**Benchmarking the NMU Road Map to 2015**

**Final Report**

**September 14, 2009**

**Committee Chair: Terrance L. Seethoff**

**Committee Members:**

**Innovation**

* Andy Poe, Chair, Academic Senate and Associate Professor, Mathematics
* Martha Haynes, Director, Foundation
* Paul Lang, Dean, College of Professional Studies
* Ann Sherman, Director, Human Resources
* Dave Maki, Chief Information Officer
* Andrew Smentkowski, Associate Director for Research and Development

**Meaningful Lives**

* Mitch Klett, Chair, Liberal Studies Committee and Associate Professor, School of Education
* Bill Bernard, Associate Provost for Student Affairs
* Jim Gadzinski, Director, Academic and Career Advisement
* April Lindala, Director, Center for Native American Studies
* Mike Rotundo, Director, Financial Aid
* Felicia Flack, Director, Support and Consulting Services
* Michael Broadway, Interim Director, Honors Program
* Judy Puncochar, Chair, Teaching and Learning Advisory Committee

**Leveraging Campus Attributes**

* Art Gischia, Associate Vice President for Business and Auxiliary Services
* Darlene Walch, Dean, Academic Information Services
* Eric Smith, Director, Broadcasting and Audio Visual Services
* John Anderton, Interim Head, Geography
* Dan Truckey, Director, Beaumier Museum
* Michael Cinelli, Associate Dean and Director, School of Art and Design
* Sam Graci, Chair, EPC and Professor, College of Business

**Community Engagement**

* Dave Bonsall, Director, Student Enrichment
* Rachel Harris, Associate Director, Student Enrichment; Superior Edge
* Charles Ganzert, Professor, CAPS
* Brian Cherry, Department Head, Political Science and Public Administration
* Tawni Ferrarini, Professor and Sam Cohodas Chair
* Amy Clickner, Chief Executive Officer, Lake Superior Community Partnership
* Tim Hilton, Assistant Professor, Sociology/Social Work
* Cameron Hadley, Program Coordinator, Continuing Education

Benchmarking the NMU Road Map to 2015

**Introduction**

The Road Map to 2015 is the framework that guides Northern Michigan University’s strategic planning. Quoting,

“The Road Map is and will be an evolving document. But it must also provide *benchmarks* by which to guide our decision making and our work with students. The Road Map doesn't define specific times, dollars or locations; but like the plan for the physical campus, it identifies opportunities and challenges and will help us avoid distractions along the way.”

The Road Map is organized around four themes, and each theme has goals and priorities. The Road Map itself does *not* contain benchmarks, however, and the purpose of this Action Project is to create these measures. We presented this Action Project to the campus with this goal:

“The Road Map to 2015, our academic and university strategic plan, was introduced in March 2008.  This Action Project will assign benchmark measurements to the goals and priorities described in the Road Map.  These internally and externally defined benchmarks will be used to evaluate progress towards achieving these new initiatives, ensuring that measurement is conducted, analyzed and used.  The project will involve input from all units across campus into our institution-wide strategic plan, and will help NMU refine its process for implementing university initiatives.”

Though the use of the term “benchmark” is common in describing elements of the planning cycle, there are related, but distinct interpretations:

* A benchmark is where we are.
* A benchmark is where we want to go.

The charge to the Benchmark Action Project focuses on the former; we are asked to “assign benchmark measurements to the goals and priorities described in the Road Map.” The work-product of this Action project moves us a crucial step closer to fully functioning planning cycles:

1. Articulate Vision and Goals
2. Develop Strategic Priorities
3. **Create Assessment Measures (Benchmarks)**
4. Set target for the Assessment Measures
5. Create Actions to Achieve the Goals and Priorities
6. Assess Progress Utilizing the Assessment Measures
7. Revise and go to Steps 1, 2, 3 or 4 as Appropriate

**Principles**

The Benchmark Working Committees were primarily concerned with developing measures for each of the four Road Map Themes. As is reported in a subsequent section, the committees succeeded in their primary tasks, but as the work was progressing, a set of principles emerged that helped structure the effort.

**Principle One: *Benchmarks need to become an integral part of the University’s planning processes.***

The University has numerous planning procedures in place. The efficacy of these processes is best tested with a consistent set of benchmarks that will confirm (or not) the effects of the strategies we adopt. We have a rich store of internal data to support longitudinal studies, and reports from these are regularly produced. However, we need to take care that we can explain causal relations between our actions and desired outcomes using a consistent set of benchmarks.

Michigan has a well-developed repository for recording individual university benchmark values over a comprehensive set of enrollment and financial variables. National comparative data is available at IPEDS. While the university relies on these for establishing our position relative to a set of comprehensive peers, additional work can be done in this area.

**Principle Two: *Benchmarks need to become part of the University’s public statement of accountability.***

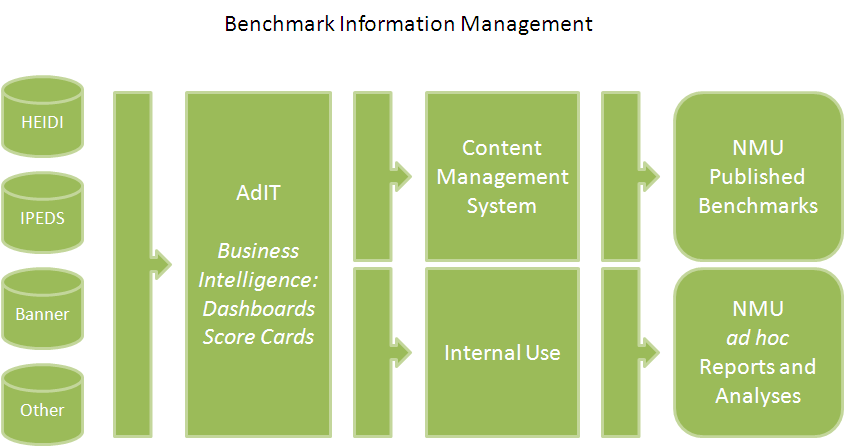
Many universities have voluntarily agreed to publicly share the internal measures that represent state of the institution. The [*Voluntary System of Accountability Program*](http://www.voluntarysystem.org/index.cfm?page=homepage) is a national standard sponsored by AASCU (American Association of State Colleges and Universities) and A-P-L-U (Association of Public Land-grant Universities) for creating these public reports. By creating a common template, prospective students and their families are able to make sensible comparisons between universities.

Northern Michigan University is a participant in the Program, and is developing its formulation of the template. The templates typically include the following information

* **Student/Family Information**
  + Characteristics of the Student Body (e.g., percent of full-time/part-time, gender and ethnic distribution, average age),
  + Undergraduate Success and Progress
  + Retention Rate
  + Cost of Attendance and Financial Aid (e.g., tuition, scholarships, loans)
  + Undergraduate Admissions (e.g., applied, admitted, enrolled, academic preparation)
  + Degrees Awarded and Areas of Study
  + Study at the University (e.g., student faculty ratios, education of the faculty, gender and ethnic distribution of the faculty)
  + Student Housing
  + Campus Safety
  + Future plans of Bachelor’s Degree recipients
  + Carnegie Classification of the University
* **Student Experience/Perceptions**
  + Group Learning Experience
  + Active Learning Experiences
  + Institutional Commitment to Student Success
  + Student Interaction with Faculty and Staff
  + Experience with Diverse Groups/Ideas
  + Student Satisfaction
* **Student Learning Outcomes**

**Principle Three: *The collection, maintenance and publication of benchmarks must be routine and managed.***

The University has invested in technology, both to support student learning and to automate work-flow and the dissemination of information. We have the software tools to expedite the collection and publication of benchmarks.



Benchmarks are driven by data, and there are a number of sources we will rely upon. These include

* Banner: Northern’s repository of university data
* HEIDI: Michigan’s repository of common university information data
* IPEDS: Federal repository of common university information

Data from these disparate sources can be assembled in a single local data store and managed by AdIT (Administrative Information Technology) staff. As the diagram suggests, some of the benchmark data would flow through our content management system to become part of our public statement of accountability. Other benchmark data would feed various internal planning/review processes.

Significantly, the University has already invested in the underlying software infrastructure, and our task ahead is to develop the interconnections that bring the various data streams together. Once established, the workflow can automatically generate many of the benchmarks we have recommended.

The design of the system will have to incorporate both passive and active elements. By the former, we mean the traditional data store of benchmarks which end-users consult on an as needed basis. The comprehensive compilation of academic measures maintained by Institutional Research is a good example of passive data as we intend the term here. We also need to develop active benchmarks that are automatically updated and broadcast to end users. The regular update of energy use is an example of an active benchmark as we intend the term here.

The benchmark workflow project will require considerable design-time and regular maintenance.

**The Benchmark Action Project Work Plan**

Benchmark Committees were formed for each of the four themes (Innovation, Meaningful Lives, Leveraging Campus Attributes and Community Engagement). The themes were designed to be cross-cutting, and committee members were selected to represent the diversity in each theme.

The work of the committees was supported with a [web site](http://tseethof.nmu.edu/benchmarks/) organized to present

* Data resources including especially web links to benchmarks used by peer and other universities
* A summary of benchmarks as they were developed by the committees
* Current values of the committees’ benchmarks in a graphical format

Each of the Benchmark Committees met weekly throughout the 2009 winter semester. Collectively, the committees developed in excess of 100 benchmarks. It is premature to refer to these as the definitive set of benchmarks; these will need to be integrated into planning processes and in so doing, the focus will refine the list and there will undoubtedly be additions and deletions.

A critical next step will be to create the data stores from which benchmark values can be computed. A very substantial majority of these data already exist, and our challenge will be to organize them in a fashion that makes them intuitive to use and relevant to our planning processes.

**Benchmarks**

Benchmarks are organized by the four major Road Map themes: Innovation, Meaningful Lives, Leveraging Campus Attributes and Community Engagement. These are in turn organized by goals and priorities.

Benchmarks require maintenance and they need to be associated with relevant planning processes. The grounding of benchmarks in the real work of the University has been a key design goal of the Benchmark Action Project. We need to be able to answer a central set of questions for each one benchmark:

1. Who will collect the data?
2. What are the key planning processes to use the benchmark data?
3. Where will the data be published?
4. What are our peer values for these benchmarks?

Answers to these questions are difficult to determine in most instances and beyond the charge to our action project in any event. But because the answers are so important to the ultimate success of our project, we have included them as an element of each benchmark or family of benchmarks. In some instances we are able to identify answers to these questions and for others these remain as a work in progress.

The development of benchmarks for the *Road Map to 2015* is as an evolutionary process for which the tenets of continuous quality improvement apply. We set the process in motion by developing a comprehensive set of benchmark measures; it will be our challenge to develop the means for connecting these to the University planning routines.

We have collected information for many of the proposed benchmarks and these have been posted to a working web site. Links are included in the report and provide the reader a sense of what may become the working set of benchmark values. Data for the benchmarks was current at the time of their creation.

Innovation Benchmarks

|  |
| --- |
| **Goal 1: 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 student career opportunities after graduation.**  Priorities:   1. Integrate global engagement and diversity learning experiences throughout the academic curriculum.  * **Benchmark**: Number of independent study abroad ventures per year * **Benchmark**: Number of Faculty Led Study Abroad ventures per year * Benchmarks (above)   + - Data Collector: Executive Director of International Studies     - Planning Processes:     - Published:     - Peers:  1. Consolidate and/or reduce the number of undergraduate majors and streamline baccalaureate programs to enhance quality and efficiency.    * **Benchmark**: [FTETF per Degree](http://tseethof.nmu.edu/benchmarks/RoadMap/innovation/Benchmarks/ftetf-per-degree.htm)    * **Benchmark**: [Distribution of Majors by Enrollment](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/distOfMajorsByCountAndPct.htm)  * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Continue implementation of the faculty-mix model and faculty enhancement positions.    * **Benchmark**: [Faculty Mix](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/staffBenchmarks/mixAll.htm)      + Definition: Instruction Total Compensation per FTETF, Percent of Tenure/Tenure-earning faculty, FYES per FTETF      + Data Collector: IR, Automatic      + Published: Internally      + Peers : State 9 2. Explore and act upon opportunities to expand programs in nursing and allied health to meet the growing demand for professionals in health care and related fields.    * **Benchmark**: [Nursing and Allied Health Combined Undergraduate Enrollment and Degrees Granted](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/Nursing-Allied-Health-Combined.htm)    * **Benchmark**: [Nursing and Allied Health Undergraduate Enrollment and Degrees Granted by Program](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/nursing-Allied%20Health-UG%20Enrl-Degrees-2008.htm) (2008)  * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Explore and act upon graduate programming (certificate, master's, doctoral) in areas of recognized strengths, needs and opportunities.  * **Benchmark**: Number of x, y and z programs   + **Benchmark**: [Distribution of Degrees Awarded by Level](http://tseethof.nmu.edu/benchmarks/RoadMap/innovation/Benchmarks/degreeDistribution.htm)   + **Benchmark**: [Distribution of Degrees by CIP (top 10)](http://tseethof.nmu.edu/benchmarks/RoadMap/innovation/Benchmarks/degreeDistribution.htm) * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Develop new applied programs in computing and IT-related majors.    * **Benchmark**: [IT Combined Undergraduate Enrollment and Degrees Granted](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/IT-majors-Graduates-Time-Series.html)    * **Benchmark**: [IT Undergraduate Enrollment and Degrees Granted by Program (2008)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/IT-Enrl-Degr-by-PGM.htm)  * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Develop a specific Road Map for certificate, one-year and two-year programs.  * **Benchmark**: Number of certificate, one and two year programs  1. Increase employee access to baccalaureate and graduate study to enhance professional development, as well as to improve service to NMU students and constituencies.  * **Benchmark**: Number of employees enrolled in courses/programs |
| **Goal 2: A new professional development program for faculty and staff that rewards innovative practices and encourages interdisciplinary and interdepartmental collaboration.**  Priorities:   1. Implement the Wildcat Incentive Fund to support innovative practices by faculty and staff that will help to achieve Road Map priorities.  * **Benchmark**: Number of projects awarded * **Benchmark**: Number of project final reports  1. Provide new support mechanisms to enhance faculty and staff engagement in scholarship.    * **Benchmark**: General Fund Expenditures for Scholarship      + [Total](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/GF_research_expend.htm)      + [Per FTETF with State 9 peer comparisons](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/GF-Expend-per-FTETF.htm)      + [Per FYES with State 9 peer comparisons](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/GF-Expend-per-FYES.htm)      + Data Collector: IR, Automatic      + Published: Internally      + Peers : State 9 2. Develop new opportunities for faculty and staff who wish to focus specified time on a project to advance Road Map goals and priorities. 3. Realign policies and procedures to better support students and reward faculty and staff contributions to achieving university goals.  * **Benchmark**: New Employee recognition policy implemented |
| **Goal 3: A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad.**  Priorities:   1. Utilize corporate partners to promote additional international opportunities. 2. Work with strategic technology and telecommunication partners to enhance the teaching, learning and working environment. 3. Utilize corporate partners to increase internship opportunities for students. 4. Utilize alternative energy plans to seed academic and research programs in energy and energy management.   **Utilizes NMU’s technical expertise**   * Benchmark: Number of formal faculty internship programs with corporations   + Benchmark: Number of faculty participating in internships with corporations   + Benchmark: Number of training programs designed and offered at the request of corporations (Limit to data provided by Gwen Timmons)   + Benchmark: Number of corporations participating in NMU job fairs   + Number of NMU faculty who have signed a contract-for-service with a corporation (e.g., consultants) * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:   **Enhances academic programs/curriculum**   * **Benchmark**:  Number of formal student internship programs with corporations (need a course number, etc to collect the data). * **Benchmark**: Number of students participating in internships with corporations * **Benchmarks** (above)   + - Data Collector: IR, automatic     - Planning Processes:     - Published:     - Peers: * **Benchmark**: Number of equipment gifts to NMU programs by corporations * **Benchmark**: Dollar value of equipment gifts to NMU programs by corporations * **Benchmark**: Number of cash gifts to NMU programs by corporations * **Benchmark**: Dollar value of cash gifts to NMU programs by corporations * **Benchmark**: Number of matching gifts made by corporations * **Benchmark**: Dollar value of matching gifts made by corporations * **Benchmark**: Number of grants to NMU programs made by corporations or corporate foundations * **Benchmark**: Dollar value of grants to NMU programs made by corporations or corporate foundation * **Benchmarks** (above)   + - Data Collector: Foundation and Grants and Research     - Planning Processes:     - Published:     - Peers:   **Facilitates global engagement**   * Benchmark: Number of faculty participating in internships with foreign or international corporations * **Benchmarks** (above)   + - Data Collector: (possible encoding in course sequence number)     - Planning Processes:     - Published:     - Peers: |
| **Goal: Develop the financial resources to support innovation and student success.**  Priorities:   1. Develop and implement a plan for substantially increasing federal, state and private grants to NMU. 2. Implement a framework for integration and collaboration between the NMU Foundation, the Alumni Relations Office and the Academic Affairs Division to support academic innovation and student success. 3. Work with the NMU Foundation to double the size of its current endowment fund. 4. Work with the NMU Foundation to develop a comprehensive corporate gift plan.  * **Foundation**   + **Benchmark:** Faculty participation in fund raising efforts by department or college   + **Benchmark:** Number of "white papers" developed on college/unit needs and ideas   + **Benchmark:** Internal campus community giving rates   + **Benchmark:** Development Officer performance metric   + **Benchmark:** Participation of Development Officers in college/unit activities   + **Benchmark:** Participation of deans, unit heads, faculty and staff in Foundation activities and events   + **Benchmark:** Institutional progress toward the capital campaign goal * Benchmarks (above)   + - Data Collector: Foundation, automated     - Planning Processes:     - Published: most used internally     - Peers: * **Grants and Research**   + **Benchmark:** Awards (dollars)     - By funding source       * [Federal Grants & Contracts](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/federalGrantsAndContracts.htm)       * [State Grants & Contracts](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/stateGrantsAndContracts.htm)       * [Non-Governmental Grants & Contracts (e.g., foundations, corporations)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/non-GovGrantsAndContracts.htm)       * [Total Grants & Contracts](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/totalGrantsAndContracts.htm)     - By funding category       * Research and Research Training       * Instruction       * Public Service       * Student Services       * Financial Aid       * Research Funds vs Non-Research Funds     - By recipient       * By College       * By Academic Affairs Department         + International Affairs         + Broadcast and AV Services         + Academic Computing         + Information Services         + Graduate Studies and Research   + **Benchmark:** Activity (numbers)     - Proposals Submitted/Grants Received       * Number of proposals submitted       * Number of grants received       * Number of proposals pending       * Number of proposals rejected     - Funder status       * Number of new funders       * Number of lapsed funders (no grants within seven years)       * Number of current funders   + **Benchmark:** Relative measures (percentage)     - [Distribution of Grants & Contracts (2008)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/grantsAndContractsDistribution.htm)     - Total grant revenue as a percentage of total operating expenses     - Total grant revenue as a percentage of total operating revenue     - Research grants as a percentage of total grants received * Benchmarks (above)   + - Data Collector: Grants and Research, automated     - Planning Processes:     - Published: Macro information -> public, others internal     - Peers: |

Meaningful Lives Benchmarks

|  |
| --- |
| **Goal 1:** A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world.  Priorities:   1. Complete the process of creating a Liberal Studies Program that aligns with the mission, goals, skills and abilities approved for the program by the Academic Senate (2007).  * Benchmark: [Liberal Studies: Skills and Abilities](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberal-studies-skills-and-abilities.htm) * Benchmark: [Liberal Studies comparisons with State peers](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesComparison.htm) * Benchmark: [Credits Required](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesRequiredCourses.htm) * Benchmarks (above)   + - Data Collector: Liberal Studies Committee Chair     - Planning Processes: Academic Senate, Academic Cabinet     - Published: Internally     - Peers: Michigan Publics * Benchmark: [Liberal Studies SCH by Course Prefix (Summer 08, Fall 08, Winter 09 Combined)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesDistributionByPfx.htm) * Benchmark: [Liberal Studies SCH by Course Prefix and Graduation Requirement (Summer 08, Fall 08, Winter 09 Combined)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesSCHbyDivision.htm) * Benchmark: [Liberal Studies SCH Distributions AY 09](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesSCHdistribution.htm) * Benchmark: [Number of online Liberal Studies Courses by Division](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesOnline.htm) * Benchmarks (above)   + - Data Collector: IR, Automatic     - Planning Processes: Academic Senate, Academic Cabinet, LSC     - Published: Internally     - Peers: NMU  1. Provide professional development opportunities for faculty that will assist in the implementation and effectiveness of the new Liberal Studies Program.  * **Benchmark**: Number of interdisciplinary seminars dealing with the art and craft of teaching (currently TLAC – once per year, ASL – once per year) * **Benchmark**:Number of faculty participating in seminars etc , above (currently ??) * **Benchmark**: Resources (released time, $) to support the “new” Liberal Studies Program * **Benchmark:** Resources per unit of “output” * Benchmarks (above)   + - Data Collector: TLAC     - Planning Processes:     - Published: Internally     - Peers: NMU  1. Create an infrastructure that integrates the Liberal Studies Program with the First Year Experience and other student support services that improve retention.  * Benchmark: Number of LS courses in FYE blocks |
| **Goal 2:** Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network.  Priorities:   1. Develop and implement a quality advising system in each college that will meet the needs of students, enhance retention and lead to increased graduation rates.  * Benchmark: [Retention Rate Trends](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/retention.htm) * Benchmark: [Graduation Rate](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/graduationRates_2006t.html) (2006) * Benchmarks (above)   + - Definition:     - Data Collector: automatic     - Planning Processes:     - Published: Externally     - Peers: State 9   + Benchmark: advisor expected load vs actual load   + Benchmark: End of semester advisor evaluation (consistent with bylaws and Agreement)     - Anonymity for faculty   + Benchmark: Set objectives for academic advising   + Benchmark: Number of students with an advisor   + Benchmark: Number of faculty with a student advisee   + Benchmark: Evaluate progress toward advising objectives   + Benchmark: Number of students using Online Degree Audit  1. Establish articulation agreements with community colleges that effectively evaluate and improve the transferability of liberal studies and other courses and credits and that will be attractive to transfer students.  * *Benchmark: Number of articulation agreements by college and major.* * *Benchmark: Process for developing and maintaining articulation agreements* * *Benchmark: Comparison with peers re number of articulation agreements* * *Benchmark: Comparison with peers with respect to MACRAO agreement (community college transferability of general education requirements).  We have “other” graduation requirements.* * *Benchmark: Comparison with peers re 3+1 and 2+2 agreements* * *Benchmark: Comparison with peers with respect to transferrable credits allowed from CC* * *Benchmarks (above)*   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Identify and utilize quality assessment measures to improve the effectiveness of academic advising.  * Benchmark: Advising Survey - Students * Benchmark: Advising Survey - Faculty * Benchmarks (above)   + - Data Collector: Provost, Deans, Senate     - Planning Processes:     - Published:     - Peers:  1. Utilize the Center for Native American Studies, the Multicultural Education and Resource Center and the Office of International Programs to recruit, retain and grant degrees to students.  * Benchmark: [Diversity (2006)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/diversity.html) * Benchmark: Graduation rates by Ethnicity and Gender * Benchmark: [First Time Full Time New Freshmen by Ethnicity (Fall Semester 1999 through Fall Semester 2008) & Distribution of Graduates by Ethnicity AY 08](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/dist-new-frosh-by-ethnicity-longitudinal-study.htm) * Benchmarks (above)   + - Data Collector: Banner, IR     - Planning Processes:     - Published:     - Peer  1. Implement recommendations for the improvement and expansion of the NMU Honors Program.  * Benchmark: [Honors Enrollment](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/honorsEnrollBySemester.htm)   + - Definition:       1. Overall Honors Enrollment       2. Honors Enrollment Pipeline       3. Honors Course Enrollment by Semester   + Benchmark: Comparison of curriculum with peers   + Benchmark: Graduation rates   + Benchmark: Retention rates   + Benchmark: Number who graduate with full honors     - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Increase access to and understanding of financial aid by creating new online interactive tools that simplify the financial aid process for prospective students, parents and others.  * Benchmark: [Comparisons with peer institutions on student loan average indebtedness](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/Financial%20Aid/avgIndebtedness.htm) * Benchmark: [Comparisons with peer institutions on student loan default rates](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/Financial%20Aid/loanDefaultRate.htm) * Benchmark: [Comparison with peer institutions on average Pell Grant awards (Michigan Publics)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/Financial%20Aid/Avg%20Pell%20Awards%20All.htm) * Benchmark: [Diversity and Financial Need](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/financialBencmarks/Financial%20Aid/finacialAidEthnicity1l.htm) * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers: |
| **Goal 4:** Integrate the highest possible level of information technology skills and competencies throughout the university.  Priorities:   1. Provide a wide variety of professional development opportunities to expand the information technology skills of faculty, staff and students.  * Benchmark: Number of faculty using the CITE * Benchmark: Number of “courses” offered by the CITE * Benchmark: Survey of faculty who use the CITE  1. Provide new opportunities for faculty and staff to develop and implement high-quality online academic programs.  * Benchmark: Number of programs that are 80% online  1. Establish a "think tank" to encourage new ideas and pedagogies that will leverage the university's technical expertise and high-tech corporate partners in order to bring external resources to the university. 2. Establish benchmarks for technology literacy for all NMU graduates and develop a plan to achieve them.  * Benchmark: Technology Readiness National Survey (AQIP Online Project)  1. Create an enhanced infrastructure that will continually expand the availability and variety of new technological tools and services for NMU students, faculty and staff. 2. Develop a "virtual" campus that provides reliable, convenient access to online courses and other essential student services.   **Benchmarks: Online Education - General**   * Benchmark: [FYES Enrollment Trends (total, in state, out of state)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/DEfyesEnrollment-total-in-out.htm) * Benchmark: [FYES Enrollment Trends In State by Program Area](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/DEfyes-in-state-by-pgm-type.htm) * Benchmark: [FYES Enrollment Trends Out of State by Program Area](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/DEfyes-out-state-by-pgm-type.htm) * Benchmark: [Online SCH by Semester (2008)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/onlineSCHbySemester.htm) * Benchmark: [Online SCH by Course Prefix (2008)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/onlinSCHbyCoursePfx08.htm) * Benchmark: Distribution of grades received in online courses * Benchmark: Online degree comparisons with State peers   **Benchmarks: Online Education - Liberal Studies**   * Benchmark: [Number of online Liberal Studies Courses by Division](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/liberalStudiesOnline.htm) * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers: |

|  |  |  |  |
| --- | --- | --- | --- |
| Campus Attributes Benchmarks   |  | | --- | | **Goal:** Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus.  Priorities:   1. Establish strategies and a communication plan for implementation of the Campus Master Plan that ensures the highest possible level of input from the NMU and local communities as financially feasible components of the plan are implemented. 2. Examine classroom and other learning spaces to create the highest quality learning environments, and to advance the application of new pedagogies and technologies. 3. Continue campus discussions regarding the "library of the future" to identify state-of-the-art facilities, collections, technology and collaborations that will meet current and emerging instructional and research needs, and that will support the goals and priorities of the Road Map.   **Strategic Directions for Lydia M. Olson Library 2009-2015**   * Continue the migration from print to electronic collections and capture the efficiencies made possible by this change. (use of space) * Benchmark: [Distribution of Library Expenditures (Time Series)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/libraryDistributionOfExpenditures.htm) * Retire legacy print collections while maintaining discipline-based core titles, preserving access to resources, contributing to state, regional, and national preservation efforts, and retaining unique strengths within the collection. This will free space that can be repurposed.   + - **Benchmark:** Number of volumes * Redevelop the library as the primary informal learning space on campus and continue to develop partnerships with other campus units that support research, teaching, and learning.   + - Benchmark: ratio of “community” space to “library” space. * Reposition library and information tools, resources, and expertise so they are embedded into the teaching, learning, scholarship, and research enterprises. This includes both human and, increasingly, computer-mediated systems. Emphasis should be placed on external, not library-centered, structures and systems.   + - Benchmark: Technical Services FTE     - Benchmark: Archives FTE     - Benchmark: Other functional operations FTE (e.g., reference librarians) * Migrate the focus of collections from purchasing materials to curating content.   Adapted from Lewis, David W. *A Strategy for Academic Libraries in the First Quarter of the 21st Century*  College & Research Libraries (Sept. 2007): 418-434   * Benchmark: Ratio of library seating to combined student and faculty FTE [input] * Benchmark: Ratio of volumes to combined total student (undergraduate and graduate) and faculty FTE [input] * Benchmark: Ratio of material/information resource expenditures to combined total student and faculty FTE [input] * Benchmark: % of total library budget expended :  materials/information resources, subdivided by print, microform, and electronic [input] * Benchmark: Ratio of circulation (excluding reserve) to combined student and faculty FTE [output] * Benchmark: Ratio of library staff to combined student and faculty FTE [input] * Benchmark: % of library budget expended – staff resources, subdivided by librarians, full and part-time staff, and student assistant expenditures [input] * Benchmark: Ratio of interlibrary loan requests to combined student and faculty FTE (could be divided between photocopies (electronic) and books)  [output] * Benchmark: Ratio of interlibrary loan lending to borrowing [output] * Benchmark: Interlibrary loan/document delivery borrowing turnaround time, fill rate, and unit cost [output] * Benchmark: Interlibrary loan/document delivery lending turnaround time, fill rate, and unit cost [output] * Benchmark: Ratio of usable library space (in square feet) to combined student and faculty FTE [input] * Benchmark: Ratio of volumes added per year to combined total student and faculty FTE [input] * Benchmark: Percent total library budget expended – all other operating expenses (e.g. network infrastructure, equipment). [input] * Benchmark: Ratio of number of students attending library instructional sessions to total number of students in specified target groups [input] * Benchmark: Ratio of reference questions (sample week) to combined student and faculty FTE  [output] * Benchmark: [Staffing](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/library-staffing.html)   + - Definition:       1. Librarians       2. Ratio of library staff per 1000 FTE enrolled * Benchmark: [FYES per Library FTE Time Series (NMU vs. State 9)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/libraryProductivityTimeSeries.html) * Benchmark: [[Financial](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/libraryIPEDS.htm)](file:///C:\Documents%20and%20Settings\tseethof\My%20Documents\My%20Web%20Sites\Benchmarks\NMUbnchmrks\plantBenchmarks\Library\libraryIPEDS.htm)   + - Definition:       1. Total Library expenditures       2. Ratio of total Library expenditures per person enrolled * Benchmark: [Library Expenditures per FYES Time Series (NMU vs. State 9)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/expendituresPerFYEStimeSeries.htm) * Benchmark: [Distribution of Library Expenditures (Time Series)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/libraryDistributionOfExpenditures.htm) * Benchmark:   [Holdings](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/libraryVolumes-perFYES.htm)   + - Definition:  1. Books, serials back files, other paper materials 2. Books, serials back files, other paper materials per person enrolled (FTE)  * Benchmark: [Holdings (Time Series)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/library-Holdings-Time-Series.htm) * Benchmark: [Service Activities](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/library-Service-Activity.htm)   + - Definition:       1. Circulation Transactions (including reser ves) per person enrolled (FTE)       2. Hours open in a typical week       3. Gate count in a typical week * Benchmark: [Library Gate Count and Head Count Time Series](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/Library/libraryGateCountHeadCount.htm) * Benchmarks (above)   + - Definition:     - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Utilize consultants' recommendations to enhance the bookstore, dining services and conference services operations. 2. Continue efforts to secure resources necessary to support implementation of the Campus Master Plan. | | Goal 2: Enhance processes throughout campus operations to guide the use of resources and inform resource allocation.  Priorities:   1. Develop benchmarks for campus units to gauge efficiencies and time-saving practices. 2. Provide training opportunities at all appropriate levels to improve the responsiveness and effectiveness of office operations. 3. Develop incentive and reward systems for departments implementing cost-saving and time-saving strategies.  * **Benchmark:** [Square Feet Time Series (Current Fund)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/sqFeetCurrentFund.htm) * **Benchmark:** [Square Feet per FYES Time Series (Current Fund)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/sqFeetPerFYEScurrFund.htm) * **Benchmark:** [Square Feet Trends Time Series (General Fund)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/sqFeetGenFund.htm) * **Benchmark:** [Square Feet per FYES time Series (Current Fund)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/sqFeetPerFYESgnlFund.htm) * Benchmarks (above)   + - Definition:     - Data Collector:     - Planning Processes:     - Published:     - Peer * **Benchmark:** [SCH per Classroom](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/classroomUtilization/SCHperClassroomFall08.htm) * **Benchmark:** [Classroom Use Efficiency](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/classroomUtilization/percentOfIdealMaximumSCH.htm) * **Benchmark:** [Classroom Utilization](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/plantBenchmarks/classroomUtilization/classroomUtilization.html) * Benchmarks (above)   + - Definition:     - Data Collector:     - Planning Processes:     - Published: Peers:  1. Develop a structure to assess staffing in all areas of the institution to ensure compliance with federal and state requirements.    * **Benchmark**: Number of FTE devoted to OSHA/MIOSHA compliance    * **Benchmark**: Number of FTE devoted to Institutional Animal Care and Use (IACUC)    * **Benchmark**: Number of FTE devoted to Human Subject Research Review (IRB)    * **Benchmark**: Number of FTE devoted to Chemical Hygiene (CHP)    * **Benchmark:** Number of FTE devoted to Civil Rights    * **Benchmark:** Number of FTE devoted to “athletics”    * **Benchmark:** Number of FTE devoted to Grant Compliance    * **FCC compliance**    * **Financial Aid**    * **FERPA**    * **HIPPA**    * **Copyright**    * **Worker’s right to know**    * **Legal counsel**    * **Green and Sustainability**    * **Higher Education Compliance Act** | | **Goal 3:** Enhance the portfolio of academic programs, research and other activities that leverage the university’s location in the Upper Peninsula of Michigan.  Priorities:   1. Consolidate NMU's several environmental science efforts into a cohesive whole that will take full advantage of educational and research opportunities unique to the natural environment of the Upper Peninsula to best attract and serve students and faculty.    Benchmark: [Enrollment and Degrees: Programs Related to Environmental Science Time Series](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/EnvironmentalScienceTimeSeries.htm)   Benchmark: [Undergraduate Enrollment and Degrees by Program (2008)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/curriculumBenchmarks/EnvSciEnrlByProgram.htm)   * Benchmarks (above)   + - Definition:     - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Work to enhance opportunities, funding and events that strengthen and increase current university areas that focus on the Upper Peninsula—Center for Native American Studies, Center for Upper Peninsula Studies, Beaumier Heritage Center and NMU and Central Upper Peninsula Archives.  * Benchmark: Number of courses with component that focuses on the Upper Peninsula or Great Lakes Region * Benchmark: Number of faculty working on an Upper Peninsula or Great Lakes Region research project * Benchmark: Number of faculty publications on Upper Peninsula or Great Lakes Region research * Benchmark: Number of student internships, service learning or directed study projects related to the Upper Peninsula or Great Lakes Region * Benchmarks (above)   + - Definition:     - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Create a task force to examine expanding or adding programs that take advantage of U.P. assets and that would be unique to the region or nation, including such assets as the environment, local geography, recreation, rural demographics and lifestyle and weather. 2. Provide seed funding for faculty-student research projects focused on the U.P. region. |   **Goal 2:** Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives.  Priorities:   1. Develop a resource plan for the Superior Edge and academic service learning programs to ensure optimal growth.  * Benchmark: FTE for ASL (.33 Chair + .2 grad asst + .15 SA ) * Benchmark: Base budget financial support for curriculum development * Benchmark: ASL credits per FTE * Benchmark: ASL courses per FTE * Benchmark: FTE allocated to Superior Edge  1. Significantly increase the number of NMU students who participate in the Superior Edge, academic service learning and other leadership development opportunities.  * **Benchmark**: [Enrollment in Academic Service Learning Designated Courses](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/ASLenrollment.html) * **Benchmark**: [Academic Service Learning: Community Hours](http://webb.nmu.edu/ASL/SiteSections/Overview/ASLStatistics.shtml) * **Benchmark**: Number 'enrolled' students by class rank (fr, so, jr, sr) * **Benchmark**: [Number of Superior Edge graduates per year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/superiorEdgeGraduates.htm) * **Benchmark**: Number of Superior Edge community hours per year * **Benchmark**: [The distribution of majors of the students enrolled in the Superior Edge program](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/superiorEdgeByMajor.html) * **Benchmark:** [Number of Superior Edge community hours per year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/edgeHoursPerYear.html) * **Benchmark:** [Enrollment by Class Level by Edge by Year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/enrollmentByEdgeByClassLevel.html) * **Benchmark:** [Superior Edges Completed Per Year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/completedEdgesByYear.html) * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Improve the alignment of the curriculum with the Superior Edge and academic service learning initiatives. 2. Implement strategies to assist students to more effectively communicate the skills and competencies developed through their achievements in community engagement. |
| **Goal 3:** Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience.  Priorities:   1. Endorse a statement on diversity that clearly communicates the university's commitment. 2. Implement and fund strategies to increase the number of students and employees from under-represented and nontraditional groups. 3. Establish an endowed chair in religious studies that will be the catalyst to the development of a religious studies program. 4. Provide ongoing diversity training and education for faculty, staff and students.  * **Benchmark**: [Diversity (2006)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/diversity.html) * **Benchmark**: Distribution of Degrees by Ethnicity (2007) * **Benchmark:** Faculty, staff and administrators diversity * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers: |
| Goal: Increase collaboration with local communities, schools, governments, development groups and other partners to; enhance community and economic development in the Upper Peninsula.  Priorities:   1. Establish a team of NMU faculty, under the auspices of the Sam M. Cohodas Scholar, who conduct and publish applied research that supports community and economic development across the Upper Peninsula.  * **Benchmark**: Number of research projects per academic year focused on community and economic development across the Upper Peninsula. * **Benchmark**: Number of research papers/conference presentation per academic year focused on community and economic development across the Upper Peninsula * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers: * Benchmark: Number of research projects, white papers or professional presentations per academic year focused on community and economic development across the Upper Peninsula. * Benchmark: Web site/regional journal (tba)   + Number of papers   + Number of “hits” * Benchmark: * Benchmarks (above)   + Data Collector:   + Published/Posted/Distributed to Professional Organizations interested in UP issues:   + Peers/Professional organizations     - Number of formal relationships with local and outside agencies (e.g., DLEG, Michigan Works)   + NMU Commitment of Resources (Funding for Sam M. Cohodas Professorship: 4 courses of reallocation time; Stipend and Budget):  1. Continue to increase and whenever possible promote a culture of openness and access through regularly scheduled community/campus forums, high-quality publications and the effective use of communication technologies.    1. Benchmark: number of community forums    2. Benchmark: kinds of technologies used    3. Benchmark: number of visiting scholars who contribute to a community discussion       1. Data collector: ??? 2. Provide new faculty and staff with an on-the-road introduction to the U.P. to orient them to the assets, cultures and economy of the U.P. and to connect them with research ideas that will promote community and regional involvement.  * Benchmark: number of faculty who make the road trips per year   + Need an information card  1. Explore the feasibility of collaborating with existing community development organizations, units of government and the private sector to establish a high-tech economic development center on the NMU campus.  * **Benchmark**: Comprehensive database of regional community and economic partners   + - Definition:     - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Collaborate with the state, U.P. universities and private alternative energy companies to make the Upper Peninsula a nationally recognized alternative energy and technology corridor.  * **Benchmark**: Status report – data base – Sustainability Committee * **Benchmark**: number of classes/students that treat alternative energy * **Benchmark:** Energy generated from alternative sources * **Benchmark:** Energy/water conservation efforts across campus |

Community Engagement Benchmarks

|  |
| --- |
| **Goal 1:** Include all units of the campus in the process of community engagement; that is, collaborations between the university and its larger communities (local, state, regional, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.  Priorities:   1. Achieve the voluntary Carnegie classification for Community Engagement and implement the institutional commitments associated with the classification. 2. Utilize the documentation framework of the Community Engagement classification to develop baseline measures of the university's community engagement activities and use those measures to monitor community engagement activities.  * **Benchmark**: [Community Partners](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/communityBenchmarks/communityPartners.html) * **Benchmark**: [Community Partners : Classified](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/communityBenchmarks/communityPartnersClassified.htm) * **Benchmarks** (above)   + - Data Collector: **Community Engagement Benchmark Committee** on point     - Planning Processes:     - Published:     - Peers:  1. Establish a joint NMU/health-care industry task force to make recommendations regarding possible collaborations. 2. Create new community engagement awards that will be given annually to faculty, staff and students who have exhibited an outstanding commitment to community engagement.  * Preference for external awards |
| **Goal 2:** Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives.  Priorities:   1. Develop a resource plan for the Superior Edge and academic service learning programs to ensure optimal growth.  * Benchmark: FTE for ASL (.33 Chair + .2 grad asst + .15 SA ) * Benchmark: Base budget financial support for curriculum development * Benchmark: ASL credits per FTE * Benchmark: ASL courses per FTE * Benchmark: FTE allocated to Superior Edge  1. Significantly increase the number of NMU students who participate in the Superior Edge, academic service learning and other leadership development opportunities.  * **Benchmark**: [Enrollment in Academic Service Learning Designated Courses](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/ASLenrollment.html) * **Benchmark**: [Academic Service Learning: Community Hours](http://webb.nmu.edu/ASL/SiteSections/Overview/ASLStatistics.shtml) * **Benchmark**: Number 'enrolled' students by class rank (fr, so, jr, sr) * **Benchmark**: [Number of Superior Edge graduates per year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/superiorEdgeGraduates.htm) * **Benchmark**: Number of Superior Edge community hours per year * **Benchmark**: [The distribution of majors of the students enrolled in the Superior Edge program](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/superiorEdgeByMajor.html) * **Benchmark:** [Number of Superior Edge community hours per year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/edgeHoursPerYear.html) * **Benchmark:** [Enrollment by Class Level by Edge by Year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/enrollmentByEdgeByClassLevel.html) * **Benchmark:** [Superior Edges Completed Per Year](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/SuperiorEdge/completedEdgesByYear.html) * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Improve the alignment of the curriculum with the Superior Edge and academic service learning initiatives. 2. Implement strategies to assist students to more effectively communicate the skills and competencies developed through their achievements in community engagement. |
| **Goal 3:** Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience.  Priorities:   1. Endorse a statement on diversity that clearly communicates the university's commitment. 2. Implement and fund strategies to increase the number of students and employees from under-represented and nontraditional groups. 3. Establish an endowed chair in religious studies that will be the catalyst to the development of a religious studies program. 4. Provide ongoing diversity training and education for faculty, staff and students.  * **Benchmark**: [Diversity (2006)](http://tseethof.nmu.edu/benchmarks/NMUbnchmrks/studentBenchmarks/diversity.html) * **Benchmark**: Distribution of Degrees by Ethnicity (2007) * **Benchmark:** Faculty, staff and administrators diversity * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers: |
| Goal: Increase collaboration with local communities, schools, governments, development groups and other partners to; enhance community and economic development in the Upper Peninsula.  Priorities:   1. Establish a team of NMU faculty, under the auspices of the Sam M. Cohodas Scholar, who conduct and publish applied research that supports community and economic development across the Upper Peninsula.  * **Benchmark**: Number of research projects per academic year focused on community and economic development across the Upper Peninsula. * **Benchmark**: Number of research papers/conference presentation per academic year focused on community and economic development across the Upper Peninsula * Benchmarks (above)   + - Data Collector:     - Planning Processes:     - Published:     - Peers: * Benchmark: Number of research projects, white papers or professional presentations per academic year focused on community and economic development across the Upper Peninsula. * Benchmark: Number of research papers/conference presentations per academic year focused on community and economic development across the Upper Peninsula * Benchmark: Web site/regional journal (tba)   + Number of papers   + Number of “hits” * Benchmark: * Benchmarks (above)   + - Data Collector:   + Planning Processes:   + Published/Posted/Distributed to Professional Organizations interested in UP issues:   + Peers/Professional organizations     - Number of formal relationships with local and outside agencies (e.g., DLEG, Michigan Works)   + NMU Commitment of Resources (Funding for Sam M. Cohodas Professorship: 4 courses of reallocation time; Stipend and Budget):  1. Continue to increase and whenever possible promote a culture of openness and access through regularly scheduled community/campus forums, high-quality publications and the effective use of communication technologies.    1. Benchmark: number of community forums    2. Benchmark: kinds of technologies used    3. Benchmark: number of visiting scholars who contribute to a community discussion       1. Data collector: ??? 2. Provide new faculty and staff with an on-the-road introduction to the U.P. to orient them to the assets, cultures and economy of the U.P. and to connect them with research ideas that will promote community and regional involvement.  * Benchmark: number of faculty who make the road trips per year   + Need an information card  1. Explore the feasibility of collaborating with existing community development organizations, units of government and the private sector to establish a high-tech economic development center on the NMU campus.  * **Benchmark**: Comprehensive database of regional community and economic partners   + - Definition:     - Data Collector:     - Planning Processes:     - Published:     - Peers:  1. Collaborate with the state, U.P. universities and private alternative energy companies to make the Upper Peninsula a nationally recognized alternative energy and technology corridor.  * **Benchmark**: Status report – data base – Sustainability Committee * **Benchmark**: number of classes/students that treat alternative energy * **Benchmark:** Energy generated from alternative sources * **Benchmark:** Energy/water conservation efforts across campus |