized database maintained or downloaded to departmental computers as decision-making aids. Distribution of data for planning and improvement efforts are disseminated using email, dashboard tools, meeting material (Board of Trustees), which are posted on NMU's website and presented at campus forums.

(See 7P5 for further discussion on external data usage).

7P3 Determining and meeting departmental needs related to information and data collection, storage, and accessibility

Support and Consulting Services responds to user requests for service, training, and quality assurance. This unit is also the link between users and technology, working with and through AdIT staff and end-users to develop technologies into "application solutions." Services include helping users redesign work processes, developing new computer applications, and maintaining and enhancing legacy systems. Support and Consulting Services works with departments to build customized applications that store data in central database tables from which reports are created. The use of centralized and

integrated software, has shifted most systems to a common unit. Several departments have created their own systems, but all are encouraged to work with AdIT to find the most effective, efficient and secure technology solution. By using one data source, issues such as access, integrity, and security are centrally controlled. In addition, data integrity is maintained more easily because there are not conflicting sources of information. **Technical Services** provides back-end support to AdIT and AIS technology teams rather than directly interacting with end users. Technical services provide the physical infrastructure, operating systems, and expertise needed to implement and maintain systems. Services include researching, installing, maintaining and operating the mainframe computer and printers, microcomputers and printers, telephone switching capabilities, network servers, fiber and copper cabling, and new technology.

AIS has a one-year equipment plan and a five year staffing plan, updated annually based upon regularly scheduled solicitations from faculty and staff, complaints, statistics from the existing systems, and facility and equipment usage. Faculty solicitations made towards the end of each academic year identify needed software for course delivery, and removal of software no longer desired. Depending upon budget constraints, license negotiations and demand, additional academic software is obtained.

Each year, **Institutional Research** conducts many unit-directed data collections and studies to meet their informational needs (see 7P4 for detail).

Department heads work through their deans/supervisor or directly with AIS or AdIT to request information on either an ad hoc or regular basis. Whenever needs become routine, the department head receives training in ad hoc report generation and are permitted to generate customized reports.

7P4 Analysis at the organizational level and distribution of data and information regarding overall performance

Analysis of performance data and information at the organizational level is done by the **Institutional Research Office**, the **Office of the Vice President for Finance and Administration**, the **Budget Office**, and the **Associate Vice President for Student Services and Enrollment Office**. The focus is on student recruitment, retention, and success; financial performance; and operational effectiveness. Information is shared with the Board of Trustees at regular board meetings, and with the broader campus community through the President's Council, Academic Cabinet, Academic Senate, and University forums.

Program-focused data are collected and shared each semester with program leaders and academic and student service department heads to continuously monitor and improve outcomes. For example, a department head can request Institutional Research to prepare an analysis of retention data by academic program within her department. Department heads can access this data for employees and students within their discipline, and the deans can access data from all of their departments to conduct analyses.

Institutional "productivity" indices on demographic enrollment characteristics, academic credentials, faculty and staff profiles, academic measures, and academic performance outcomes are found at the Institutional Research web site (http://www.nmu.edu/ir/).

(See Categories 5, 6, and 8, Results, for more discussion on analysis and organizational sharing).

7P5 Determining comparative data needs; criteria and methods for selecting sources of comparative data

Performance and planning activities drive our needs for comparative data and information. Northern has identified peers at the state and national level for comparative

Table 7.1 Selected Peer Institutions for NMU		
Michigan Peers	**Midwestern Peer Institutions**	**Aspirational Group**
Oakland U.	Saginaw Valley State U.	College of New Jersey
Central Michigan U.	Minnesota State-Moorhead	Millersville U of PA
UM Flint	U. Minnesota - Duluth	Salisbury University
UM Dearborn	Winona State U.	Truman State University
Grand Valley State U.	U. Wisconsin-Eau Claire	**Other National Peer Institutions**
Eastern Michigan U.	U. Wisconsin-La Crosse	Central Washington U
Lake Superior State U.	U. Wisconsin-Oshkosh	Murray State U
Ferris State U.	U. Wisconsin-Stevens Point	SUNY-New Paltz
Saginaw Valley State U.	U. Wisconsin-Whitewater	Western Carolina U

studies (see Table 7.1). After determining these groups of peers, we expend administrative effort to

establish linkages, which promote inter-institutional data sharing. The peer group selected for use (e.g., Carnegie group or Masters-level institutions), depends upon the database involved.

The primary sources of comparative data derive from the federal, state, and external reports that are completed by NMU. Michigan's HEIDI database provides NMU with comparative financial, staffing, enrollment, and square footage data, used for annual planning and improvement efforts, to determine our ranking among state peers (see 6R3/4) and for overall cost management performance. IPEDS datasets are national, comprehensive and allow detailed, multi-year comparisons across key institutional criteria via report generators, such as IPEDS College Opportunities On Line (COOL). **Human Resources** and **Academic Affairs** use CUPA-HR to compare NMU's compensation with national peers and helps us remain competitive. Table 7.2 lists some of the external data resources used by NMU.

Table 7.2 Comparative Data Resources Used by NMU		
Data Source	**Maintained By**	**Available Data**
Higher Education Institutional Data Inventory (HEIDI)	State of Michigan, Department of Management and Budget	Annual details on enrollment, fields of study, course enrollments, financial, staffing, and facility square footage at all 15 Michigan state universities.
Integrated Postsecondary Education Data System (IPEDS)	National Center for Educational Statistics	Data elements are similar to HEIDI, but include all postsecondary institutions in United States
Academic Library Survey (ALS)	National Center for Educational Statistics	Provides overview and detail data on academic libraries nationwide and by state
Professional Education Data System	American Assoc. of Colleges for Teacher Education (AACTE)	Data elements are similar to HEIDI, but focused on teacher education in the United States
College Store Industry Financial Report	National Association of College Stores (NACS)	Data reported by member bookstores: staff level, sales, expenses, purchases, inventory, store size.
CUPA Salary Survey Data	College and University Professional Association for Human Resources (CUPA-HR)	Faculty salary data by rank and discipline, administrative and mid-level staff salary data by position
National Survey of Student Engagement (NSSE)	Indiana University Center for Postsecondary Research	Data about student participation in programs and activities for their learning and personal development
Facilities Performance Indicators (FPI)	Association of Physical Plant Administrators (APPA)	Comprehensive national data that includes: facility operating costs, staffing levels, and space costs

7P6 Ensuring department data aligns with organizational goals for instructional and non-instructional programs

The primary compliance mechanism for ensuring this goal congruence is through individual unit Outcome Assessment data. All units on campus, both service and academic, submit an annual Outcomes Assessment Report (assessing the previous year) and Plan (assessing the current year). These reports are reviewed by two assessment committees (service and academic) under the direction of the Associate Provost for Academic Affairs. A 2008-09 Action Project required each unit to review its mission statement, a part of the Outcomes Assessment Plan, to ensure unit congruence with the 2008 revised University mission statement. Each unit received feedback about their Report and Plan, and the feedback is also shared with administrative units. For example, the outcome assessment review of reports from academic departments are shared with the department and the respective deans.

(See Results sections for Category 1, 2, 3, and 6 for more discussion on functional data usage.)

7P7 Ensuring timeliness, accuracy, reliability and security of information systems

To be effective, mission critical systems must be easily available, reliable, and provide for high throughput data transfers. Commercial, open source, and custom-built software listed in Overview Question 7 include managerial summary and exception reports; some permit ad hoc data queries.

Reliability. NMU implemented a high-speed Intranet infrastructure and a working emergency/disaster recovery plan in 2008. The University has redundant one gigabit Internet links provided by Merit Networks, a nonprofit member-owned organization formed in 1966 to design and implement a computer network between public universities in Michigan. NMU mission critical systems are hosted on redundant IBM hardware platforms that are distributed throughout the campus with generated power backup. NMU

utilizes the extra processing power of the redundant backup disaster recovery servers to generate online and offline reports and to serve as test systems. Centrally managed IBM Servers ensure all patches and updates are installed and virus protection is in place. The 2-year lease cycle keeps problems and repairs at a minimum. Help Desk work orders generate a traceable workflow to follow a technical problem from its initial reporting through resolution and include staff identification and actions taken to ensure that speed of problem resolution is within the two-hour maximum.

Timeliness. Real-time transaction and data input, in addition to routine, daily feeds of Banner data update all integrated systems and facilitate timeliness of data. With the breadth of web-based software listed in Overview Question 7, all stakeholders can access and transact business on a 24 hour/7day basis. Paper-based systems are rare and all stakeholders are accustomed to self-service applications and currently use it for all transactions.

Accuracy. Monitoring for accuracy is part of the monthly and annual procedures using reports generated by the respective system. For example, the library has implemented accuracy procedures. The automated library system report is reviewed for errors that are corrected within the month. Some examples of errors reported are holding records without an associated purchase order and orders that have been outstanding for over 90 days. An annual report and ad hoc reports are used for less frequent or unusual errors in data. As a member of Online Computer Library Center (OCLC), NMU cannot exceed a 2% error rate in our catalog. Patron records are generated from Banner to prevent inconsistencies in common data; only additional fields relevant to the patron record are entered by library staff.

Security and Confidentiality. Security policies and procedures are in place and enforced. Each faculty, staff, and student receives a single login to access the University network and its systems. All logins are collected and saved for possible review. Staff access to systems is authorized by employee role, and system administrator passwords are routinely changed as appropriate. Banner Personal Identification Numbers are the primary key for all SunGard, third party, and proprietary software. One of our early AQIP Action Projects eradicated Social Security numbers throughout all automated and paper-based systems. AdIT and AIS technical support staff use automated tools to monitor exception reports, receive alerts to detect and report security gaps or breaches, at which time immediate action is taken (e.g., an individual's access is suspended, an IP address is blocked, or security updates are installed). A Help Desk procedure informs the campus community of reported or intercepted virus-laden e-mail messages and phishing schemes and instructs students, faculty, and staff about measures to insure systems integrity. All University computers employ automated updates to prevent viruses and spyware, and ensure that all software maintenance occurs according to schedule.

Using standardized quality hardware and software and reliable vendors also helps ensure the effectiveness of information systems processes. By restricting all hardware to a small set of options, we gain economies of scale in procurement, training, and repair. Creating a standard laptop image (see Table 7.3) each

Table 7.3 Standard Laptop Software		
	ThinkPad	MacBook
Windows XP Professional SP3	√	√
MacOS Lepoard		√
Microsoft Office (Current Version)	√	√
Kaspersky Virus Protection	√	√
Respondus Lockdown Browser	√	√

semester with recommended annual re-imaging reduces incidences of viruses and corrupted systems and thus reduces lost faculty, staff, and student time with non-operational equipment. To ensure stable and reliable hardware and software platforms that host all of NMU systems, NMU has aligned with tier-one technology providers: IBM, Lenovo, Intel, Apple, Cisco, Microsoft, and SCT SunGard.

Table 7.4 (next page) contains an overview of how we assure our systems are working effectively.

7R1 Regularly collected and analyzed measures of performance and effectiveness of information systems
Refer to Table 7.4 for a response to this question.

Table 7.4 Means of Assuring Information System Effectiveness	
How Assured	**Measures of Effectiveness**
Data Integrity Factor: Timeliness	
• Report processing and generation • Network access speeds (wired and wireless) • Monitoring the time to resolve laptop problems • 24X7 availability of all online systems	• System response times • Faculty, staff, student satisfaction • Helpdesk incident tracking report • Number of users employing the University supplied hardware, software, and Help Desk • Wireless and wired access
Data Integrity Factor: Accuracy	
• Input audits • Policies and procedures for data entry • Data and logic checking, built into applications • Auditing built into the workflow process • Centralized database feed administrative support systems • Integrated software, using common portals; users need less training and make fewer errors	• Faculty, staff, and student feedback with University supplied data and information • Program execution process monitoring and automatic error report generation
Data Integrity Factor: Reliability	
• Regular systems training to maximize use of software • Monitoring automated notification system to report outages • Monitoring and evaluation of wired and wireless networks • Two comprehensive networks (wired/wireless) • Monitoring hardware maintenance logs • 2 year computer replacement cycle	• Systems availability and up-time reporting • Response-time for systems intranet, and internet connectivity • Intra and Internet bandwidth statistics • Help Desk incident reports and surveys
Data Integrity Factor: Security	
• Encrypted data • LDAP User IDs and Passwords, Banner Personal Identification Numbers • Access to the University network and systems requires login • Access to field, record, file, and report levels assigned on need to know basis • Virus protection, auto update • Operating Systems auto update • Centrally managed IBM Servers	• Commercial and Open Source Virus, spam and firewall protection statistics • Security scans and reporting

7R2 Performance results for Measuring Effectiveness

NMU employs leading technologies and is recognized for its leadership by trade and popular publications. (See Categories 1, 2, 3, and 6 for results of performance related to those categories). In this section, we present evidence of the effectiveness of the technology that supports our information systems.

AdIT and AIS software monitor the performance of the 258 servers in their oversight. Last year, all major systems were available almost 100% the time (see Table 7.5). Authorized NMU technical staff

Table 7.5 Portal Availability Statistics						
State	**Type/Reason**	**Banner**	**My.nmu**	**WebCT**	**Main web**	**Cognos**
Up	-	99.96%	99.24%	99.64%	99.69%	99.56%
Down	Unscheduled	0.00%	0.76%	0.36%	0.31%	0.44%
	Scheduled	0.04%	0.00%	0.00%	0.00%	0.00%
	Total down	0.04%	0.76%	0.36%	0.31%	0.44%

have performance statistics for all servers, routers, wireless access points using a Nagios online tool.

Regarding accessibility, our goal for student access to the wireless network is 24x7. Table 7.6 shows that NMU has wireless access throughout 100% of the campus, which is significantly higher than many of our peers (see 7R3). In a laptop environment, wireless access throughout campus and particularly in classroom, library, and residence hall venues is critical to helping students learn. In 2009, NMU deployed a 802.16e WiMAX network in the city of Marquette, which increased accessibility of our network to include the larger university community.

Table 7.6 Wireless Accessibility			
Location	NMU	Carnegie Peer Group	National
Classrooms	100%	26-50%	1-25%
Public Labs	N/A	1-25%	1-25%
Residence Halls	100%	1-25%	0%
Library	100%	76-100%	76-100%
Student Union	100%	76-100%	76-100%
Research Facilities	100%	1-25%	1-25%
Administration Buildings	100%	1-25%	1-25%
Open Spaces	100%	1-25%	1.25%

Source: Educause Core Survey 2004

Monitoring measures of transmissions assure that our users have a rapid response (work time efficiency) with reduced risk of infiltration (security). Examples of such actions to keep internal systems running smoothly are installation of email filters that rejected 32% (270-day average) of messages due to SPAM and 1% due to viral content, and upgrade Intranet bandwidth when usage approached our 1000Mbs maximum. Generation of Academic Computing Services (ACS) incident statistics by week and by year, (Table 7.7 and Figure 7.2) are used to schedule personnel, and identify and resolve problem areas. Two ACS Outcome Assessment measures (see Table 7.8) regard speed of successful service. Results prompt ACS to investigate work orders taking longer than two hours. Micro Repair data from 2008-09, indicating an increased time to repair laptop computers compared to previous years, resulted in an exploration of this issue; findings indicated that work orders were not properly processed in this year; this problem was identified in the Micro Repair Outcomes Assessment Report and will be addressed in 2009-10.

Table 7.7 Help Desk Incident Statistics (1 Week)		
By Service Access	**# incidents**	**%**
Phone	154	48%
Walk-in	151	47%
Email	14	5%
Total	**319**	
By Service Type	**# incidents**	**%**
Hardware service	107	34%
Software problem	99	31%
General info	34	11%
Instructional Tech	20	6%
Network	19	6%
Re-image	17	5%
Software install	14	4%
Software removal	9	3%
Total	**319**	
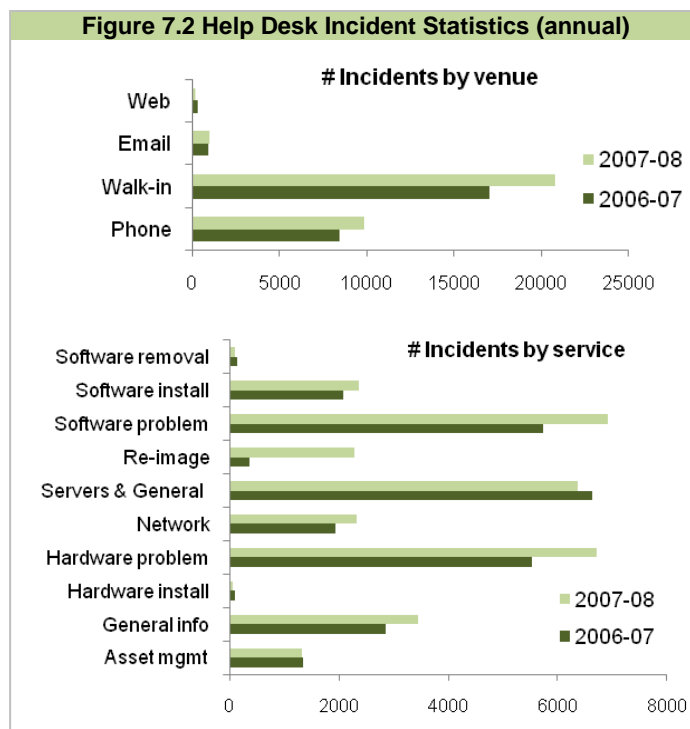
Table 7.8 Laptop Service Performance			
	2006-07	2007-08	2008-09
Help Desk cases resolved in <=30 minutes	87%	88%	88%
Micro Repair customers serviced in <=2 hours	79%	74%	66%

Figure 7.2 Help Desk Incident Statistics (annual)

System and software usage statistics are indicators of user satisfaction, perceived value, and return on technology investment. Examples of statistics include:

- Over 300 Cognos reports were created for thirteen academic and administrative departments with approximately 150 active Cognos users.
- Banner portal has 15,000-21,000 daily user logins on the busiest weekdays and 5,000 on weekends.
- Average number of computers using the NMU network in a given day ranges from 5,000-7,000.

Faculty are not required to use one system for delivering course materials through the Internet or integrating them online, but WebCT is the most common system used. Other options for file dissemination are a Web-enabled instructor server and the Banner Pipeline interface (my.nmu.edu). The Director of Instructional Design, Technology, and Media Services monitors WebCT statistics each semester to ensure that our faculty and student needs are met.

- The average number of unique students using WebCT (12-month average) is 7,408—approximately 75% of our student body.
- The average number of WebCT seats (class roster counts) is 22,130.

Figure 7.3 data shows a steady growth in faculty use of the course management system and a gradual growth of online courses.

Figure 7.3 Faculty WebCT Usage (2005-2009)
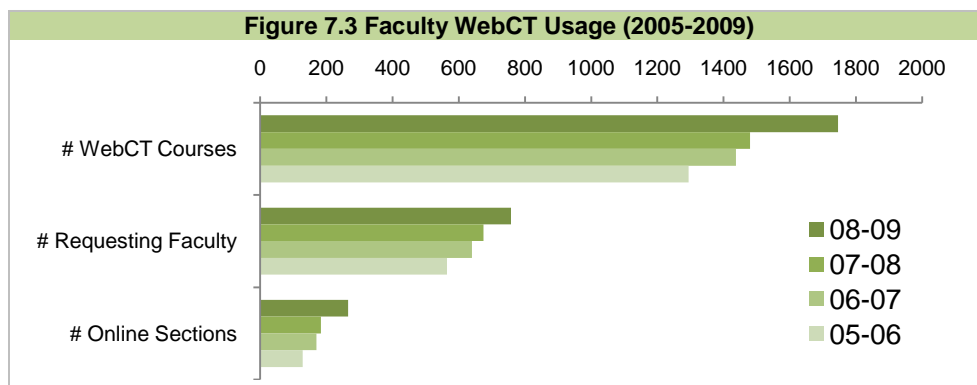
The TLC laptop Initiative, launched in 2000, has been described in several categories in this portfolio, but performance results are addressed here due to the underlying discussion about technology. In 2002 and 2003, 10% of the students were surveyed regarding their use and perceived value of the TLC Initiative. Results shown in Figure 7.4 indicate that for all measures, students were at least 70% in agreement or strong agreement. Regarding laptop use within their coursework, 69.2% stated it was "just right" and 20.2% stated it was "too little." Two of our 2009-10 Action Projects are evaluating the effectiveness of the Laptop Initiative (Evaluating the Effectiveness of the Laptop Goal: Enhancing Student Learning; and Enhancing Student Recruitment); the former project will update the data shows in Figure 7.4. As mentioned in Overview Question 1, most of our faculty use the Internet in their courses.

(8R2 also discusses the use of technology to contain costs and improve performance; 6R3/4 describes other satisfaction measures).

Figure 7.4 Student Perception of Laptop Initiative

2003 TLC Student Survey (n=414)
Strongly Agree or Agree
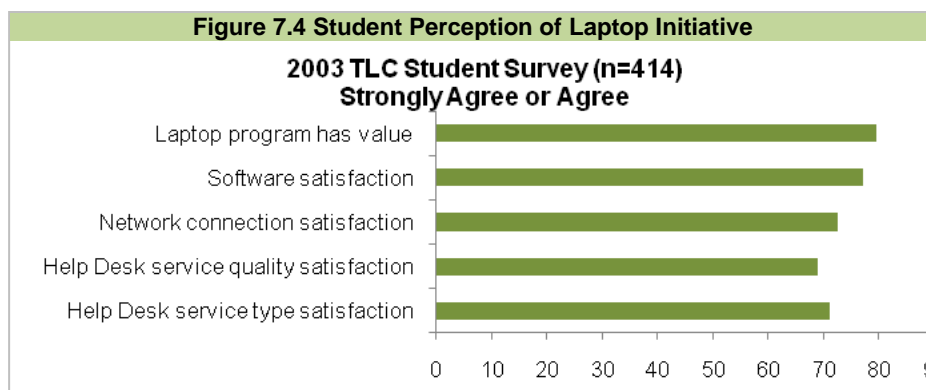
7R3 Results for the performance of processes for Measuring Effectiveness compared with the performance results of other higher education organizations

The NMU library is average among its Michigan peers regarding allocation of funds for electronic materials (see Table 7.9) for peer data retrieved from the Michigan Academic Library Council Annual Report (not all Michigan peers provide information).

Table 7.6 compares NMU to peers for network provisions. NMU offers both Ethernet and wireless connections to residence halls. Our wireless service is significantly above the level of peer institutions (see Table 7.10). NMU total bandwidth of 1000 Mbps is far above our peers (see Table 7.11), and gives NMU faculty and students an advantage in Internet use for coursework. Table 7.12 shows that only 3% of our Carnegie peers offer a comprehensive laptop program for our students. The data shown in Table 7.10 – 7.12 are from the Educause Core Data Services.

Table 7.9 Electronic Expenditures Percentage of Library Acquisitions Budget

Library	% Electronic Expenditures
Oakland University	62%
Eastern Michigan Univ.	55%
NMU	**48%**
UM Dearborn	47%
Ferris State	47%
Saginaw Valley State	39%

Table 7.10 Residence Halls Network Technology

	NMU	ALL*	Carnegie Peers
Ethernet	99.90%	85.00%	86.70%
Cable Modem	0.00%	2.20%	2.30%
DSL	0.01%	1.30%	0.00%
Wireless	100**%**	11%	10.50%
Other	0.00%	0.05%	0.04%

Table 7.11 Total Bandwidth Available on Campus			
Bandwidth Mbps	NMU	All	Carnegie Peers
0	*	0.60%	0.70%
0-4.5	*	3.70%	2.60%
4.6-12	*	8.20%	3.70%
12.1-44	*	20.60%	22.30%
45-89	*	20.60%	26.00%
90-154	*	19.00%	25.30%
155-299	*	7.40%	5.90%
300-999	*	7.80%	3.30%
1000 or more	NMU	12.10%	10%

Table 7.12 Student PC Programs at Universities		
Type of Program	National	Carnegie Peer
All full-time students provided a PC	*2.60%*	*3.00%*
All students required to obtain a PC	4.20%	2.60%
Some students required to obtain a PC	15.00%	11.50%
All students recommended to obtain a PC	32.00%	40.70%
Some students recommended to obtain a PC	8.10%	10.40%
No PC requirement	35.80%	27.80%

NSSE scores in Table 7.13 indicate that technology is being used by our students as indicated by four measures for seniors and freshmen.

Table 7.13 NSSE Computing Perceptions				
	2007		2004	
Factors	NMU	National	NMU	National
Using computing and information technology				
First-Year	3.07	3.02	2.98	2.85
Senior	3.30	3.21	3.35	3.12
Using computers in academic work				
First-Year	3.48	3.32	3.54	3.32
Senior	3.56	3.47	3.65	3.45
Used an e-medium for an assignment				
First-Year	2.52	2.61	2.67	2.63
Senior	2.85	2.83	2.96	2.78
Used e-mail to communicate with an instructor				
First-Year	3.14	3.03	3.04	2.98
Senior	3.36	3.31	3.34	3.24

As a demonstrated higher education leader for technology utilization in both instructional and administrative support, NMU employs more technology support staff; although not proportionally more. As described in 4R3, NMU FTES/employee FTE is higher than our state peers for administrative, faculty and service groups, due largely to our effective use of information, using technology to support technology, and trained student labor.

NMU uses web services technology for systems development of all core services, compared to 63% at other higher education institutions (Table 7.14), enabling our third party and proprietary software to work cost effectively with the Oracle database and Banner Systems. By providing streamlined online processes and services to our students– paying bills, registering for classes, receiving grades, WebCT, access to the library, the Help Desk – our students have greater access to these activities than do their peers at other schools.

Table 7.14 Status of Web Services Technology			
	NMU	All	Carnegie Peers
Deployed	**100%**	62.50%	63.30%
Piloting	-	5.40%	4.80%
In Progress	-	7.60%	7.80%
Considering	-	12.90%	14.10%
Not Planned	-	8.90%	10.00%

Table 7.15 shows that NMU staff FTE is between the national average and that of our Carnegie peers, while our student FTE is higher. The students, primarily technology majors, receive advanced training and work experience applicable to their career to staff the Help Desk, Micro Repair, Instructional Media Services, the Center for Instructional Technology, and as AdIT interns.

Table 7.15 Technical Support Staffing					
NMU		National Average		Carnegie Peers	
# FTE staff	# FTE students	# FTE staff	# FTE students	# FTE staff	# FTE students
42	35	66.2	12.9	20.9	7.3

See Section 9P4 for a discussion of NMU technology corporate collaborations and their reliance on NMU for feedback.

7I1 Recent improvements; systematic and comprehensiveness of processes

- In 2004, NMU implemented SunGard Banner, an integrated suite of enterprise-wide applications that run on a single database. At the same time, NMU installed a redundant processing center on campus to provide disaster recovery back up for our mission critical systems.
- In 2007, AdIT created IBM Cognos reporting cubes permitting users to analyze large amounts of data quickly by drilling down in detail, and presenting data in a dashboard format. AdIT builds the cube and the associated cube report or dashboard for the users, who have 24X7 access to the cube, which is refreshed every 24 hours. Admissions and Orientation dashboards are used by the Enrollment Management Team to compare admitted students by year, type, college, region, major and program.

Finance and Planning uses the HEIDI cube to benchmark NMU against the other Michigan public universities. Cubes for student retention and workforce planning were developed in 2009; these cubes analyze how we spend our recruiting dollars, and if these efforts help the admissions process.

- In the past, the HEIDI data have been accessed and downloaded to the Finance and Planning database as needed. This time-consuming process was replaced in 2008, when the University replicated the HEIDI database onto the University's database. This change allows easy access to data and information using IBM\Cognos reporting tools.

- In 2008, using X25 software to analyze the scheduling effectiveness, inventory fitness, and overall use of all campus space, NMU developed the ability to make informed space construction, renovation, and closure decisions and to improve operational efficiency.

- In 2008, NMU began using Qualtrics survey software for both academic and administrative purposes.

- In 2008, Academic Information Services (AIS) implemented ARES software, acquired OneSearch, and purchased MelCat membership.

- In 2009, a cooperative Learning Resource Division/Academic Information System (LRD/AIS) project created a technology corridor in the Learning Resource Center including Broadcasting, A/V, Media Services, the Center for Instructional Technology in Education, and Academic Computing to serve as a "one-stop-shopping" place for students and faculty in their technology and streaming media needs.

- Broadcasting and Audio/Visual (A/V) Services completed an upgrade to MediaSite Live and promoted it to departments as an aid to delivery of course content to off-campus students, resulting in over 2,000 programs that have been recorded and stored on our servers.

- In 2009, AIS and LRD received yearlong Wildcat Innovation Funds to help train a faculty cohort group using advanced course-related technology.

- In 2009, NMU installed emergency backup generators at the Learning Resources Center for supporting computer server and network infrastructure, TV and radio stations, and the Master Control Room, to provide redundancy of university systems in case of emergency or system failure.

- In 2009, NMU adopted a Content Management System software to create, manage and control Web materials, and HTML documents and their images. This system provides tools that permit users with little or no knowledge of programming languages to create and manage web content with ease.

- In 2009, NMU, with assistance from Intel, Lenovo and Motorola, deployed an 802.16e WiMAX network in the City of Marquette to provide cellular-like data coverage for members of the university community. An added benefit to this relationship with our corporate partners was an ongoing internship program, providing students with opportunities to work at large IT firms.

- In 2009, we created an electronic notification system that eliminates all paper payroll processes, permitting students and staff to see a history of the payroll information on a 24/7 basis.

- In 2009, we began participation in the Voluntary System of Accountability (VSA), a national initiative for 4-year public colleges and universities. NMU intends to use this system as a transparent venue to demonstrate our effectiveness, and as a means of comparing outcomes with those of our peers.

7I2 Culture and infrastructure for improved performance results in Measuring Effectiveness

Northern's focus over the past several years has been to contain costs while improving student recruitment, retention, and success. Through the **Office of Institutional Research**, we have implemented many standardized measures related to enrollment, retention, graduation rates, and demographics. With recent efforts to improve Outcomes Assessment processes, measuring effectiveness has become an even larger part of the culture at Northern. The development of an in-house version of the HEIDI database and the implementation of the space utilization software allows NMU to effectively benchmark and analyze the cost of our operations to continue our focus on financial sustainability.

Northern's processes for measuring student recruitment, retention and financial sustainability are comprehensive and effective. However, the University's measurement of performance results can be improved by implementing processes that are more systematic. The recent strategic planning efforts resulted in the University's Road Map, which describes our priorities for the coming years. The 2009-10 "A Process for Managing NMU's Strategic, Operational and Resource Performance" Action Project will permit us to finalize action plans, targets, and measures, setting both internal and external benchmarks, and displaying our progress towards those goals on a dashboard accessible to all NMU stakeholders.

Category 8. Planning Continuous Improvement

8P1 Key planning processes

All planning processes are driven by the mission and viewed within our environment of commitments, constraints, strengths and weaknesses described in the Overview. Short- and long-term strategic planning need to be linked to be effective and both must be adequately supported by resource planning. This framework is shown in Figure 8.1.

Figure 8.1 Planning Framework
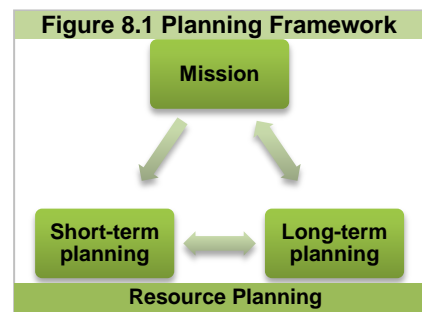
Long-term planning. Every five to seven years, the President convenes campus-wide planning session(s) to review the mission, vision, and strategic plans of the University. Multiple long-term strategic documents are prepared for and approved by the Board of Trustees, which together serve as the University's guiding documents. Current documents include the:

- Campus Master Plan, the physical campus map as forecast to 2015;
- Road Map to 2015, the Academic Master Plan;
- Facilities Five-year Master Plan, which includes the University mission, instructional programming, enrollment and staffing, facility assessment and facility implementation. This document is updated and submitted to the state annually;
- Capital Campaign reports, which describe the NMU Foundation's major fundraising drives. These drives target major activities as selected by the Foundation Board and are aligned with the mission and strategic goals. The last campaign, *This Decisive Season*, ended in 2003 and had four main priorities: helping students, enhancing Northern's learning environment, investing in the people of NMU, and developing partnerships. The non-public phase of a new capital campaign is under way.

Short-term planning. Annually, and throughout the year, the University has strategic planning sessions to set short-term strategic goals in alignment with our long-term goals. While the following list identifies short-term planning processes, these same venues include long-term strategic discussions as well.

- **President's Retreat,** held each summer, includes members of the President's Council and other topic experts as relevant.
- **Annual Board Strategy Session,** held each winter, includes the NMU Board of Trustees and the executive management team.
- **Board of Trustees meetings**, which focus on initiatives in the strategic plan. Four meetings are held each year in May, July, September, and December, in addition to the February strategy session. Special meetings are called as necessary. The Board of Trustees is kept informed of all organizational strategies through in-depth "Focus Discussions" at every meeting. Recent topics are listed in Table 8.1.

| Table 8.1 Board of Trustee Focus Discussions ||
Meeting	Topic
December 2009	Energy and Sustainability Practices at NMU
September 2009	Strategic Thinking
July 2009	Tuition Models; Future Policy Issues
May 2009	Alumni Update, Foundation Overview
February 2009	Energy Options
December 2008	Graduation Rates; International Initiative
September 2008	Capital Campaign; Tuition Model; Road Map
July 2008	Budget
May 2008	Athletics Overview; Community College Role
February 2008	Vision; Road Map; Curriculum

- **Internal administrative meetings** are regularly held to conduct both operational and strategic planning. These are discussed in 8P4.
- **Resource planning.** Proposals for Strategic Initiatives must be submitted with two key components: the link to the University mission statement and a statement of resource needs (start-up and operational). These proposals are essential to the annual planning process. The following three resource documents are generated and reviewed annually by the Board of Trustees:
  - The **Annual Budget** for the University. Setting the budget involves a process that includes the development of all projected budgets and approval by the Board of Trustees. Priorities and operating ranges are set during the February Board of Trustees meeting each year. The ranges acknowledge potential budget scenarios. For each priority, the range and points along the range are accompanied by specific action plans (e.g., what

can, and what cannot, be accomplished at each range point). Points outside the range also have action plans, which are vetted first by the President's Council and subsequently reviewed by the Board of Trustees. The timetable in 8P6 is followed to ensure ongoing monitoring. Budgets are normally approved in the spring or summer. The process includes the Board's approval of tuition, all required fees, room and board rates, apartment rates, and funding for strategic initiatives.

o   The **State of Michigan Budget Request.** This request is based on measures and information collected over the prior year. It includes cost containment planning, and incorporates funding for initiatives in our strategic plan.

o   The **Financial Report.** This report is submitted in accordance with the statements of the Governmental Accounting Standards Board for public colleges and universities. It presents an analysis of the financial performance of the University during the fiscal year (July 1-June 30).

8P2 Selecting short- and long-term strategies

Strategies are selected after an analysis of the University's strengths, weaknesses, opportunities, and threats, related to our ability to move toward the University's vision. Selection is guided by the availability of resources, external environment and stimuli, and internal pressures and interests. For example, the declining demographic curve for high school students throughout the Upper Peninsula motivated our decision to become a regional university. This, combined with a significant decline in state support, encouraged a broader reach and mix of resident and non-resident students. We used merit- and need-based scholarship support to build a broad, multi-state enrollment network that has increased growth while keeping tuition low.

Long-term strategies are derived from campus-wide strategy session(s) mentioned in 8P1 where identification and analysis of major threats and/or opportunities is conducted using internal and external data. Examples are: "How do we maintain our appropriations?" "In which sectors can we enhance enrollments?" "What is the next logical step in technology usage across campus?" "How will we fund staffing necessary to meet our goals?"

Short-term strategies are normally derived from long-term strategies as part of the annual planning processes, including data collection and analysis, as identified in 8P1 and illustrated in Figure 8.2. In the case of targeting students in other upper Midwest states, analysis of high school data in Illinois, Wisconsin and Minnesota directed our recruiting to certain demographic populations in specific districts in those states. Strategic goals require adjustments based upon new situations or information.

Figure 8.2 Coordinating Long and Short Term Strategies

Long-term: Increase enrollment

Short-term:
- Set year-by-year projections
- Target upper Midwest students
- Attract international students
- Develop online programs

The diagram in Overview 6 depicts the strategic developmental process as applied to the Road Map to 2015, starting when all units were asked to draft goals, objectives, and means of achieving those goals for the next five years, and extending to setting benchmarks for each of the Road Map's goals and priorities. Comments are invited from all stakeholders. The Campus Master Plan and proposed co-generation plant are examples of goals that involve important external collaborations. Major long-term strategies are approved by the Board after presentation of the data (internal and external), questioning of appropriate administrative units, and deliberation by relevant stakeholders.

The strategic planning responsibilities, including relevant committees, frequency of meetings, and planning focus, is shown in Table 8.2. Short term and operational planning is discussed in 6P2.
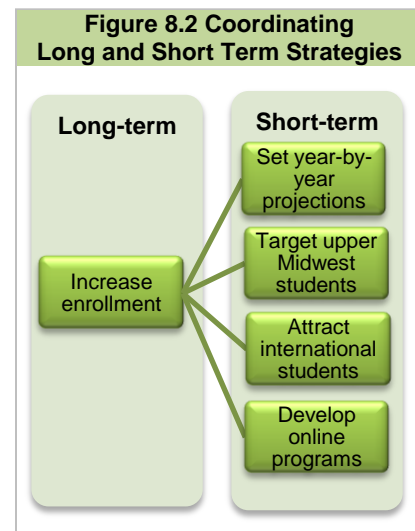
Table 8.2 Strategic Planning Responsibilities		
Internal committees/councils	**Meeting Frequency**	**Planning Focus**
President's Council	Bi-weekly	Fulfillment of strategic plans
Executive Team	Bi-weekly	All university
President's Budget Teams	Monthly	State funding and legislative strategies
Academic Cabinet	Weekly	Curriculum, student support, delivery of programs
Finance Administrative Team	Monthly	All financial and administrative support
Academic Senate	Bi-weekly	Curriculum and academic programs
Enrollment Management Committee	Monthly	Enrollment strategies
Scholarship Committee	As needed	Financial aid strategies
Educational Policies Committee	Bi-weekly	Resource allocation to academic programs
Foundation Board	Twice yearly (full board)	External fundraising
Alumni Board	Thrice yearly (full board)	Alumni relations
Campus Master Planning Committee	As needed	Campus facilities and grounds
Teaching, Learning, and Communications Committee	Monthly	Technology infrastructure

8P3 Developing key action plans to support organizational strategies

Key action plans to support organizational strategies are typically developed in conjunction with one of the standing committees identified in 8P1 and 8P2, or an ad hoc committee appointed by the President. Administrative staff and faculty with necessary expertise or external consultants will assist the committee in developing the key action plans. Every strategic initiative must present an implementation plan that includes a timetable of actionable events, including appropriate benchmarks and parameters for termination or an escape plan. The proposals are created by examining the current state, comparing that to the desired state, and outlining a plan to realize the desired state. These proposals are presented by the appointed task force or standing committee up through administrative levels until authority to approve is reached. That authority must be aligned with higher-level goals; annual reports will document progress and demonstrate alignment. Action plans may become an AQIP Action Project, become part of a unit's outcomes assessment plan or of another strategic plan. Two of our 2009-2010 AQIP Action Projects are evaluating the efficacy of the NMU laptop initiative, which began in 1999-2000. These projects are assessing how this initiative helps students learn, and its impact on enrollment, two of the original goals of the program.

Internationalization is one of three major themes in the Road Map to 2015. Action plans to create a position of Executive Director of International Affairs, create a Senate subcommittee, and develop a policy manual for faculty-led study abroad were based upon research of peer institutions and internal discussion at multiple levels. NMU attention has turned to international students. Based on data in Table 8.3, showing number of NMU international students over time, and state and national data, the Office of International Programs has developed and implemented a strategy targeting enrollment opportunities in particular regions. Other examples include the Enrollment Management Network's plans to meet stated enrollment targets by hiring an additional recruiter

Table 8.3 International Students	
Year	**Number of Students**
2001 – 2002	58
2002 – 2003	85
2003 – 2004	72
2004 – 2005	59
2005 – 2006	54
2006 – 2007	58
2007 – 2008	65
2008 - 2009	71

(with an expected 100 students per recruiter hired), the Scholarship Committee developing new scholarship programs to attract highly qualified out of state students, and an AQIP Action Plan to develop quality online programs.

Our Road Map's strategic direction plans are discussed in Categories 2, 6, and 9 of this document.

8P4 Coordinating and aligning planning processes, organizational strategies, and action plans across levels

University planning processes and initiatives are created with input from a variety of levels, including employee suggestions, committee recommendations, and input from our students and external stakeholders. The **President's Council**, **Academic Cabinet** and **Finance and Services Office** (the Financial Administration Team) are central to the strategic planning process. Figure 8.3 shows the relationships between levels and across the University via common members. These relationships are critical for the alignment of operational, short- and long-term planning, particularly for the academic

divisions in the University, which are of significant size. Note that to reduce the visual complexity in Figure 8.3, some of the advisory committees named in the more comprehensive Table 8.2 are not shown.

Figure 8.3 Multi-level Inter-relationships of Key Strategic Drivers
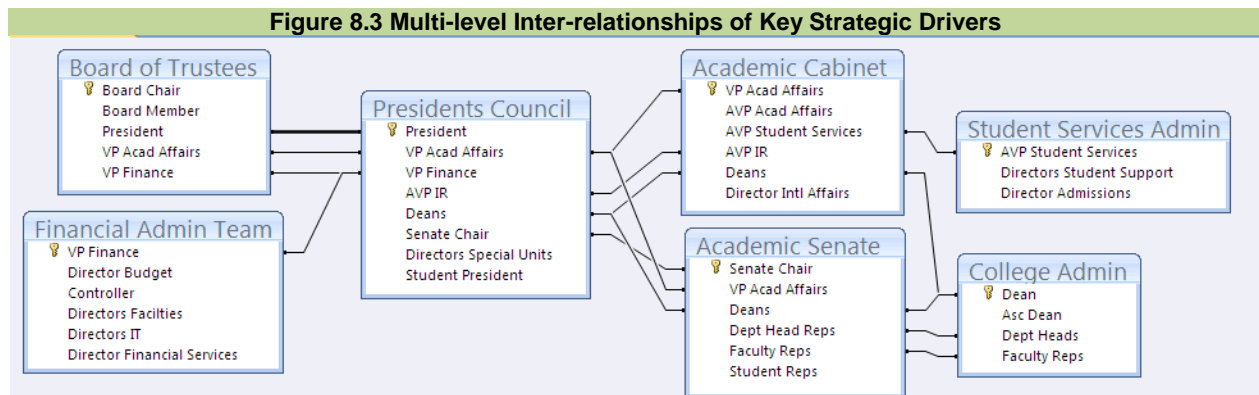
Faculty, staff and administrators are informed of changing institutional strategies through regular department meetings, electronic messages and other media described in 5P7. Committee or task force websites are used to post meetings, minutes, proposals, email communication between levels (i.e., dean to faculty), and keeps goals and action plans in alignment. Relevant documents can be located and downloaded for use by multiple strategic planners. Relevant website examples include the Board of Trustees (http://www.nmu.edu/board/), the Office of the President (http://www.nmu.edu/president/), AQIP (http://webb.nmu.edu/aqip/), and the Senate (http://webb.nmu.edu/AcademicSenate/).

Sections 6R3 and 6R4 describe planning related to financial and administrative support.

8P5 Defining objectives, selecting measures, and setting performance targets for strategies and action plans

Information used for decision-making includes historical data, projection trends, current activity levels, risk assessment, and comparative data from peers collected electronically and from regular meetings with administrators at those universities. Computer software and modeling tools are heavily used for "what-if" analyses.

The development of the Campus Master Plan followed the systematic process described above. Figure 8.4 was used in a Board of Trustees presentation to illustrate the process by which the long-term (to 2015) objectives, measures, and targets for the Campus Master Plan were defined and selected. Over the course of approximately one year, technical advisors and special task forces researched and prepared proposals, focus groups and open houses provided feedback on priorities and targets. The Board of Trustees was updated at each stage, including the gathering of community input.

Figure 8.4 Campus Master Plan Process
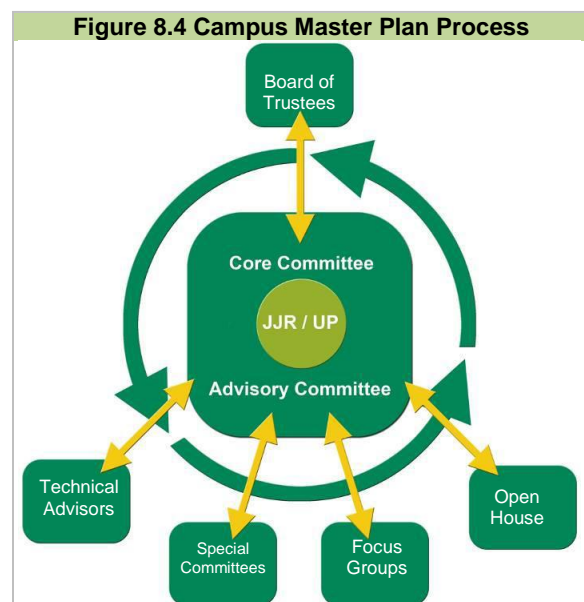
The objectives included in the Road Map to 2015 were defined based on the various key planning processes identified in 8P1. Measures and performance targets have been the focus of two Action Projects. Budget reduction planning and targets are described in 8P6.

8P6 Linking strategy selection and action plans, taking into account levels of current resources and future needs

While the Michigan economy has been in a single state recession since 2000, other states have recently experienced the same downward pressure. NMU's state appropriation in 2009 was $614,601 less than in 1999 (a 1.3% decrease over a ten-year period). During this time, NMU's enrollment increased 20.3%,

from 6,999 FYES to 8,417 FYES. NMU also was required to cover unfunded state pension liabilities that amounted to $3,000,000 per year (equivalent of a 6.6% reduction in state appropriation). As a result, an important part of NMU's planning has focused on sustaining operations and imposing budget reductions to balance the budget. In 1999, NMU was funded 67.2% from state appropriation and only 32.8% from tuition and fees. By contrast, in 2009, the University was funded 42.4% from state appropriation and 57.6% from tuition and fees. The Michigan legislative appropriation timeline changes annually. This can be problematic since the state fiscal year is October 1 – September 30 while the fiscal year for all 15 public universities is July 1 – June 30. The University's budget planning process begins each fall with the annual State Budget Request and it is not completed until late in the following summer (see Table 8.4 and Section 8P1 "Resource Planning"). Planning includes multi-year modeling of future resources, commitments, and needs. This modeling, as part of the budget process, assists the executive management team in identifying and developing funding plans for strategic initiatives and action plans. The all-day President's Retreat held each summer with the President's Council is a key strategic meeting covering strengths, weaknesses, opportunities, and threats. A portion of the Retreat focuses on an assessment of the current state of the budget and future budget priorities.

As an example, the 2009-10 budget had four scenarios, each implementing goals and priorities in the Road Map at different levels. NMU was confronting a 3.2% state appropriation decrease, so each scenario outlined the operational areas that would be impacted with that plan.

The budget scenarios were presented to the Board, which chose one option based upon data presented in the models and prior and current discussions. The Michigan legislature's ad hoc subcommittee on governmental efficiency has asked that cost containment strategies be implemented at NMU. These reports are filed annually. Additionally, in cooperation with national organizations, NMU files cost containment reports (AASCU and ACE). These reports are not binding but must represent what the University has done and plans to do under various scenarios.

Table 8.4 Annual Budget Process Timeline	
Date	**Process**
August	Begin development of Capital Outlay Request
September	Begin development of State Budget Request and HEIDI budget data submission
Sept-October	Present State Budget Request and Capital Outlay Request to Board of Trustees for approval
October	Submit State Budget Request to Michigan Department of Management and Budget and finalize HEIDI budget data submission
November	Submit Capital Outlay Request and Five-Year Facilities Plan to Michigan Department of Management and Budget
November-December	Begin development of annual budgets for the General Fund, Designated Funds, Dining and Auxiliary Services, Residence Life, and Health Center operations
Jan – July	Discuss budget plans with President's Financial Budget Team, President's Council and communicate with campus and stakeholders
Jan - March	VPs and President discuss budget initiative proposals and current budget status with division heads and deans for consideration in next year and future year budgets
Feb-April	Senate/House Appropriations Hearing (Presidential testimony)
Mar-August	President's Council reviews budget plans
April	Board approval of annual budgets of Designated Funds, Dining and Auxiliary Services, Residence Life, and Health Center operations
Apr – August	President recommends base budget and Tuition and Fees for next fiscal year
May – October	Final State Appropriation Bill passed (determines state funding for fiscal year beginning in June – in recent years, final level of appropriates were not determined until 3 months into the fiscal year)

The President's Council and the President's Budget Team review ideas that result in overall campus general fund savings, elimination of services, and/or new revenue sources. The council's evaluation takes into consideration:
- Impact on the students, and alignment with the mission, visions, and Road Map to 2015
- Previous department reductions
- Comparative cost and staffing data from other state peers or other relevant benchmarked information

See Section 8P1 for a discussion of "Resource Planning." See Section 2P5 for a discussion of the process used to determine faculty/staff needs related to Other Distinctive Objectives. See section 4P5 for a discussion of a faculty mix strategy.

8P7 Assessing and addressing risk

Northern has a Risk Management Policy that provides for continuous identification and analysis of loss, the determination of the most appropriate risk management technique for these loss exposures, implementing risk management technique and monitoring the result. This policy can be found at the NMU website (http://webb.nmu.edu/RiskManagement/). Risk assessment, both internal and external, is done for both financial and liability risks. The internal auditor creates audit plans that identifies potential risks and reports to the Board at every meeting; the risk manager assesses insurance and liability risks; our legal counsel assesses potential legal risks to the University, and our external audits (see Table 8.5) provide external verification of our risk management efficacy.

Table 8.5 Audits and Reports	
Annual Reports	**Other reporting with various time frames**
- NMU Audited Financial Statements - NMU Single Audit Report - WNMU-TV and WNMU-FM Audited Financial Statements - Corp Public Broadcasting (CPB) - NCAA Compliance Report - Department of Education EADA Report - Tax reporting (1098, 1099, 1042s, W2g) 990 T Tax Return - NACUBO Endowment Study - Municipal Secondary Market Disclosure	- NCAA Statement of Revenues and Expenses and Agreed Upon Procedures - Michigan Economic Development Corporation Job Training Grant Audits - Federal Indirect Cost Study - IRS Compliance Questionnaire - Grant compliance reporting and program reviews conducted by external grant agencies

Risk assessment in the planning process is most often based on evaluating the adequacy of financial resources allocated to the strategy or action plan. Most evaluations of this nature are conducted by the University's financial staff. We look at incidences, experiences at other universities, guidelines from the government/regulatory agencies and educational organizations, and our own history. The NMU risk manager works closely with Michigan Universities Self Insurance Corporation's (MUSIC) service providers to address risk through loss prevention efforts. When plans require a major investment in a specialized area, external consultants are used to assess the risks involved. For example, National Association of College and University Attorneys (NACUA) materials were referenced to develop study abroad policies for our internationalization initiative. External evaluations, i.e. bond ratings, are also considered. See 8R1-2 for measures of risk assessment.

Recent examples of risk assessment include:
- Two consultants evaluated the plans for the combined heat and power addition to the existing university heating plant, including an overall feasibility of the project.
- The Director of International Affairs, in conjunction with the Committee on Internationalization, a Senate sub-committee, and appropriate University offices, included risk assessment and emergency handling procedures related to faculty led study abroad – a component of our internationalization initiative.
- A university-wide Tailgating Policy for athletic events was developed that evaluated the risks associated with drinking alcohol on and near campus.
- An upgrade of all emergency notification procedures was completed, and an active shooter policy was developed.
- A Risk Manager Awareness Program explored a national trend for increased sexual harassment by faculty to students; NMU then participated in an educational program prepared by the MUSIC as a risk aversion action.

8P8 Ensuring faculty, staff, and administrator have capabilities to address changing requirements

Category 4P9 discussed employee training and development with respect to job requirements and mandated training. To develop organizational strategies, NMU has actively worked with the State Universities of Michigan Presidents Council (http://www.pcsum.org/), a nonprofit higher education

association serving Michigan's 15 state universities. Chief university officers, identified below, gather regularly to discuss common issues and obtain analyses on public policy issues and legislation affecting Michigan's 15 public universities. Through these meetings, the NMU administration gains knowledge and data to help them develop and implement strategies needed because of changing requirements. Council committees in which NMU participates include:

- Presidents and Chancellors
- Academic Affairs Officers
- Admissions Directors
- Alumni Directors
- Analytical Studies

- Chief Information Officers
- Financial Aid Directors
- Business Affairs Officers
- Institutional Outreach Officers

- Legal Affairs Officers
- Public Information and Institutional Advancement
- State and Federal Relations
- Student Affairs Officers

Strategic plans, particularly when they become specific proposals, must include an implementation plan that includes required personnel resources, including job descriptions and employee training needs. In addition, NMU committees develop strategies and plans for addressing training, communications, and logistical needs. Evidence of NMU's awareness of the need for employee development under changing environments includes:

- Leadership training and Wildcat Innovation Fund, described in 5P9.
- Technology strategies that mandate currency of faculty, staff, and administration. Teams are sent to Educause, Sloan-C, and Banner conferences to advance knowledge for technology initiatives.
- Capital campaign strategies that are chosen to synchronize with the needs of faculty and staff as they relate to organizational strategies.
- Increased personnel in the Grants and Research Office, to improve faculty and staff awareness of external funding opportunities for research and development, to provide assistance in applying for grants, and to assist faculty and staff in the post-award process.

8R1 Regularly collected and analyzed measures of accomplishing organizational strategies and action plans

Each Board of Trustee meeting includes a graphic presentation of key financial indicators. These measures, also presented to the President's Council, and others as relevant, are:

- Appropriation per FYES (see Overview O8)
- State appropriation
- Revenues from tuition, fees, dining services, and residence halls

In addition, the University monitors the following as measures of institutional health:

- Graduation rates
- Orientation numbers, determined throughout the spring and summer
- Student applicant information by region, evaluated on a continual basis
- Quality of students (incoming student GPA and ACT scores)
- Campus square footage (See Table 8.11)
- University bond ratings (external assessment of financial stability)
- Metrics on internationalization (See 1R2,8P3)
- Faculty mix and productivity results (See 4P5, 4R3)
- Budgets as a method of monitoring actual vs. plan, and budget reduction targets

8R2 Performance results for accomplishing organizational strategies and action plans

Revenue from Other Sources. As mentioned in Overview Question 8, decreases in state appropriations play an integral role in our budget planning and increase our attention to other revenue sources. Expected revenues, presented in 2009 to the Board as one of the key financial indicators (see Figures 8.5-8.8), present our current overall financial state. The indicators show areas that may need attention and highlight potential mid-year changes. The University experienced a 3.2% appropriation reduction for FY 2010. Our financial processes helped us identify areas for budget reductions and reallocations that had the least impact on Road Map initiatives, academic programs and student support.

Tuition and fees remained low and scholarship support for students was maintained at previous levels. NMU has not had hiring freezes or program reductions to the degree faced by our peer institutions.

Figure 8.5 State Appropriations

$46.6 Final FY09
$45.1 FY10 Budget
$45.1 FY10 Projected
(Millions)
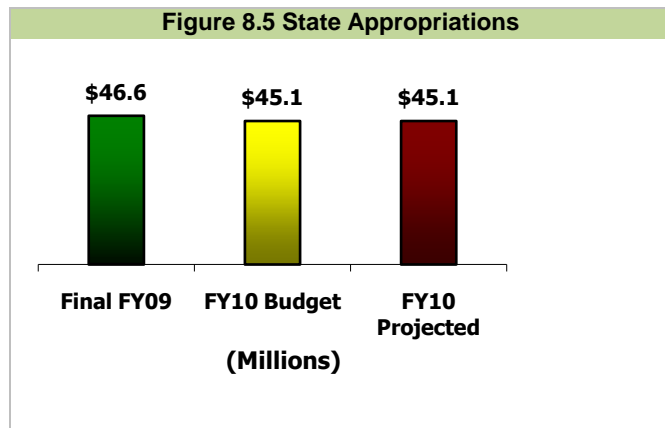
Projected FY10 appropriations include a 3.2% decrease

Figure 8.6 Dining Services (Board) Revenues

$4.7 Fall 2008 (Final)
$4.2 Winter 2009 (Final)
$4.5 $4.7 Fall 2009
$4.0 Winter 2010
(Millions)
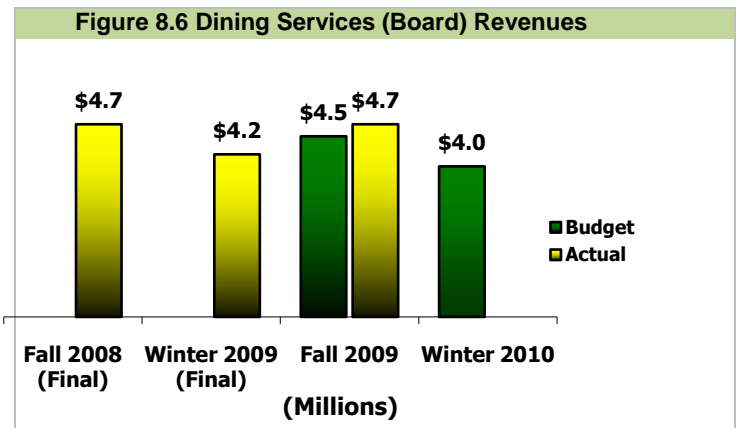
■ Budget
■ Actual

Fall revenue is 0.8% over prior year actual
FY09 fall revenue is 3.6% over budget

Figure 8.7 Tuition and Fees Revenues

$31.1 Fall 2008 (Final)
$28.3 Winter 2009 (Final)
$32.9 $33.0 Fall 2009
$30.0 Winter 2010
(Millions)
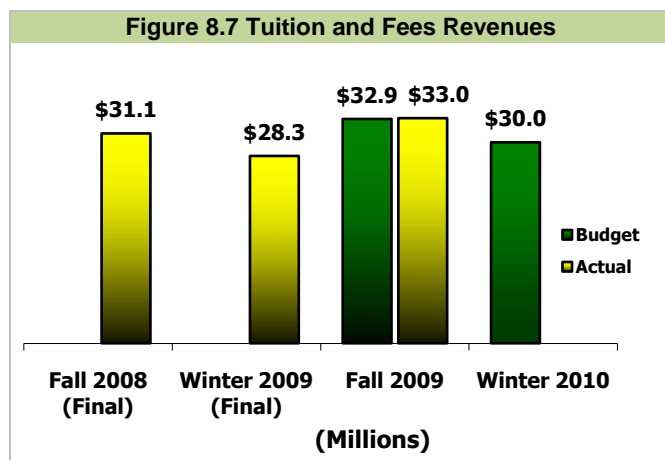
■ Budget
■ Actual

Fall revenue is 5.8% over prior year actual
FY09 fall revenue is 0.2% over budget

Figure 8.8 Residence Hall Revenues

$4.8 Fall 2008 (Final)
$4.2 Winter 2009 (Final)
$4.9 $4.9 Fall 2009
$4.3 Winter 2010
(Millions)
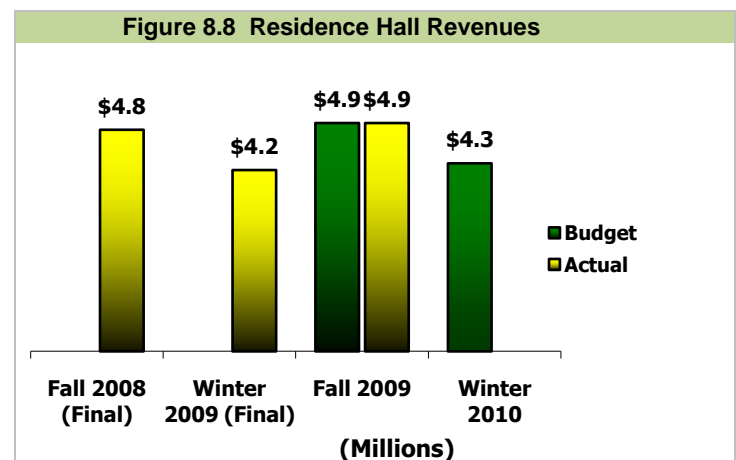
■ Budget
■ Actual

Fall revenue is 1.0% over prior year actual
FY09 fall revenue is 0.2% over budget

Graduation Rates. Graduation rates are of increasing importance to our legislative appropriation committees. NMU is asked to submit reports on fees, especially room and board charges, to inform the governor and the Michigan legislature on NMU's efforts to maintain affordability and sustain cost containment. Figure 8.9 shows a steady upward trend in all of our graduation rates, demonstrating success in our retention and academic support strategies. While Table 8.6 indicates that NMU graduation rates are below the average of Michigan universities, it is important to note that NMU is a "right to try" school.

Figure 8.9 NMU 4-, 5-, and 6-year Graduation Rates

◆ 4-yr ■ 5-yr ▲ 6-yr

60%
40%
20%
0%

93 94 95 96 97 98 99 00 01 02 03 04 05
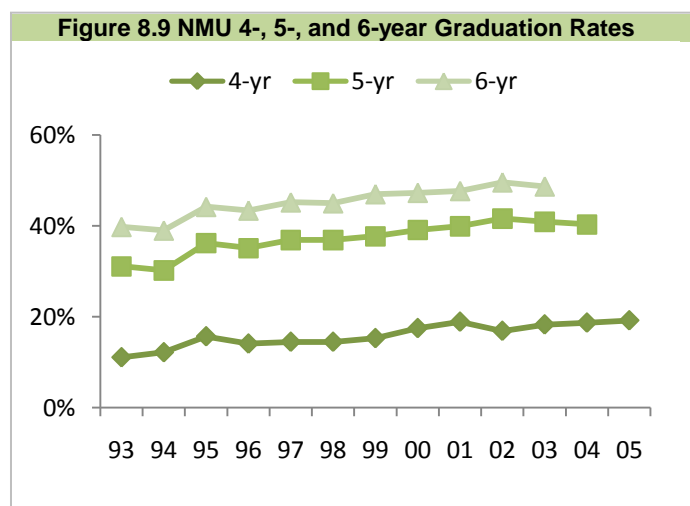
Table 8.6 Graduation Rate Peer Comparisons			
	4-yr	5-yr	6-yr
NMU	14.5%	36.9	45.1
Mich average	28.2	51.7	58.7
Nat'l average	26.8	47.4	53.2
Source: House Fiscal Agency (MI)			

Table 8.7 Admissions by Recruitment Area (1/16/10)				
	Total Admits		Change	
	Fall 2010	Fall 2009	#	%
MI	2,070	1,991	79	4.0%
IL	435	427	8	1.9%
WI	249	312	-63	-20.2%
Other Midwest	125	142	-17	-12%
Other states	102	88	14	15.9%
Unknown	8	10	-2	-20.0%
Non US	1	1	0	0.0%
Total	2990	2971	19	0.64%

Applicant Admissions. Admissions numbers are monitored weekly, and compared to those from the prior year. Recruitment improvements (see Table 8.7) reflect the increased importance of our focus on Upper Midwest states as sources of potential students. These data reflect the results of long and short term strategic planning (see 8P2).

Academic Credentials. NMU has a long-term strategic plan to increase the academic credentials of its baccalaureate students. Action plans have included raising minimum admissions requirements and scholarship offerings, and reading a better balance of merit and need-based aid. Our Freshman Fellow Program provides high-quality undergraduate research opportunities for our brightest students in paid internships within established faculty research programs.

As a result of these efforts, both the mean ACT score and the percentage of students having both an ACT score greater than 24 and a high school GPA greater than 3.0 have increased in the past 15 years, as shown in Figure 8.10.

Figure 8.10 Academic Credentials (1994-2010) 1st Time/Full Time Baccalaureate Freshmen
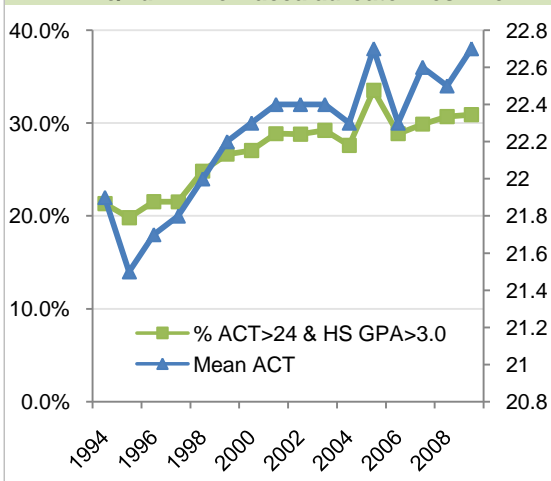
University Bond Ratings. NMU bonds have been rated as stable throughout the past decade. The NMU bond rating is higher than that of the state of Michigan. NMU monitors bond rate trends on a daily/monthly basis, and we hired a consultant to monitor these daily rates and provide us with trend analysis so that we can act in an efficient and deliberate manner when restructuring/refinancing our debt. Through this process, we have produced savings in excess of $500,000 annually. Moving much of our bond debt from variable rate to fixed rates early in 2008, (prior to the disruption in the global financial sectors) saved NMU millions of dollars. The following information, the most current available in February of 2009, is taken directly from Moody's Investors Service, "Global Credit Research," on 26 February 2008:

NEW YORK, Feb 26, 2008 -- Moody's Investors Service has assigned an A2 rating to the Board of Trustees of Northern Michigan University's $106.5 million of General Revenue Bonds, Series 2008A. At the same time, we have affirmed the underlying ratings on the University's outstanding debt (detailed at the end of the report). The rating outlook is stable.

MARKET POSITION/COMPETITIVE STRATEGY: SOLID REGIONAL MARKET POSITION, WITH MODERATE TOTAL ENROLLMENT

Moody's expects Northern Michigan will continue to generate positive operating performance, despite a challenging state funding environment. Prudent financial management, including conservative budgeting and expense controls, has enabled the University to generate a 3.5% three-year average operating margin (including depreciation and interest expense). In FY 2007, Northern produced a 1.8% operating surplus despite an unexpected $4.2 million shortfall of state funding appropriated for fiscal 2007. This payment was delayed into the second quarter of fiscal 2008.

OPERATING PERFORMANCE: STRONG FINANCIAL MANAGEMENT LEADS TO CONSISTENTLY POSITIVE OPERATING PERFORMANCE DESPITE CHALLENGING STATE FUNDING ENVIRONMENT

Moody's believes the balance sheet resources of the University and affiliated foundation will continue to provide an adequate cushion for the University's debt and operations. Total financial resources grew to $93.9 million in FY 2007, an increase of nearly 19% over the prior year, driven by improved investment returns and operating surpluses. Expandable financial resources of $87 million cover proforma direct debt by 0.8 times and operations by 0.7 times. We expect the University's balance sheet to continue to grow as the University embarks on a comprehensive campaign combined with continued favorable operating performance.

Standard & Poor's Rating Services assigned its "A" long-term rating to Northern Michigan University's (NMU) general revenue bond series 2008A, and affirmed its "A" underlying rating (SPUR) on the university's outstanding parity debt.
The "A" rating reflects:
- A consistent history of operating surpluses on a full accrual basis;
- Stable enrollment and demand;
- Good institutional management of both finances and enrollment; and
- Good levels of liquidity for the rating category, with 2007 unrestricted net assets (UNA) equal to 46% of expenses and about 58% of pro forma debt.

Offsetting rating factors include:
- Proforma debt burden that has risen to a moderately high 5.8% of 2007 expenses, combined with expected additional debt plans;
- Continuing demographic pressures in the Upper Peninsula (UP) of Michigan, the area historically served by NMU; and
- The constrained state operating and capital appropriation environment in Michigan, which is expected to continue in the medium term.

Source: Standard & Poors, "Primary Credit Analysis," 25 February 2008

Cost Containment. NMU has instituted many cost containment measures to address budget constraints over the past decade. Some of the measures are included in Table 8.8 below:

Table 8.8 Cost Containment Measures	
Collaborative Partners/Planning Process	**Cost Containment**
• MUSIC (Michigan Universities Self-Insurance Corporation – MUSIC, Inc.)	Corporation formed to purchase property and liability insurance jointly, leveraging purchasing power.
• MERIT (Merit Network, Inc.)	Corporation formed to provide high-performance networking and services jointly to the research and education communities in Michigan and beyond.
• MUCH (Michigan Universities Coalition on Health – MUCH, Inc.)	Corporation formed to leverage the knowledge, resources and influence of its members to improve employee benefit plans and services through quality and contained costs for universities, their employees, retirees and dependents.
• MLC (Michigan Library Consortium)	Consortium formed to reduce library acquisition costs and provide greater access to library holdings across the region.
• MiDeal (State of Michigan joint purchasing consortium)	Joint purchasing of supplies and services with the State of Michigan to reduce acquisition costs.
• State of Michigan Gas Purchasing Program	Joint purchasing relationship with State of Michigan for natural gas acquisitions. Leverages volume discount purchases.
• MHEC (Midwestern Higher Education Commission)	One of four interstate compacts in the nation that improves the quality of higher education, MHEC is the Midwest's largest interstate resource-sharing commission for higher education for joint purchasing and student exchanges..
Debt service restructuring planning	Restructured debt service twice in the past 5 years to lower interest rates through variable debt securities and switching to fixed securities to avoid financial market issues and interest rate increases.
Energy conservation plans	Saved over $25 million in past two decades (reduced heating and cooling use by 25% while conditioned space increased by 147%).
Severance incentive and reduction in force plans	Strategically utilized severance incentive and reduction in force programs to adjust staffing levels to meet declining state funding levels.

University student tuition payment plans	Implemented student tuition payment plans to provide greater access to students with financial issues and reduce the amount of dropping and adding of classes from course purges at beginning of semesters.
Banner system implementation	Implemented Banner system, which reduced cost of operations by more than $300,000 per year. Savings include the cost of implementing a disaster recovery system that backs up all major servers and administrative systems across campus while providing 24/7 access to systems that were not available under previous systems. Implementation took place prior to phasing out the system previously used by vendor.
Maintenance Contract Restructuring	Successfully restructured severance maintenance agreements during economic downturns that produced annual savings of more than $400,000 annually.
Technological environment enhancements	Enabled efficiencies for transactional processing while maintaining the ability to provide greater individual attention on complex issues. Examples include: • E-bills (online billing and payments for tuition and other student billings) • Online grades • Course bulletins • Pay stubs • Automatic loan payments • Financial aid processing • Employee evaluation systems • Online departmental financial and student information • Open source telephone answering systems • Automated tape handling system for backup of major systems • Remote management of wired and wireless networks (auto-paging of staff)

8R3 Projections for performance of strategies and action plans over the next 1-3 years

Benchmarks for the Road Map to 2015 were provided as part of a 2008-09 Action Project, permitting a major improvement in our strategic planning process.

Enrollment projections through 2028 are shown in Figure 8.11. Action plans include increasing the number of online students, a continued increase in the number of students from other states in the Upper Midwest, and targeting specific regions for international students. The NMU admissions strategy for Illinois, Wisconsin, and Minnesota targets highly qualified high school students who are encouraged to compete for significant scholarships. In 2008-09, 23,617 international students studied at Michigan colleges, up 3% from the previous year. Table 8.3 shows that very few of these students enrolled at NMU. We have funded an initiative to increase international enrollments to 250 by 2015.

Figure 8.11 FYES Enrollment Projections
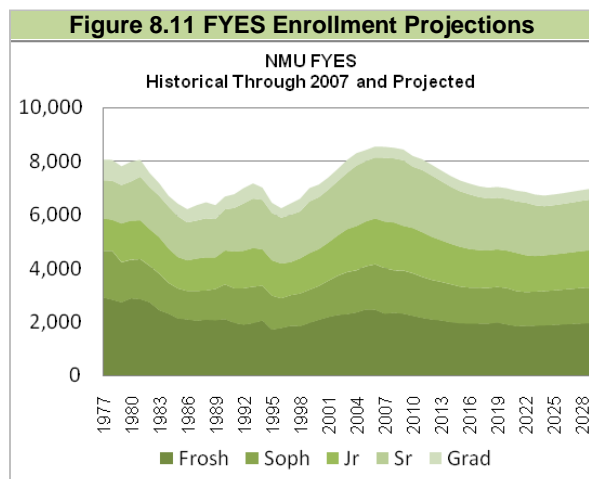
Other strategic plans will involve:
- Faculty-mix goal realization of 5% points change per year (see 4P5 and 4R3).
- Implement space utilization software to improve classroom use and reduce energy costs.
- Initiate and complete market study regarding mixed-use development along Presque Isle Ave.
- Continue and enhance development of shared facility use by Marquette General Hospital and NMU.
- Continue discussions with the City of Marquette regarding the development of a Tech Park along Sugarloaf Ave.
- Continue to pursue private, state and federal funding of the Combined Heating Plant project.

8R4 Performance of processes compared with those of other higher education and external organizations

NMU has built an internal database using HEIDI information from 1987-2009, enabling NMU to create regular and ad hoc reports for decision-making using peer data. Statewide peer data are compared to NMU enrollment and financial performance data. A primary long-term strategy of NMU is to remain affordable within the State of Michigan. Table 8.9 shows that NMU continues to meet this goal.

Another long-term goal has involved enrollment growth. While the state of Michigan has experienced a decline in the high school population, NMU has continued to increase enrollment while some of its Michigan peers have not (see Table 8.10). As a result of our strategy on out-of-state enrollment, 20% of the NMU student body is from out-of-state, the 2nd highest percentage among our Michigan peers.

Table 8.9 Undergraduate Tuition at Michigan Universities		
University	Resident	Non-Resident
UMAA	$12,400	$36,163
MTU	$11,348	$23,618
MSU	$10,645	$27,051
CMU	$10,170	$24,670
FSU	$9,480	$15,900
WSU	$9,319	$20,002
OU	$9,188	$21,237
UMD	$8,900	$19,683
GVSU	$8,845	$13,166
WMU	$8,783	$20,568
EMU	$8,377	$22,282
UMF	$8,332	$15,901
LSSU	$8,284	$16,468
NMU	$7,454	$11,828
SVSU	$6,900	$16,200
Source: Presidents Council State Univ. of MI Report on Tuition and Fees 2009-2010"		

Table 8.10 State Universities of Michigan % Change Total FYES	
	FY 08 vs. FY04 Cumulative % change
GVSU	13.2%
UMF	12.5%
FSU	10.2%
OU	8.9%
SVSU	8.1%
UMAA	5.7%
MSU	4.2%
MTU	3.5%
NMU	1.5%
WSU	-0.2%
CMU	-1.4%
UMD	-5.9%
EMU	-8.8%
WMU	-12.2%
LSSU	-19.6%
Source: House Fiscal Agency	

Northern has more square footage of campus facilities per FYES to maintain than our state university peers (see Table 8.11). Consequently, our overall physical plant operating costs were higher than our peers. In response, NMU chose a long-term strategy to reduce the square footage /student ratio; to reduce and share utility costs; and to generate revenue. NMU now has leasing agreements with the local hospital, trades, and industry.

Table 8.11 Campus Square Footage Comparison												
	2009		2008		2007		2006		2005		2004	
	NMU	MI Peers	NMU	MI Peers	NMU	MI Peers	NMU	MI Peers	NMU	MI Peers	NMU	MI Peers
Sq Ft/ FYES	245.58	145.77	236.04	144.42	238.72	157.69	238.62	152.60	238.37	152.32	269.50	152.40
Cost/Building Sq Ft:												
Plant Operations	$6.76	$9.19	$6.51	$8.95	$5.91	$7.40	$6.28	$7.47	$5.70	$6.36	$4.73	$6.40
Utilities	$3.12	$3.25	$2.72	$2.98	$2.40	$2.58	$2.91	$2.44	$2.33	$2.14	$1.74	$2.11
Debt Service	$1.66	$1.13	$1.41	$1.74	$1.32	$1.39	$1.32	$1.17	$2.79	$1.11	$1.45	$1.01

See 6R5 for administrative and student support planning results that reflect short-term planning and action.

8R5 Evidence of effectiveness for planning continuous improvement systems; measuring and evaluating planning processes and activities

NMU measures itself against the performance of previous years and peer institutions in Michigan, and it evaluates operational activity and initiatives on an ongoing schedule. Because of a lean administrative structure and the effective use of communication technologies, program administrators can convey activities more broadly, increasing transparency among constituencies. Areas of responsibility are broad with the expectation and commitment that decisions are made not by single individuals; rather, shared decision-making is one of six criteria for leadership that we are implementing among department chairs, unit heads, and the President. Annual evaluations are required of all non-represented personnel, including the President, which assess leadership activities and the degree to which relevant community constituencies are informed of the unit's efforts and successes. Through good stewardship and planning, since 2002 NMU has:

- Sustained a $6 million drop in appropriation while increasing enrollment, particularly from out of state students
- Increased incoming ACT scores
- Maintained positive fund balances
- Implemented a comprehensive technology initiative, a laptop and software program, a laptop support unit that provides repairs within 2 hours and morning-to-midnight help services
- Instituted a disaster recovery system for all major technology systems
- Doubled the amount of federal research dollars to over $6 million
- Secured one of the only WiMax licenses awarded to universities for new wireless broadband technologies
- Implemented a multi-tiered, multi-pronged safety notification system(s) using innovative software applications, cell phone use and TV notification
- Sustained cost of living increases for all employee groups through FY 2008
- Kept tuition costs second lowest in state, while maintaining a large financial aid support system
- Kept debt levels below benchmarks for capital improvements
- Increased long-term facilities maintenance funding from $0 to $1.37 million; increased annual capital equipment replacement funds (primarily academic equipment) from $200,000 to $650,000
- Increased faculty staffing full-time equivalency (FTE) from 334 FTE to 416 FTE
- Secured LEED certification for recent resident hall renovations

8I1 Recent improvements; systematic and comprehensive assessment

- The Road Map 2015 established the strategic direction of the University through extensive input, deliberation, and dissemination.
- The Campus Master Plan established our physical structural initiatives, through extensive input, deliberation, and dissemination.
- In FY 2010, NMU increased financial aid and scholarship allocations by $1 million (9.8%). NMU also used State of Michigan stimulus dollars as a rebate to undergraduate students as a one-time credit to their student accounts.
- To bolster our internationalization initiative, NMU hired an executive director, created/streamlined procedures and implemented a new recruitment strategy.
- Our innovation initiative was greatly enhanced by our new Wildcat Innovation Fund Program.
- We invested in research and development by increasing our Grants and Research Office personnel.
- The Board of Trustees considered an overview of our "community college function", including a review of the "less than four year" academic programs, to inform strategic planning of these programs. In 2010, the Board also revisited our "brand" and addressed the question of "What should NMU look like in 2020?"

8I2 Culture and infrastructure for improved performance results in Planning Continuous Improvement

- In 2010, the Board of Trustees formed a representative task force to evaluate how it should best conduct strategic planning.
- Given the downward trends in state funding opportunities, NMU increasingly emphasized financial sustainability.
- We benchmarked multiple data sets with state peers using HEIDI data.
- NMU formed a task force to determine how to best utilize technology to monitor performance.
- Shared governance, which permits full input from all constituencies in the planning process, was a major focus of our labor negotiations with the AAUP in 2009.
- NMU has a robust system of committees, which enables us to review extant practices and make changes as appropriate.

Category 9. Building Collaborative Relationships

9P1 Creating, prioritizing, and building relationships with the organizations from which students are received

NMU recognizes the mutual value of helping those who can influence the decision-making of our prospective students. We plan efforts to identify and build relationships with those influencers. Both high school guidance counselors and community colleges are potential providers of new students, and while

we benefit from our relationships with them, we also provide them with a valuable service – admission of their students to the university of their choice. With respect to **High Schools**, the **Admissions Office** has formalized processes as summarized in Figure 9.1.

Figure 9.1 Summary of Admissions Office Formalized Process with High Schools

Outreach to high schools in target markets (primarily MI, WI, IL, MN)	• regular mailings and electronic newsletters to high schools • schedule visits to schools by admissions counselors using managed territories • specialized classroom or evening presentations to assist high school counselors • professional association enabling admissions to network with high school counselors • follow-up and computer tracking of every "contact me" inquiry • track and regularly contact NMU alumni educators
Outreach to high schools in non-target markets	• identify schools from which we have received applications • communicate on a timed basis introducing the counselor to NMU • follow-up and computer tracking of every "contact me" inquiry • describe key points about NMU such as the National Academic Award or notebook computer program
Receiving and fulfilling information requests from high schools	• provide muliple avenues for high school staff to request updated materials (online, mail, directly from an admissions counselor) • create multiple print pieces solely for the high school counselor audience
Introduction activities for high school staff	• Counselor Weekend (busing high school counselors from MI, WI, IL, MN to NMU for a Thursday-Sunday event; with optional graduate credit) • Michigan's "Promoting the Publics" event annually • Illinois "articulation" event (promoting institutions to high school counselors) • Complimentary one night lodging and meal for teachers and counselors visiting campus

Building relationships with **community colleges** is conducted in a fashion similar to that described

Figure 9.2 Online Course Equivalency Database

Course Equivalencies

Please enter the Bay College courses you would like to find NMU equivalencies

Please note: if you are looking for a course that is not on this list, it has not been evaluate
Please contact your NMU transfer counselor at transfer@nmu.edu.

Course #1: [Select a course]
Course #2: [Select a course]
Course #3: [Select a course]
Course #4: [Select a course]
Course #5: [Select a course]
Course #6: [Select a course]

[Next]

above, with a focus built around assessing and improving course equivalency information or other needs unique to transfer students. Discussions in these relationships may start at the institution-institution or department-department levels. For example, problems with technology course equivalencies between NMU and Bay Community College prompted a faculty-faculty discussion that resulted in a thorough reassessment of all courses and a new equivalency table given to Admission staff and the Registrars at both institutions. The NMU Admissions website has an interactive database searchable by community college and course that provides NMU course equivalencies (see Figure 9.2). Creating new articulation agreements with community colleges is a priority for the provost, who has hosted community college administrators on campus and visited their institutions.

9P2 Creating, prioritizing, and building relationships with the organizations to which students are sent

The **Career Services** website maintains information specific to employers' recruitment needs for permanent, internship, and temporary job placement, including an online job fair registration form and a comprehensive online database for job listings for companies and organizations that wish to post their jobs, at no cost, for NMU students and alumni (http://webb.nmu.edu/CareerServices/). The Career Services Department provides the following services:

- Periodic purchase of employer mailing lists from Fortune, Inc. and the National Association of Colleges and Employers (NACE) to solicit recruitment relationships.
- Visit employers outside of the Marquette region to encourage recruitment at NMU
- Provide professional interview and presentation conference rooms for employers who recruit.
- Host four-five annual recruitment events/job fairs for career entry positions.

- Share notices of recruitment opportunities with alumni through emails from the Alumni Association office, through postings on inCircle (social network site for NMU Alumni), and through occasional ads purchased and run in *Horizons,* the alumni magazine.
- Manage the Off-Campus Work Study Program, which provides financial assistance to off-campus, non-profit organizations to hire students as part-time labor.
- Annually attend the Michigan Society of Human Resource Management and the Wisconsin Society of Human Resource Management conferences to highlight the advantages of hiring NMU graduates.
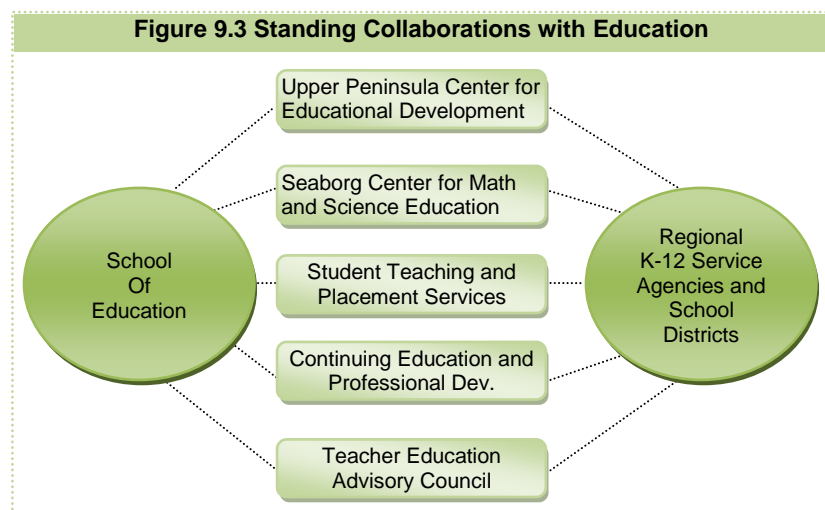
(For other information on relationships with employers, see 3P2 and 3P3.)

Academic Departments / Programs
NMU departments that offer professional/pre-professional programs have developed direct relationships with employers that enable the academic programs to prepare students to meet the needs of those employers. The most prominent of these relate to health care, athletic training, criminal justice, education, social work, and technology and occupational studies. For example, in 2009 NMU established a relationship with Michigan State University (MSU) that will permit early admission for 5 NMU undergraduate students into the MSU College of Human Medicine. The work of several other departments is highlighted in detail below.

The **School of Nursing** involves its community of interest (COI) in curricular and other decisions that have a direct impact on the quality of our graduates. This COI includes employers, hospitals and agencies where our graduates work, and has aided in the redesign of the Nursing curriculum. In response to their request, NMU implemented a background check required by some health care employers (but not NMU). The rationale was to honor these relationships and ensure our students meet the community standards. As part of the outcomes assessment for both BSN and LPN programs, data from an employer survey is analyzed for possible curriculum changes. The **Clinical Lab Science** programs have affiliations with 27 hospitals within a broad region, including **Marquette General** and the **Mayo Clinic**. The **Social Work** program requires 400 hours of field placement, essentially mandating a close relationship between Social Work providers and the NMU field placement coordinator.

The **School of Education** has strong ties with all educational organizations in the Upper Peninsula; 34 superintendents of the 55 school districts hold at least one degree from NMU. The UP **Center for Educational Development** (UPCED), housed at NMU, is a U.P. consortium of all seven Intermediate School Districts and the three U.P. universities. The focus of the UPCED is to provide leadership in all content areas and for all educators and administrators across the region. The UPCED is just one of the regional

Figure 9.3 Standing Collaborations with Education

- School Of Education
- Upper Peninsula Center for Educational Development
- Seaborg Center for Math and Science Education
- Student Teaching and Placement Services
- Continuing Education and Professional Dev.
- Teacher Education Advisory Council
- Regional K-12 Service Agencies and School Districts

connections (see Figure 9.3) between the School of Education and the region's education system. In 2008-09, NMU partnered with Central Michigan University to allow transition from the specialist in education degree at NMU to the doctorate in educational leadership at CMU.

The **Criminal Justice Department** has extended relationships with regional and national public safety and loss prevention organizations. Criminal Justice developed an online program resulting directly from our external relationships. The **National Loss Prevention Advisory Board**, formed at the inception of our Loss Prevention Management program and consisting of 12 loss prevention mangers from large retail

corporations, assisted faculty in designing the NMU program courses based on their "ideally prepared" employee. They provide curriculum guidance, new students and internship opportunities.

The **Regional Police Academy** is an academic program with a professional certification. Figure 9.4 illustrates how the Academy, certified by the Michigan Commission on Law Enforcement Standards (MCOLES) and offered each summer, is embedded within the CJ programs. This Academy is the only one available to U.P. public safety officers and provides 12 credits towards a CJ degree. The Academy consults with an advisory board on curriculum and

Figure 9.4 Criminal Justice and Police Academy Relationship

training issues; the board consists of current and retired law enforcement chiefs, sheriffs, DNR administrators, corrections officials, defense attorneys and prosecutors. The Academy's instructors are current and former law enforcement officers, and members of the Michigan Bar.
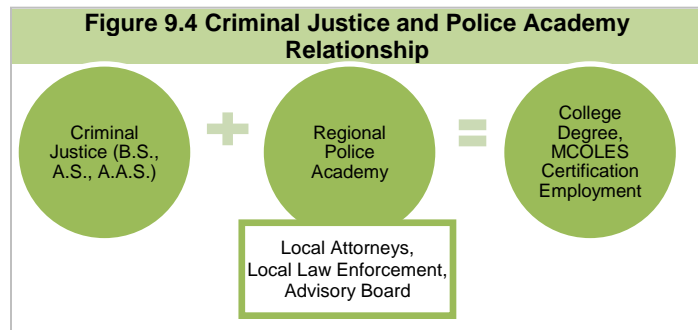
There are two similar programs that are consortia agreements between the **Clinical Lab Sciences Department** and Marquette General Hospital (MGH). Both the Respiratory Therapy Program and the Radiography Program offer a three-year extended associate's degree while permitting students to become certified. The first year of courses in this 3-year program takes place on NMU's campus. The second and third years take place at MGH, which is adjacent to NMU's campus. All curriculum issues are addressed through NMU's Committee for Undergraduate Programs (CUP). No course in these programs can be created or changed without the approval of CUP and the Provost.

9P3 Creating, prioritizing, and building relationships with the organizations that supply services to students

The key services supplied to students by local organizations are health care and counseling. In both cases, NMU has internal support units that coordinate with local providers to ensure student needs are met.

Counseling and Consultation Services (CCS) initiates contact at least annually with the community services listed in Table 9.1 that are most often utilized by our students, and hosts a bi-annual open house with these providers. Our students may be reluctant to pursue external mental health care, often due to factors such as parental awareness through health insurance claims, lack of mental health benefits, or reluctance to go off campus. However, some of our students are served by the below-listed agencies.

Table 9.1 Mental Health Care Relationships	
Community Service	**Collaborations with NMU**
Marquette General Hospital	• MGH serves students who are suicidal, psychotic or have a primary need for a medication specialist (psychiatrist), such as for bipolar or psychotic conditions. • CCS met with social workers in the psychiatric unit to clarify the process for released students to address safety issues, follow-up care, and re-entry to the university campus. • CCS met with outpatient clinicians to coordinate treatment and medication issues.
Pathways (Community Mental Health)	• Serves the severely mentally ill and those in need of psychological medication • CCS met with Pathways director concerning students with severe mentally ill issues (typically psychotic), coordination of treatment and clarification of the limits for services.
Women's Center	• Provides advocacy and support for victims of rape and domestic violence • CCS met with Women's Center director to clarify mutual services, roles and limits.
Social Services (Lutheran and Catholic)	• Offers significantly reduced session fees • CCS director regularly contacts both agencies concerning fee and scope of services
Private practitioners	• Services are limited to those with good mental health benefits. • CCS has a working relationship with private psychological and psychiatric practitioners • CCS counselors confer, under a signed release, with clinicians on student clients.

The **Vielmetti Health Center** is NMU's medical facility, providing care to students and staff as well as their spouses and older children, and retirees. Services similar to those offered by a family doctor are available, including a pharmacy and an accredited laboratory offering rapid diagnostic tests. Ongoing discussion with regional medical care providers identifies unmet medical needs for our uninsured students. These discussions resulted in our partnering with the **Marquette County Medical Care Access Coalition** (MCAC), which provides access to primary care services at the Health Center, ancillary services including radiology and laboratory at Marquette General Hospital, and pharmaceuticals from area pharmacies at minimal charge to NMU students meeting financial eligibility criteria. The Health Center physicians and staff consult with Marquette General Hospital for referrals for x-rays, dietician services, physical therapy, optometry, and dental, obstetric, and pediatric care. Other information on health care is found in 4P1, 6P3 and 6P4.

9P4 Creating, prioritizing, and building relationships with the organizations that supply services to NMU

Suppliers of materials and services are overseen by the **Purchasing Department**, which works through a collaborative approach with its counterparts within the state organization **MACUPA** (Michigan Assoc. of College and University Purchasing Agents). Sharing of information is accomplished electronically and face-to-face. In addition, through participation in the **Educational and Institutional Cooperative** (EandI), the University has established a vendor and contract database permitting us to obtain quotes for goods and services. Relationships are reinforced through effective communication, clear specifications, and a mutual respect for the working environment and economic constraints placed upon each party.

With a major emphasis on construction and renovation projects in recent years, the need to develop and maintain good contractor relationships has been brought to the forefront. We have maintained an open line of communication, listened to concerns and addressed them, been fair in administering contracts, and met regularly with the business agents, construction firm representatives, and have participated in a **Regional Skills Alliance** with the **Upper Peninsula Construction Council**. Local union chapters are tenants of the School of Technology and Applied Sciences high-tech labs. These efforts have resulted in a solid, trusted working relationship with our contractors.

The **Olson Library** is a member of regional, state, and national consortia (e.g. **Michigan Library Consortium**, **Online Computer Library Center**, **Michigan Library Association**) through which collective purchasing arrangements are made with vendors for services and resources. Many databases and full-text/image resources are acquired through cooperative purchasing, and the Library participates in initiatives such as the Michigan MelCat shared catalog and a statewide resource delivery service.

(See Categories 6 and 7 for further information on vendor services and efficiency measures).

9P5 Creating, prioritizing, and building relationships with education associations, external agencies, consortia partners, and the general community

Education Associations. Michigan does not have a "system" level of administration associated with higher education that exists in other states. The fifteen public universities in Michigan are, by state constitution, independent. There is, however, a state level organization, **Presidents Council State Universities of Michigan** (PCSUM), which serves as a forum for the administrators of Michigan's 15 public universities to meet on a regular basis to discuss and frame positions on key higher education finance and policy issues. NMU participates in three collaborative cost savings options from PCSUM:
- **Michigan Universities Self Insurance Corporation's** (MUSIC) - comprehensive risk management and loss control program providing broad coverage for common exposures
- **Merit Network** - shared telecommunications and Internet infrastructure
- **Michigan Universities Coalition on Health** (MUCH)
- (See 8P8 for more information on PCSUM and the NMU relationship).

The **United States Olympic Education Center** (USOEC) on the NMU campus is one of only four Olympic training centers in the country and the only one located on a college campus, The USOEC is dedicated to providing educational opportunities for its resident athletes while offering them world-class training. Current resident training programs include boxing, Greco-Roman wrestling, short-track speedskating, weightlifting, and women's freestyle wrestling. This facility provides NMU Athletic Training students with regular observational opportunities under the USOEC full-time staff, fellows, and graduate

assistants, a privilege available to few academic Athletic Training programs. Local businesses and organizations have sponsorship opportunities with major Olympic related events; 30 businesses and organizations sponsor the USOEC annually. In 2009, NMU hosted the U.S. Short Track Speedskating Olympic Trials; several NMU programs and courses took advantage of learning opportunities created by this event. Late in 2009, NMU hosted the final International Skating Union World Cup, in which more than 200 of the world's top speedskaters from 34 countries competed.

External Agencies. NMU has accreditation relationships with agencies identified in Table 9.2. Each department maintains regular, required communication with their respective agency.

Table 9.2 Accreditation Agency Relationships	
Program	**Agency**
Chemistry	American Chemical Society
College of Business	Assoc. to Advance Collegiate Schools of Business (AACSB)
Physical Education	American Alliance for Health, Physical Education, Recreation and Dance International
Surgical Technology	Commission on Accreditation of Allied Health Education Professionals (CAAHEP)
Athletic Training Education	Commission on Accreditation of Allied Health Education Program (CAAHEP)
Respiratory Therapy	Commission on Accreditation of Allied Health Education Programs
Nursing	Commission on Collegiate Nursing Education (CCNE) Michigan Department of Licensing (Board of Nursing)
Social Work	Council on Social Work Education
Aviation Maintenance Technology	Department of Transportation Federal Aviation Administration Certification
Aviation Air Frame	Department of Transportation Federal Aviation Administration Certification
Aviation Power Plant	Department of Transportation Federal Aviation Administration Certification
Counseling Center	International Association of Counseling Services, Inc.
Cosmetology	Licensed by State of Michigan
Practical Nursing	Michigan Department of Licensing (Board of Nursing)
Clinical Asst. Program	National Accrediting Agency for Clinical Laboratory Sciences
Clinical Laboratory Tech.(2 yr pgm)	National Accrediting Agency for Clinical Laboratory Sciences
Clinical Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
Cytogenetics	National Accrediting Agency for Clinical Laboratory Sciences
Diagnostic Molecular Scientist	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Music	National Association of Schools of Music
Education	National Council for the Accreditation of Teacher Education (NCATE)

General Community. The NMU President and Provost actively promote community engagement. In major speeches given on and off campus, our President has mentioned the need for students, faculty and staff to take leadership roles in the community. He talks to students about global citizenship, saying, "think globally but act locally." His schedule demonstrates a commitment to community with about 15 percent of his overall schedule each year used for community-related matters. In 2008, President Wong announced the university strategic plan, the "Road Map to 2015", with community engagement as one of its four main elements. In 2009-10, President and Mrs. Wong were the co-chairs of the United Way of Marquette County's annual fundraising drive. Category 2 deals with economic development relationships, community engagement, and the Superior Edge Program.

Programming for youth and their educators has been an important outreach for NMU's community. NMU students have an opportunity to play a significant leadership role in community engagement activities and programs. Responsible leadership has an ethical and moral dimension that includes demonstrating a concern about the welfare of others. In year two of the **Student Leader Fellowship Program (SLFP)**, students plan, organize, and implement their own Community Service Internships conforming to criteria. An average of over 4,000 hours of community service is logged annually in SLFP. Since its inception, student leaders have provided over 77,000 hours, working under 535 individual mentors, at 302 different site locations. Some student organizations initiate community projects or are part of outreach efforts. In 2008 year, 19 members of NMU Constructors planned and executed an alternative semester break for New Orleans housing reconstruction. In 2009, the NMU Constructors took

the lead in the construction of a hoop house (green house) on the premises of NMU's Jacobetti Center for the collaborative use of the Marquette Food Co-op, Northern Initiatives, and NMU.

(See 3P4 for a discussion on employer relationships).

9P6 Confirming partnership relationships meet the needs of those involved

In a small and rural community, NMU has a large presence in the area's organizations, boards, and councils. Membership, through informal dialog, provides a two-way communication system that takes a constant pulse on perception and catches problems early. In 2009, 49 NMU administrators held 58 leadership positions in 76 local organizations. Community members have an opportunity to join the President's *Community Connection.* Whenever the University asks for help, the community provides an overwhelming response. Likewise, when the community brings issues to the University, NMU works to play a positive role. See 3P3 for more analysis of community perception.

Maintaining communications amongst other partnerships is the key to ensuring that needs are being met. A number of our partnerships have formal advisory committees that meet periodically to review and discuss matters central to the relationship. Topics might include the curriculum associated with a particular program or the performance of our students while they are student teaching, working in an internship, or as full time employees. In addition to advisory committees, we utilize a variety of media, including e-mail, web pages and traditional print materials, to both provide and exchange information with those whom we have relationships.

Our student information system tracks communication and materials sent to high schools, recording a "field report" for each high school visit. The system is database driven and standard reports exist--and ad hoc reports can easily be written--to track various aspects of the process or track trends. Examples of generated reports include visit activity reports and enrollment by high school reports.

9P7 Creating and building relationships among internal departments, assuring integration and communication.

Shared governance, the Academic Senate and its 11 subcommittees, and a Centers structure help us move across departmental boundaries and assure formal communications within the University. Leadership, the Road Map to 2015, and past and present Action Projects, compel integration on initiatives. These topics were addressed in detail in Categories 4 and 5.

9R1 Regularly collected and analyzed measures of Building Collaborative Relationships

NMU uses both qualitative and quantitative assessment methods to monitor community perception. Attendance and evaluations are collected for events. Event examples include the Admissions Counselor Weekend, Career Services Job Fairs, and youth programming, including our extensive summer "College for Kids", providing science, math, writing, art and athletic programming for regional children aged 5-17. Longevity of program/relationship; programmatic impact; and counts, participation, satisfaction on feedback are also data that are assayed to gauge the success of our collaborations.

(For data regarding employers and community relationships, see 2R1 and 3R1).

9R2 Performance results for Building Collaborative Relationships

Table 9.3 Long-term Relationships	
Program	Duration in Years (from 2008)
School Bus Driver Safety Education	20+
State Motorcycle Safety Education	22+
Real Estate Appraisal Education	17+
USOEC	19
Seaborg Center	21
Public TV/Radio	37
Public Safety Institute	12
Center for Native American Studies	16
UPCED	22
Marquette General Surgical Tech.	15

Programmatic Impact. An increased awareness of research-based outcomes assessment has occurred in youth academic outreach programs. The results of a Center for Economic Education and Entrepreneurship sponsored youth competition showed a 13% gain between pre- and post-knowledge tests on entrepreneurship for 54 participating high school students. The Seaborg Center reported that 58% of teachers who participated in a sponsored math program designed lessons meeting conceptual understanding criteria, compared to 25% of the control group.

Longevity of outreach programming is one reflection of performance. Some of the relationships that have exceeded ten years are shown in Table 9.3.

Counts, Participation, and Satisfaction on Feedback.

- **Career Services** collects an employer evaluation at the conclusion of NMU job fairs. Due to variations in labor market demands, job fairs are not identical, Table 9.4 indicates that the majority of responding employer participants are satisfied with the service and would return to a future fair.

Table 9.4 Career Services Job Fair Attendance and Satisfaction										
	2009-2010		2008-2009		2007-2008		2006-2007		2005-2006	
Job Fair	# Attendees	% Would Return	# Attendees	% Would Return	# Attendees	% Would Return	# Attendees	% Would Return	# Attendees	% Would Return
Fall Job Fair	63	100%	83	95%	80	93%	81	96%	64	97%
Construction Management and Technology Job Fair	19	75%	23	70%	22	71%	22	40%	NA	NA
Summer Employment Job Fair			28	100%	33	100%	33	96%	31	NA
Upper Great Lakes Job Fair			47	95%	63	100%	54	100%	66	92%
Teacher Job Fair			0	-	0	-	14	85%	15	71%
Orientation Job Fair			41	88%	38	97%	39	97%	31	79%

- High School Counselor Weekend event evaluations were collected, tabulated and summarized and used actively in planning the next event. While noting a recent downturn in attendance (see Figure 9.5) counselor feedback suggested that adding an optional graduate credit earning opportunity might enhance the program's attractiveness. While attendance increased in 2008 after this change was implemented, the economic downturn may have contributed to lower attendance in 2009.

Figure 9.5 Counselor Results
Number HS Counselor Visits

- In an attempt to assess the impact of Counselor Weekends, enrollment data by high schools with counselor participation was tracked. While it was hypothesized that increasing counselors' awareness of NMU impacts our access to high school students, and impacts the counselors' messages to their students about NMU and increases their likelihood of suggesting NMU as a university option, it was determined that enrollment is not the best indicator of counselor weekend success. Other measures, such as prospective inquiries by the high school, are being considered.
- Three annual community-based conferences sponsored by NMU collect and use assessment data.
  - UNITED (Uniting Neighbors in the Experience of Diversity) added a new track
  - Indian Education Conference increased data regarding Special Education
  - Sonderegger Symposium (U.P. Culture) revised its paper announcement and selection processes
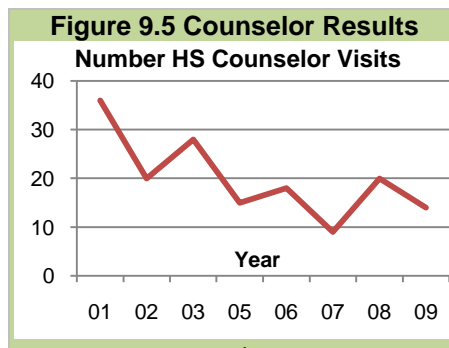
(For additional performance results regarding employers and community relationships, see 2R1, 2R2, 3R4 and 3R5).

9R3 Results for the performance of processes for Building Collaborative Relationships compared with the performance results of other higher education organizations

The niche that NMU fills is unique. NMU serves an entire region with a comprehensive range of academic programs and professional training, cultural and intellectual programs, large facilities, and athletic and fitness options. Other institutions in denser populated areas provide similar programs; however, if one institution disappeared, private institutions and other close-by universities and community

colleges could quickly and effectively provide the needed services. This is not the case with the uniquely intertwined relationship between the Upper Peninsula and NMU.

Responses, included in 2R3, to the NSSE question on providing community service showed a 17% and 10% increase from 2004 to 2007 for NMU first-year and senior students respectively, rising from below our Midwest peers, to above them. We believe this is due to the 2006 advent of the Superior Edge program and the increased priority on community engagement. The many invitations that NMU has received to present our experiences suggest that NMU is further advanced than its peers in areas of community service. Our 2008 Higher Learning Commission presentation about the Superior Edge Program as a successful Action Project received high rating by attendees.

External awards and recognition are another way to assess our performance in comparison to our peers. Some recent awards were listed in Category 2; other are listed below:
- The **Carnegie** Community Engagement Elective Classification for both Curriculum and Outreach and Partnerships were obtained in 2008.
- The NMU **Athletic Department** won a 2008 National Community Engagement Award of Excellence from the **NCAA** for a Fall Sports Kick-off event highlighting NMU's community involvement.
- Numerous NMU sports teams received national prominence: Women's Volleyball, Women's Basketball, and Men's Ice Hockey all qualified for their respective NCAA Tournaments in 2009-10, and the Women's Nordic Ski team also competed at this level. These sporting activities provide important venues for community participation.
- NMU received 2008 Pride of CASE V silver awards in the categories "Best Collaborative Program" and "Best Practices in Fundraising and Development" for building and reinforcing relationships between key donors, students, University role-players and community leaders while strengthening bonds between the NMU Foundation and the rest of the campus community.
- Honorable Mention was awarded to the Upper Peninsula Center for Educational Development in 2008 by the **International Economic Development Co** in the category of "Partnerships with Educational Institutions."
- Based upon successfully hosting 2005 and 2006 events, NMU was chosen over other venues to host the 2009 **Olympic Trials** for short-track speedskating and 2009 Short-track speedskating **World Cup**.
- WNMU-TV, **public broadcasting** is actively involved across the U.P. region; in 2007 and 2008 over $2 million in grants were awarded to enable digital conversion and broadcasting. In 2008, state Recognition for Excellence Awards were given to WNMU-TV, WNMU-radio, and broadcasting students.

9I1 Recent improvements made in Building Collaborative Relationships; systematic and comprehensive assessment

NMU believes that its processes and results for collaborative relationships are systematic and comprehensive. NMU was successful in its application for the Carnegie Elective Classification on Community Engagement in 2008.

Some of our recent improvements are:
- Released in 2008, the 15 year Campus Master Plan included two city-university corridors: research/ technology and living/learning. Collaborative activities in utility and city planning are a direct result of the participation in the planning process by the City of Marquette and Marquette General Health System.
- **Admissions** assessed the way in which NMU requested "final high school transcripts/proof of graduation" for admitted students. After experimenting with an electronic process, and based on feedback, NMU reverted to a streamlined paper system that helped the guidance offices more clearly understand the desired timeline and required documentation.
- Established two new articulation agreements, one in Criminal Justice with Alpena Community College, and one in Engineering Technology with Northeast Technical College in Wisconsin.
- In November 2009, NMU entered into a partnership with Michigan State University regarding early admission for our premedical students into the MSU College of Human Medicine.
- In 2009, NMU and The University of Michigan signed an MOU permitting NMU students to receive a Master's of Public Administration from NMU and a Graduate Certificate in Public Health from U-M.
- The **Superior Edge** program, started in 2006, is centered on community and civic engagement; as of 2009, 25% of our students were actively enrolled in the elective program.

- NMU's **Department of Engineering Technology**, in partnership with Lake Superior Community Partnership, local and regional electrical power utilities and private companies and contractors, began offering the Electrical Power Technician Associate Degree in the fall of 2009.
- NMU **Public Safety and Police Services** implemented a "Ride Along" program with Upper Peninsula police and sheriff departments for Criminal Justice students and graduates from our Police Academy.
- **Public Safety and Police Services** developed agreements with four regional colleges to accept credits from our Regional Police Academy.
- NMU **Health Center** expanded its relationships with the MSU College of Human Medicine, providing multiple 1-week Adolescent Medicine rotations for 3rd year medical students in 2008-09.
- **Studio for Experimental and Eco Design (SEED)** students were recently commissioned by Unilever to develop new product packaging and advertising, and human-centered design students have been developing a series of prototypes of rural mailboxes that would withstand the rigors of a winter of constant snowplowing. The students presented numerous design solutions to the clients who are currently seeking a manufacturer.
- The **Center for Economic Education** hosted market economics and entrepreneurship events for K-16 educators across the U.P.
- In 2009, **Academic Affairs** introduced an on-the-road orientation to the Upper Peninsula region for NMU faculty to increase interest in teaching and research related to the region. This is one of the Community Engagement priorities in the Road Map to 2015.

9I2 Culture and infrastructure for improved performance results in Building Collaborative Relationships

Our culture actively supports outreach in our primary service region. NMU has a long history of being involved across the U.P. of Michigan. This involvement includes educational, work force development, and service outreach:

- Many faculty members have built relationships with a variety of agencies and companies, enabling them to involve their students in internships and other experiential learning opportunities.
- The Superior Edge Program has developed relationships with community service and education organizations, allowing a large number of NMU students to get involved with many different types of projects.
- Several "centers" of the University exist primarily to interact with and serve institutions external to the University.
- In 2009, a collaborative group--CORE, the Center of Resources for Enterprise—was formed with representatives from NMU, Northern Initiatives and various local and regional economic development organizations. The purpose of CORE is to better engage NMU expertise and resources in working with individuals and groups to enhance entrepreneurship and economic development in the Upper Peninsula. (See 2I1 for more detail).
- The institution is regularly invited to appoint representatives to public/private committees and advisory bodies - from institutional management of a large regional medical complex to community development groups. These community development projects involve broad economic development planning, transportation, and specific projects such as whether a community should have an income tax, and the best way to develop technology infrastructure in local schools.

In all of these different settings, there is a constant exchange between members of the University and other members of these groups. University members learn what others think we are doing or need to do. At the same time, other group members learn from the University members what services the University currently provides and what it can provide. These exchanges come back to the University through reports and conversations—the dialogue on campus may lead to proposals to improve or add certain services. The flat administrative structure, the committee structure from a broad cross section of the campus, the ease of communications facilitated by the campus network and total access to this infrastructure combine to help us set target benchmarks and determine those processes that will result in continuous improvement at NMU.

Appendix A: Road Map to 2015

Appendix B: NMU Administrative Structure (1)

				Board of Trustees				
Chair Douglas Roberts	Vice Chair Brian Cloyd	Board Member Stephen Adamini	Board Member Larry Inman		Board Member Jon LaSalle	Board Member L. Garnett Lewis	Board Member Sook Wilkinson	Board Member Gilbert Zeigler

President
Leslie E. Wong

| V.P. for Finance and Administration R. Gavin Leach | Internal Auditor Jill Compton | Exec. Director Advancement Martha Haynes | General Counsel Cathy Dehlin | Exec. Assistant to President Theresa Nease | Athletic Director Kenneth Godfrey | Dir. Public Safety & Police Services Kenneth Chant | Special Assistant to President, Econ Develop. Fred Joyal | Dir. Comm. & Marketing Cindy Paavola | Provost and V.P. for Academic Affairs Susan Koch |

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Dir. Alumni Operations
Deanna Hemmila

Campaign Coordinator
Vince Grout

Dir. Foundation Operations
Amy Hubinger

Asst. Dir. Alumni
Brad Hamel

Develop. Officer
David Bammert

Develop. Officer
Mary Crampton

Dir. Prospect Research
Jane Surrell

Director Annual Giving
Carol Carr

Director Finance
Kathy Frazier

Dir. Donor Relations
Robyn Stille

Dir. Advance Info.
Allison Erickson

Assoc Director Facilities
Carl Bammert

Director USOEC
Jeff Kleinschmidt

Director Marketing
Anne Stark

Director News
Kristi Evans

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Appendix B: NMU Administrative Structure (2)

V.P. for Finance and Administration
R. Gavin Leach

Budget Director
Sherri Towers

Senior Finance Analyst
Cynthia Pohlman

Health Center Director/Physician
Thomas Schacht

Assoc. V.P., Engineering, Planning and Facilities
Kathy Richards

Business Manager Facilities/Business Service
Russell Tripp

Assoc. V.P., Business and Auxiliary Services
Arthur Gischa

Special Projects Consultant
Michael Roy

Controller
Sandra Haavisto

Chief Technology Officer
David Maki

Dir., AdIT, Support/Consulting Services
Felecia Flack

Dir. Human Resources
Ann Sherman

Heating Plant Manager
Robert Ryan

Grounds Project Manager
James Thams

Supervisor – Grounds
Terry Elders

Supervisor – Trades
Esko Alasimi

Mechanical Prevention Mgt
Cheryl LaJoye

Quality Assurance Manag.
Thomas Argetsinger

Sustainability Project Manager
Brandon Sager

Risk/Insurance Manager
Jim Bradley

Dir. U-Center Operations
Thomas Helgren

Dir. Conference and Catering
Judy Marra

Supervisor Building Services
Paul Keto

Assoc Director Purchasing
Kaylie Anthos

Printing/Mail Transportation
John Keating

Dir. Dining Services
Gregory Minner

Asst. Dir. Quad/Cash Operations
Sharon Carey

Senior Chef Unit Manager
Nathan Mileski

Bookstore Manager
Michael Kuzak

Asst. Dir. Payroll
Phyllis Hurley

Asst. Dir. Train/Comp.
Arthur Pickering

Employment Mgt.
Julane Cappo

Asst. Dir. Benefits
Kristen Bjorne

H.R. Generalist
Debra LaMere

EO/HR Specialist
Janet Koski

Appendix B: NMU Administrative Structure (3)

Provost and V.P., Academic Affairs
Susan Koch

Assoc. Provost and Grad. Dean
Cynthia Prosen

Assoc. Provost Student Affairs/Enroll.
William Bernard

Dean, College of Prof. Studies
Paul Lang

Dean, W.L. Cisler College Business
Sam Graci

Dean, Academic Info. Services
Darlene Walch

Dean, Arts & Sciences
Terrance Seethoff

Exec Dir, International Prog.
Marcelo Siles

Dir. Hon. Program
Michael Broadway

Dir. Admissions
Gerri Daniels

Assoc Dean Education
Rodney Clarken

Assoc. Dean
Marge Sklar

Dir. Acad. Comp.
John Limback

Dir, Art & Design
Michael Cinelli

Director Broadcast/AV
Eric Smith

Dir. Grants & Res.
Andrew Smentkowski

Dean of Students
Chris Greer

Assoc Dean Nursing
Kerri Schuiling

Univ. Archives
Marcus Robyns

Dir. Inst. Design, Tech. and Media
Matt Smock

Head, Biology
Patrick Brown

Radio Station Manager
Evelyn Massaro

Dir. Cont Education
Cam Hadley

Dir. Housing
Carl Holm

Head, Tech. and Applied Science
Daryl Kobie

Library, Public Services
Mollie Freir

Head, Chemistry
Suzanne Williams

TV Station Manager
Bruce Tuner

Assoc V.P. for Institutional Research
Paul Duby

Dir. Financial Aid
Michael Rotundo

Head, Eng. Tech.
Michael Rudisill

Library, Tech. Services
Krista Clumpner

Head, Communic.
J. Cantrill

Head, Economics
R. Quinn

Chief Engineer
Sonny Reschka

Head, Counseling
Marie Aho

Head, Clinical Sciences
Linda Riipi

Library, Collections
Douglas Black

Head, English
Ray Ventre

Head, Geography
J. Anderton

Head, Hist & Philo.
Russ Magnaghi

Dir. Student Enrich.
David Bonsall

Head, Criminal Justice
Dale Kapla

Head, Sociology Social Work
Ira Hutchison

Head, Math & CS
G. Jailan Zalmai

Head, Languages
Timothy Compton

Dir. Nat Amer Stu.
April Lindala

Registrar
Kim Rotundo

Head, Military Sci.
Kyle Rambo

Head, Health, Phy. Ed., Recreation
Harvey Wallace

Head, Music
Don Grant

Head, Physics
Dave Lucas

Head, Psychology
Sheila Burns

Dir. Acad. Career Advisement Ctr.
James Gadzinski

Head, Political Sci.
Brian Cherry